An Daras Multi Academy Trust





An Daras Multi Academy Trust

Windmill Hill Academy

Curriculum Scheme of Learning – Geography

Integrated Curriculum Scheme of Learning - 2015	
Scheme of Learning:	Humanities
National Curriculum Subjects:	Geography
Domain Leader:	J. Young
Agreed and Approved:	Sept 2015
Leader In Year Review Dates:	Sept 2016
Related Documents and Guidance:	National Curriculum 14
	Dimensions Skill Ladders 14
	WHA Geography Policy 15
	WHA Geography Curriculum Statement 14/15
	Rising Stars Progression Statement for Geography 14
	WHA Aims for Pupils/Non-Negotiable 15
	ADMAT Aims

Windmill Hill Aca	demy
Geography Schen	ne of Learning – 2015
Curriculum	
Statement	At Windmill Hill Academy, we believe that Geography should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
	Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
	Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Below you will find an overview of what your child will be expected to learn in each of the Key Stages.
	In Key Stage 1 - Place knowledge, locational knowledge, seasonal and daily weather patterns, use of maps and aerial photographs, compass directions.
	In Key Stage 2 - Place knowledge, geographical field work skills, human and physical geography, locational knowledge.
	Progression in Geography will be assessed through work completed in pupils' books, for displays, written work, photographic and media evidence Ability and attitude in Geography is recorded on the child's annual report to parents, and discussed at parent/teacher meetings throughout the year.

Year Group Aut 1		r Group Aut 1 Aut 2 Spr 1		Spr 2	Sum 1	Sum 2	
KS1 - Year A	'Shiver Me Timbers'			'Walking through the		'Oh I do like to be by	
				Jungle'		the Seaside!'	
	Locational Knowledge						
	Focus: Four counties in the			Human and Physical		Geographical Skills and	
	UK and recall of facts			geography		Fieldwork	
				Focus: Seasonal and daily		Focus: Using Maps	
	Geographical Skill:			weather patterns in the UK		Tocus. Osing Waps	
	<u>Communication</u>			and the world		Geographical skill:	
						Interpreting a range of	
				Place knowledge		<u>sources</u>	
				Focus: Contrast with			
				another county- Jungles			
				Geographical Skill:			
				Collecting Data			
A. Nat Curriculum 14	PP184-185			PP184-185		PP184-185	
B. Academy Aims Link	ADMAT: Ensuring children			ADMAT: Ensuring children		ADMAT: Ensuring children	
	are equipped for the next			are equipped for the next		are equipped for the next	
	phase of learning. Creating			phase of learning. Creating		phase of learning. Creating	
	an enjoyable and creative			an enjoyable and creative		an enjoyable and creative	
	curriculum that meets the			curriculum that meets the		curriculum that meets the	
	learning needs of children.			learning needs of children.		learning needs of children.	
	Providing for children a			Providing for children a		Providing for children a	
	safe, stimulating, caring but			safe, stimulating, caring but		safe, stimulating, caring but	
	challenging learning			challenging learning		challenging learning	
	environment.			environment.		environment.	
	WHA: Challenge,			WHA: Challenge,		WHA: Challenge,	
	citizenship, community and			citizenship, community and		citizenship, community and	
	creativity.			creativity.		creativity.	
C. Scheme Reference	National Curriculum			National Curriculum		National Curriculum	
	Links to Windmill Hill			• Links to Windmill Hill		• Links to Windmill Hill	
	Academy Project			Academy Project		Academy Project	
	Planning			Planning		Planning	

D. Key Knowledge	I can name and locate and	I can identify seasonal and	I can name and locate the
	identify characteristics of	daily weather patterns in	world's seven continents
	the four countries and	the UK and the location of	and five oceans
	capital cities of the UK and	hot and cold areas of the	I can use world maps, atlas
	its surrounding seas	world in relation to the	and globes to identify UK
	I understand geographical	Equator and the North and	and its countries as well
	similarities and differences	South pole	the countries, continents
	through studying the	I can use basic geographical	and oceans studied at this
	human and physical	vocabulary to refer to key	KS
	geography of a small area	physical features and key	I can use simple compass
	of the UK	human features	directions and locational
	I use basic geographical	I can understand	and directional language to
	vocab to refer to:	geographical similarities	describe location of
	physical features including:	and differences through	features and routes on a
	beach/ cliff/ coast/ forest/	studying the human and	map
	hill/ mountain/ sea/ ocean/	physical geography of a	I can use aerial
	river/ soil/ valley/	small area of the United	photographs and plan
	vegetation and seasonal	Kingdom, and of a small	perspectives to recognise
	weather	area in a contrasting non-	landmarks and basic
	and human features	European Country	human and physical
	including city/ town/	I can use world map, atlas	features; devise a simple
	village/ factory/ farm/	and globes to identify the	map; and use and contrast
	house/ office/ port/	UK and its countries as well	basic symbols in a key
	harbour/ shop	the countries studied at	I can use simple fieldwork
	I can use maps, atlas and	this KS	and observational skills to
	globes to identify the UK	I can use simple compass	study the geography of the
	and its countries	directions and locational	local area
	I can use simple compass	and directional language to	
	directions and locational	describe the location of	
	and directional language	features and routes on a	
	(near and far, left and right)	map	
	to describe the location of		
	features and routes on a		
	map		
E. Key Skills and	I can talk and describe	I can talk about the seasons	I can use aerial photos to
Jnderstanding - Year 1	people and places where I	and the changes that take	recognise landmarks and
	live	place in the seasons in the	basic human and physical
	I can talk about similarities	UK	features
	and differences between	I can use simple	I can use left, right,
	places	geographical words to	forwards and back to
	I can talk about different	describe physical features	describe the location of
	ways to travel	I can use simple	features and routes on a
	I can name and locate the	geographical words to	map
	four countries and capital	describe human features	I can use world maps, atlas
	cities and the surrounding		and globes to identify the
	seas		UK and its countries
	3003		OK and its countries

F. Key Skills and Understanding - Year 2	I can talk about and describe features of a known locality I can recall key features of the local area I can talk and describe a contrasting locality I can name and locate the world's seven continents and five oceans		I can identify and locate hot and cold areas of the world in relation to the equator and the north and south poles I can talk and describe the function of features and landmarks within a locality I can identify and describe patterns and changes within the local environment	I can identify geographical features on a large scale map I can create simple map of a familiar location using symbols and a simple key I can use simple compass directions to describe the location of features and routes on a map I can use world maps, atlas and globes to identify world countries, continents and oceans
G. Cross Curricular Links (Core non-negotiable standards)	Computing/History - using project work as inspiration		Computing/History - using project work as inspiration	Computing/History - using project work as inspiration
H. Assessment Pathway	Formative assessment against key skills and understanding End of unit 'product'		Formative assessment against key skills and understanding End of unit 'product'	Formative assessment against key skills and understanding End of unit 'product'

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
KS1 - Year B	'All Aboard!'				'Walking in Windmill	'Knights and Dragons'
KSI - Teal D	All Aboard:				Woods'	Kingints and Dragons
	Geographical Skills and				woods	Human and Physical
	Fieldwork				Geographical Skills and	Geography
					Fieldwork	
	Focus: Using simple				The dwork	Focus: Using basic
	compass directions and				Focus: Plans of Local Area	geographical vocabulary
	locational and directional					
	language				Geographical Skill: Interpret	Geographical Skills and
					a Range of Sources	Fieldwork
	Geographical Skill:					
	<u>Communication</u>					Focus: Geography of the
						school
						Geographical Skill:
						<u>Collecting Data</u>
A. Nat Curriculum 14	PP184-185				PP184-185	PP184-185
B. Academy Aims Link	ADMAT: Ensuring children				ADMAT: Ensuring children	ADMAT: Ensuring children
-	are equipped for the next				are equipped for the next	are equipped for the next
	phase of learning. Creating				phase of learning. Creating	phase of learning. Creating
	an enjoyable and creative				an enjoyable and creative	an enjoyable and creative
	curriculum that meets the				curriculum that meets the	curriculum that meets the
	learning needs of children.				learning needs of children.	learning needs of children.
	Providing for children a				Providing for children a	Providing for children a
	safe, stimulating, caring but				safe, stimulating, caring but	safe, stimulating, caring but
	challenging learning				challenging learning	challenging learning
	environment.				environment.	environment.
	WHA: Challenge,				WHA: Challenge,	WHA: Challenge,
	citizenship, community and				citizenship, community and	citizenship, community and
	creativity.				creativity.	creativity.
C. Scheme Reference	National Curriculum				National Curriculum	National Curriculum
	Links to Windmill Hill				Links to Windmill Hill	Links to Windmill Hill
	Academy Project				Academy Project	Academy Project
	Planning				Planning	Planning
D. Key Knowledge	I can name, locate and				I can understand	I can understand
	identify characteristics if				geographical similarities	geographical similarities
	the four countries and				and differences through	and differences through
	capital cities of the UK and				studying human and	studying human and
	its surrounding seas				physical features of a small	physical features of a small
	I can use basic geophysical				area of the UK	area of the UK
	vocabulary e.g. physical				I can use simple compass	I can use simple compass
	features and human				directions and locational	directions and locational
	features				directional language to	directional language to

	I can use world maps, atlas		describe the location of	describe the location of
	and globes to identify the		features and routes on a	features and routes on a
	UK and its countries as well		map	map
	as the countries, continents		I can devise a simple map	I can devise a simple map
	and ocean studies at this		and use a contrast basic	and use a contrast basic
	key stage		symbols and a key	symbols and a key
	I can use simple compass		I can use simple field world	I can use simple field work
	directions and locational		and observational skills to	and observational skills to
	and direction language and		study the geography of the	study the geography of the
	to describe location of		school and the key human	school and the key human
	features and routes on map		and physical features of its	and physical features of its
	I can use aerial		surrounding environment	surrounding environment
	photographs and plan			
	perspectives to recognise			
	landmarks and basic			
	human and physical			
	features, devise a simple			
	map and use and construct			
	basic symbols in a key			
E. Key Skills and	I can use aerial photos to		I can identify features of	I can identify features of
Understanding - Year 1	recognise landmarks and		my environment	my environment
	basic human and physical		I can use photos and	I can use photos and
	features		pictures to locate places in	pictures to locate places in
	I can use left, right,		my environment	my environment
	forwards and back to		I can talk about my	I can talk about my
	describe the location of		environment	environment
	features and routes on a		I can talk about a describe	I can talk about a describe
	map		places where I live	places where I live
	I can use world maps, atlas		I can talk about similarities	I can talk about similarities
	and globes to identify the		and differences between	and differences between
	UK and its countries		places	places
F. Key Skills and	I can identify geographical		I can sort and groups	I can sort and groups
Understanding - Year 2	features on a large scale		physical and humans	physical and humans
	map		features in the local	features in the local
	I can create simple map of		environment	environment
	a familiar location using		I can use photos and simple	I can use photos and simple
	symbols and a simple key		street plans to find places	street plans to find places
	I can use simple compass		in the local environment	in the local environment
	directions to describe the		I can talk features of the	I can talk features of the
	location of features and		local; environment that In	local; environment that In
	routes on a map		like and dislike	like and dislike
	I can use world maps, atlas		I can talk and describe	I can talk and describe
	and globes to identify		features of a known locality	features of a known locality
	world countries, continents		I can recall key features of	I can recall key features of
			the local area	the local area
	and oceans			

G. Cross Curricular Links (Core non-negotiable standards)	Computing/History - using project work as inspiration Maths: positional work		Computing/History - using project work as inspiration	Computing/History - using project work as inspiration SMSC - working together (demonstrating R time rules)
H. Assessment Pathway	Formative assessment against key skills and understanding		Formative assessment against key skills and understanding	Formative assessment against key skills and understanding
	End of unit 'product'		End of unit 'product'	End of unit 'product'

Year Group	Aut 1 Aut 2	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
3 – Unit Title		'Where our Lunch Comes From'	'Multi-Cultural Me'	'Multi-Cultural Me'		'Local Study'
		<u>Geographical Skill:</u> Interpret a Range of Sources	Geographical Skill: Communication	Geographical Skill: Communication		<u>Geographical Skill:</u> Collecting Data
A. Nat Curriculum 14		PP186-187	PP186-187	PP186-187		PP186-187
B. Academy Aims Link		ADMAT: Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Challenge, citizenship, community and creativity.	ADMAT: Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Challenge, citizenship, community and creativity.	ADMAT: Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Challenge, citizenship, community and creativity.		ADMAT: Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Challenge, citizenship, community and creativity.
C, Scheme Reference		National Curriculum Links to Class Topics each term		National Curriculum Links to Class Topics each term		National Curriculum Links to Class Topics each term
D. Key Knowledge		I am continuing to extend and develop my knowledge and understanding beyond the local area to include the United Kingdom and the rest of the world. I understand and can describe the location and characteristics of a range of the world's most significant human and physical features. I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.	I am continuing to extend and develop my knowledge and understanding beyond the local area to include the United Kingdom and the rest of the world. I understand and can describe the location and characteristics of a range of the world's most significant human and physical features. I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.	I am continuing to extend and develop my knowledge and understanding beyond the local area to include the United Kingdom and the rest of the world. I understand and can describe the location and characteristics of a range of the world's most significant human and physical features. I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.		I am continuing to extend and develop my knowledge and understanding beyond the local area to include the United Kingdom and the rest of the world. I understand and can describe the location and characteristics of a range of the world's most significant human and physical features. I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.
E. Key Skills and Understanding		I understand and can discuss where my food and	I understand and can discuss how my life is	I understand and can discuss how my life is		I understand and can discuss how my local area

drink comes from, both	linked to other cultures and	linked to other cultures and	fits within the geography
locally and world-wide.	parts of the world.	parts of the world.	the United Kingdom and
I am continuing to extend	I am continuing to extend	I am continuing to extend	world-wide.
and develop my knowledge	and develop my knowledge	and develop my knowledge	I understand and can
and understanding of food	and understanding of	and understanding of	discuss how my local area
and drink beyond my local	different cultures beyond	different cultures beyond	impacts on my life.
area to include the United	my local area to include the	my local area to include the	I am continuing to extend
Kingdom and the rest of	United Kingdom and the	United Kingdom and the	and develop my knowled
the world.	rest of the world.	rest of the world.	and understanding of my
I understand and can	I understand and can	I understand and can	local area.
describe the location and	describe the location and	describe the location and	I understand and can
characteristics of a range of	characteristics of a range of	characteristics of a range of	describe the location and
the world's most significant	the world's most	the world's most	characteristics of a range
human and physical	significant human and	significant human and	the world's most significa
features, for example,	physical features.	physical features.	human and physical
trade links and the	I am developing my use of	I am developing my use of	features, for example, la
distribution of natural	geographical knowledge,	geographical knowledge,	use and the distribution
resources.	understanding and skills to	understanding and skills to	natural resources.
I am developing my use of	enhance my locational and	enhance my locational and	I am developing my use o
geographical knowledge,	place knowledge.	place knowledge.	geographical knowledge,
understanding and skills to	I can locate the world's	I can locate the world's	understanding and skills
enhance my locational and	countries, their major cities	countries, their major cities	enhance my locational ar
place knowledge.	as well as describing their	as well as describing their	place knowledge.
I can locate the world's	environmental regions.	environmental regions.	I can locate the world's
countries, their major cities	I can develop my	I can develop my	countries, their major cit
as well as describing their	knowledge of geographical	knowledge of geographical	as well as describing thei
environmental regions.	vocabulary relating to	vocabulary relating to	environmental regions.
I can develop my	different cultures and use	different cultures and use	I understand how aspect
knowledge of geographical	these terms correctly.	these terms correctly.	such as key topographica
vocabulary relating to	I can identify and discuss	I can identify and discuss	features and land-use
different food and drink	geographical similarities	geographical similarities	patterns have changed
and use these terms	and differences through	and differences through	over time in my local are
correctly.	the study of a particular	the study of a particular	I can develop my
I can identify and discuss	region.	region.	knowledge of geographic
geographical similarities	I can use maps, atlases,	I can use maps, atlases,	vocabulary relating to my
and differences through	globes and computer	globes and computer	local area and use these
the study of a particular	mapping to locate	mapping to locate	terms correctly.
region.	countries and describe the	countries and describe the	I can identify and discuss
I can use maps, atlases,	features studied.	features studied.	geographical similarities
globes and computer			and differences through
mapping to locate			the study of a particular
countries and describe the			region.
features studied.			I can use maps, atlases,
			globes and computer
			mapping to locate
			countries and describe th

				features studied. I can use the eight points of a compass, four and six- figure grid references, symbols and keys to develop my knowledge of my local area and the United Kingdom. I can use fieldwork skills to observe, measure, record and present the features in my local area using a range of methods.
F. Cross Curricular Links (Core non-negotiable standards)	Computing - use appropriate software to present geographical information to an audience; use the internet and web-based tools as a source of information; communicate information about an issue in a variety of ways, including digital presentations. Maths – analyse information and use evidence in a data base to answer questions and draw conclusions. DT – healthy lunchbox English - non-fiction texts as a source of information; explore geographical issues through the use of drama. SMSC - identify and explain different views of people including themselves	English – stories from other cultures SMSC – what makes us who we are? What makes our community? What is it like to belong?; identify and explain different views of people including themselves DT – food from various cultures. Commuting - use the internet and web-based tools as a source of information	English – British poetry Art – from different cultures, wish you were here Holiday posters RE – Hinduism as part of our community English - non-fiction texts as a source of information; explore geographical issues through the use of drama SPRING1 AND 2 CROSS	Computing – data collecting: use digital devices to record geographical features; use appropriate software to present geographical information to an audience Maths – surveys, co- ordinates, data handling
G. Assessment Pathway	Formative assessment against key skills and understanding.	Formative assessment against key skills and understanding.	Formative assessment against key skills and understanding.	Formative assessment against key skills and understanding.

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
		'Settlements'		'Where are We?'		(Ancient Equat)
4 – Unit Title				where are wer		'Ancient Egypt'
		(linked to Anglo Saxon		E C		and
		settlers)		Focus: Comparisons		'Rivers'
				between the United		
		Geographical Skill:		Kingdom, Europe (France)		Geographical Skill:
		Communication		and North America		Collecting Data
				(Canada).		
				Geographical Skill: Interpret		
				a Range of Sources		
A. Nat Curriculum 14		PP186-187		PP186-187		PP186-187
B. Academy Aims Link		ADMAT: Ensuring children		ADMAT: Ensuring children		ADMAT: Ensuring children
		are equipped for the next		are equipped for the next		are equipped for the next
		phase of learning. Creating		phase of learning. Creating		phase of learning. Creating
		an enjoyable and creative		an enjoyable and creative		an enjoyable and creative
		curriculum that meets the		curriculum that meets the		curriculum that meets the
		learning needs of children.		learning needs of children.		learning needs of children.
		Providing for children a		Providing for children a		Providing for children a
		safe, stimulating, caring but		safe, stimulating, caring but		safe, stimulating, caring but
		challenging learning		challenging learning		challenging learning
		environment.		environment.		environment.
		WHA: Challenge,		WHA: Challenge,		WHA: Challenge,
		citizenship, community and		citizenship, community and		citizenship, community and
		creativity.		creativity.		creativity.
C. Scheme Reference		National Curriculum		National Curriculum		National Curriculum
		Links to Class Topics		Links to Class Topics		Links to Class Topics
		each term		each term		each term
D. Key Knowledge		I am continuing to extend		I am continuing to extend		I am continuing to extend
		and develop my knowledge		and develop my knowledge		and develop my knowledge
		and understanding beyond		and understanding beyond		and understanding beyond
		the local area to include		the local area to include		the local area to include
		the United Kingdom and		the United Kingdom and		the United Kingdom and
		the rest of the world.		the rest of the world.		the rest of the world.
		I understand and can		I understand and can		I understand and can
		describe the location and		describe the location and		describe the location and
		characteristics of a range of		characteristics of a range of		characteristics of a range of
		the world's most significant		the world's most significant		the world's most significant
		human and physical		human and physical		human and physical
		features.		features.		features.
		I am developing my use of		I am developing my use of		I am developing my use of
		geographical knowledge,		geographical knowledge,		geographical knowledge,
		understanding and skills to		understanding and skills to		understanding and skills to
		enhance my locational and		enhance my locational and		enhance my locational and

	place knowledge.	place knowledge.	place knowledge.
E. Key Skills and	I understand and can	I understand and can	I understand and can
Understanding	discuss the settlement of	discuss where I live in	discuss the location of
	the Anglo-Saxons and other	relation to other parts of	Egypt in relation to the res
	types of settlement.	the United Kingdom and	of the world and the key
	I am continuing to extend	the rest of the world.	cities and areas within it,
	and develop my knowledge	I am continuing to extend	both past and present.
	and understanding of	and develop my knowledge	I understand and can
	settlements beyond my	and understanding beyond	discuss the location of and
	local area to include the	my local area to include the	parts of a river.
	United Kingdom and the	United Kingdom and the	I am continuing to extend
	rest of the world.	rest of the world.	and develop my knowledg
	I understand and can	I understand and can	and understanding of rive
	describe the location and	describe the location and	beyond my local area to
	characteristics of a range of	characteristics of a range of	include the United
	the world's most significant	the world's most significant	Kingdom and the rest of
	human and physical	human and physical	the world.
	features, for example,	features, for example,	I understand and can
	types of settlement and	climate zones, rivers,	describe the location and
	land use.	mountains, types of	characteristics of a range
	I am developing my use of	settlement and land use,	the world's most signification
	geographical knowledge,	economic activity, trade	human and physical
	understanding and skills to	links and the distribution	features, for example,
	enhance my locational and	of natural resources.	climate zones, rivers and
	place knowledge.	I can describe how	types of land use.
	I can develop my	geographical features can	I am developing my use of
	knowledge of geographical	affect lifestyle.	geographical knowledge,
	vocabulary relating to the	I am developing my use of	understanding and skills t
	Anglo-Saxons and	geographical knowledge,	enhance my locational an
	settlements and use these	understanding and skills to	place knowledge.
	terms correctly.	enhance my locational and	I can develop my
	I can identify and discuss	place knowledge.	knowledge of geographica
	geographical similarities	I can locate the world's	vocabulary relating to
	and differences through	countries, their major cities	Ancient Egypt and Rivers
	the study of a particular	as well as describing their	and use these terms
	settlement.	environmental regions.	correctly.
	I can use maps, atlases,	I can develop my	I can identify and discuss
	globes and computer	knowledge of geographical	geographical similarities
	mapping to locate	vocabulary relating to my	and differences through
	countries and describe the	local area, France and	the study of a particular
	features studied.	Canada and use these	region or river.
		terms correctly.	I can use maps, atlases,
		I can identify and discuss	globes and computer
		geographical similarities	mapping to locate
		and differences between	countries and describe th
		my local area, an area in	features studied.

G. Assessment Pathway	Formative assessment against key skills and understanding.	Formative assessment against key skills and understanding.	Formative assessment against key skills and understanding.
F. Cross Curricular Links (Core non-negotiable standards)	Computing – research Drama – story telling / weapons and warfare workshops English – Kennings poetry Maths – chronology / timelines Design and Technology – Anglo-Saxon houses /settlements	(Canada) and can make detailed comparisons. I can use maps, atlases, globes and computer mapping to locate countries and describe the features studied. Computing – maps and google earth English – fact file reports on individual countries Maths – comparing and calculating real-life facts and figures on countries information DT – food from other countries French – speaking and listening SMSC – understanding other cultures	figure grid references, symbols and keys to develop my knowledge of my local area and the United Kingdom. I can use fieldwork skills to observe, measure, record and present the features in my local area using a range of methods. Computing – creating Power point presentations linked to explanation texts English – explanations about river formation / water cycle Maths – ordering and rounding numbers (including river lengths) Art – painting landscapes Science – understanding states of matter and the water cycle History – Rivers topic to be studied alongside the Ancient Egyptian topic
		Europe (France) and an area in North America	I can use the eight points of a compass, four and six-

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
5 – Unit Title		'Conservation and the		'China and Here'		'Local Area Study and
5 – Unit litie				China and Here		
		Environment'				Sustainable Tourism'
				Focus: Contrasting China		
		Geographical Skill: Interpret		and the United Kingdom		Geographical Skill:
		a Range of Sources				Collecting Data
				Geographical Skill:		
				Communication		
A. Nat Curriculum 14		PP186-187		PP186-187		PP186-187
B. Academy Aims Link		ADMAT: Ensuring children		ADMAT: Ensuring children		ADMAT: Ensuring children
•		are equipped for the next		are equipped for the next		are equipped for the next
		phase of learning. Creating		phase of learning. Creating		phase of learning. Creating
		an enjoyable and creative		an enjoyable and creative		an enjoyable and creative
		curriculum that meets the		curriculum that meets the		curriculum that meets the
		learning needs of children.		learning needs of children.		learning needs of children.
		Providing for children a		Providing for children a		Providing for children a
		safe, stimulating, caring but		safe, stimulating, caring but		safe, stimulating, caring but
		challenging learning		challenging learning		challenging learning
		environment.		environment.		environment.
		WHA: Challenge,		WHA: Challenge,		WHA: Challenge,
		citizenship, community and		citizenship, community and		citizenship, community and
		creativity.		creativity.		creativity.
C. Scheme Reference		National Curriculum		National Curriculum		National Curriculum
		Links to Class Topics		Links to Class Topics		Links to Class Topics
		each term		each term		each term
D. Key Knowledge		I am continuing to extend		I am continuing to extend		I am continuing to extend
		and develop my knowledge		and develop my knowledge		and develop my knowledge
		and understanding beyond		and understanding beyond		and understanding beyond
		the local area to include		the local area to include		the local area to include
		the United Kingdom and		the United Kingdom and		the United Kingdom and
		the rest of the world.		the rest of the world.		the rest of the world.
		I understand and can		I understand and can		I understand and can
		describe the location and		describe the location and		describe the location and
		characteristics of a range of		characteristics of a range of		characteristics of a range of
		the world's most significant		the world's most significant		the world's most significant
		human and physical		human and physical		human and physical
		features.		features.		features.
		I am developing my use of		I am developing my use of		I am developing my use of
		geographical knowledge,		geographical knowledge,		geographical knowledge,
		understanding and skills to		understanding and skills to		understanding and skills to
		enhance my locational and		enhance my locational and		enhance my locational and
		place knowledge.		place knowledge.		place knowledge.
E. Key Skills and		I understand and can		I understand and can		I understand and can

Understanding	discuss the terms	discuss where I live in	discuss where I live in
	'conservation' and	relation to other parts of	relation to other parts of
	'environment' and how the	the United Kingdom and	the United Kingdom and
	two are linked.	the rest of the world.	the rest of the world.
	I am continuing to extend	I am continuing to extend	I am continuing to extend
	and develop my knowledge	and develop my knowledge	and develop my knowled
	and understanding of	and understanding beyond	and understanding beyor
	conservation and the	my local area to include the	my local area to include t
	environment beyond my	United Kingdom and the	United Kingdom and the
	local area to include the	rest of the world.	rest of the world.
	United Kingdom and the	Lunderstand and can	I understand and can
	rest of the world.	describe the location and	describe the location and
	I understand and can	characteristics of a range of	characteristics of a range
	describe the location and	0	
		the world's most significant	the world's most signification
	characteristics of a range of	human and physical	human and physical
	the world's most significant	features, for example,	features, for example,
	human and physical	climate zones, types of	types of land use,
	features, for example,	land use, economic	economic activity, trade
	climate zones, biomes,	activity, trade links and the	links and the distributio
	vegetation belts, rivers,	distribution of natural	of natural resources.
	water cycle, land use and	resources.	I can describe how
	the distribution of natural	I can describe how	geographical features ca
	resources and how these	geographical features can	affect lifestyle and touris
	aspects have changed over	affect lifestyle.	I am developing my use
	time.	I am developing my use of	geographical knowledge
	I am developing my use of	geographical knowledge,	understanding and skills
	geographical knowledge,	understanding and skills to	enhance my locational a
	understanding and skills to	enhance my locational and	place knowledge.
	enhance my locational and	place knowledge.	I can locate the world's
	place knowledge.	I can locate the world's	countries, their major cit
	I can locate the world's	countries, their major cities	as well as describing the
	countries, their major cities	as well as describing their	environmental regions.
	as well as describing their	environmental regions.	I can develop my
	environmental regions.	I can develop my	knowledge of geographi
	I can develop my	knowledge of geographical	vocabulary relating to m
	knowledge of geographical	vocabulary relating to my	local area and 'sustainab
	vocabulary relating to	local area and China and	tourism' and use these
	conservation and		
		use these terms correctly.	terms correctly.
	environment and use these	I can identify and discuss	I can identify and discuss
	terms correctly.	geographical similarities	geographical similarities
	I can identify and discuss	and differences between	and differences between
	geographical similarities	my local area and China	my local area and other
	and differences through	and can make detailed	areas in terms of
	the study of a particular	comparisons.	'sustainable tourism' and
	region.	I can use maps, atlases,	can make detailed
	I can use maps, atlases,	globes and computer	comparisons.

	globes and computer mapping to locate countries and describe the features studied.	mapping to locate countries and describe the features studied.	I can use maps, atlases, globes and computer mapping to locate countries and describe the features studied. I can use the eight points of a compass, four and six- figure grid references, symbols and keys to develop my knowledge of my local area and the United Kingdom. I can use fieldwork skills to observe, measure, record and present the features in my local area using a range of methods.
F. Cross Curricular Links (Core non-negotiable standards)	English – non-fiction writing – leaflets on conservation Computing – use of ICT for research Maths – reading and interpreting graphs	English – writing (stories from other cultures) Computing – use of ICT for research	English – drama and writing (Beowulf) Computing – use of ICT for research PE – OAA – Map reading
G. Assessment Pathway	Formative assessment against key skills and understanding.	Formative assessment against key skills and understanding.	Formative assessment against key skills and understanding.

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
6 – Unit Title		'Mountains'		'Volcanoes and Extreme		'London and Here'
6 – Onit Title		wountains		Weather'		London and Here
				weather		Focus: Contrasting London
		Geographical Skill:				and the Local Area
		Communication				
		communication		Geographical Skill: Interpret		Geographical Skill:
				a Range of Sources		Collecting Data
A. Nat Curriculum 14		PP186-187		PP186-187		PP186-187
B. Academy Aims Link		ADMAT: Ensuring children		ADMAT: Ensuring children		ADMAT: Ensuring children
D. Academy Amis Link		are equipped for the next		are equipped for the next		are equipped for the next
		phase of learning. Creating		phase of learning. Creating		phase of learning. Creating
		an enjoyable and creative		an enjoyable and creative		an enjoyable and creative
		curriculum that meets the		curriculum that meets the		curriculum that meets the
		learning needs of children.		learning needs of children.		learning needs of children.
		Providing for children a		Providing for children a		Providing for children a
		safe, stimulating, caring but		safe, stimulating, caring but		safe, stimulating, caring but
		challenging learning		challenging learning		challenging learning
		environment.		environment.		environment.
		WHA: Challenge,		WHA: Challenge,		WHA: Challenge,
		citizenship, community and		citizenship, community and		citizenship, community and
		creativity.		creativity.		creativity.
C. Scheme Reference		National Curriculum		National Curriculum		National Curriculum
		Links to Class Topics		Links to Class Topics		Links to Class Topics
		each term		each term		each term
D. Key Knowledge		I am continuing to extend		I am continuing to extend		I am continuing to extend
		and develop my knowledge		and develop my knowledge		and develop my knowledge
		and understanding beyond		and understanding beyond		and understanding beyond
		the local area to include		the local area to include		the local area to include
		the United Kingdom and		the United Kingdom and		the United Kingdom and
		the rest of the world.		the rest of the world.		the rest of the world.
		I understand and can		I understand and can		I understand and can
		describe the location and		describe the location and		describe the location and
		characteristics of a range of		characteristics of a range of		characteristics of a range of
		the world's most significant		the world's most significant		the world's most significant
		human and physical		human and physical		human and physical
		features.		features.		features.
		I am developing my use of geographical knowledge,		I am developing my use of geographical knowledge,		I am developing my use of geographical knowledge,
		understanding and skills to		understanding and skills to		understanding and skills to
		enhance my locational and		enhance my locational and		enhance my locational and
		place knowledge.		place knowledge		place knowledge
		I understand and can		I understand and can		e e e e e e e e e e e e e e e e e e e
E. Key Skills and						I understand and can

Jnderstanding	discuss the term	discuss the term 'volcano'	discuss where I live in
-	'mountain'.	and 'extreme weather'.	relation to other parts of
	I am continuing to extend	I am continuing to extend	the United Kingdom and
	and develop my knowledge	and develop my knowledge	the rest of the world.
	and understanding of	and understanding of	I am continuing to extend
	mountains.	volcanoes and extreme	and develop my knowled
	I understand and can	weather.	and understanding beyon
	describe the location and	I understand and can	my local area to include
	characteristics of a range of	describe the location and	United Kingdom and the
	the world's most significant	characteristics of a range of	rest of the world.
	human and physical	the world's most significant	I understand and can
	features, for example,	human and physical	describe the location and
	climate zones and	features, for example,	characteristics of a range
	mountains.	climate zones, volcanoes	the world's most signific
	I am developing my use of	and earthquakes.	human and physical
	geographical knowledge,	I am developing my use of	features, for example,
	understanding and skills to	geographical knowledge,	types of settlement and
	enhance my locational and	understanding and skills to	land use, economic activ
	place knowledge.	enhance my locational and	and the distribution of
	I can locate the world's	place knowledge.	natural resources.
	countries, their major cities	I can locate the world's	I can describe how
	as well as describing their	countries, their major cities	geographical features ca
	environmental regions.	as well as describing their	affect lifestyle.
	I can develop my	environmental regions.	I am developing my use
	knowledge of geographical	I can develop my	geographical knowledge
	vocabulary relating to	knowledge of geographical	understanding and skills
	mountains and use these	vocabulary relating to	enhance my locational a
	terms correctly.	volcanoes and extreme	place knowledge.
	I can identify and discuss	weather and use these	I can locate the world's
	geographical similarities	terms correctly.	countries, their major ci
	and differences of	I can identify and discuss	as well as describing the
	mountains in different	· · · · · · · · · · · · · · · · · · ·	environmental regions.
	parts of the world.	geographical similarities and differences of	I can develop my
	I can use maps, atlases,	volcanoes and extreme weather in different parts	knowledge of geographi
	globes and computer	of the world.	vocabulary relating to m local area and London a
	mapping to locate		
	countries and describe the	I can use maps, atlases,	use these terms correct
	features studied.	globes and computer	I can identify and discuss
		mapping to locate	geographical similarities
		countries and describe the	and differences between
		features studied.	my local area and Londo
			and can make detailed
			comparisons.
			I can use maps, atlases,
			globes and computer
			mapping to locate

			countries and describe the features studied. I can use the eight points of a compass, four and six- figure grid references, symbols and keys to develop my knowledge of my local area and the United Kingdom (London). I can use fieldwork skills to observe, measure, record and present the features in my local area using a range of methods.
F. Cross Curricular Links (Core non-negotiable standards)	Maths – measures Science – rock formation English - retrieve record and present information from non-fiction sources on mountains, mountain formation and famous mountain expeditions. Computing – word processing skills to present written text.	Maths – measures English – diary extract Computing – word processing skills to present written text. Science – Reversible and irreversible changes – making a volcano	English – non- fiction leaflets, retrieve, record and present information from non-fiction sources, Information posters Computing – word processing skills to present written text – leaflet, power-point Art/DT – sketching and constructing 3D London scene using a variety of material
G. Assessment Pathway	Formative assessment against key skills and understanding.	Formative assessment against key skills and understanding.	Formative assessment against key skills and understanding.