



An Daras Multi Academy Trust

Windmill Hill Academy

Curriculum Scheme of Learning – Geography

Integrated Curriculum Scheme of Learning – 2017-18	
Scheme of Learning:	Humanities
National Curriculum Subjects:	Geography
Domain Leader:	C. Carter
Agreed and Approved:	Sept 2015
Leader In Year Review Dates:	Sept 2016, Sept 2017
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 Academy

Geography Scheme of Learning – 2017-18

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	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
KS1 - Year A	<p>'Shiver Me Timbers'</p> <p>Locational Knowledge</p> <p>Focus: Four counties in the UK and recall of facts</p> <p>Geographical Skill: <u>Communication</u></p>			<p>'Walking through the Jungle'</p> <p>Human and Physical geography</p> <p>Focus: Seasonal and daily weather patterns in the UK and the world</p> <p>Place knowledge</p> <p>Focus: Contrast with another county- Jungles</p> <p>Geographical Skill: <u>Collecting Data</u></p>		<p>'Oh I do like to be by the Seaside!'</p> <p>Geographical Skills and Fieldwork</p> <p>Focus: Using Maps</p> <p>Geographical skill: <u>Interpreting a range of sources</u></p>
A. Nat Curriculum 14	PP184-185			PP184-185		PP184-185
B. Academy Aims Link	<p>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.</p> <p>WHA: Challenge, citizenship, community and creativity.</p>			<p>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.</p> <p>WHA: Challenge, citizenship, community and creativity.</p>		<p>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.</p> <p>WHA: Challenge, citizenship, community and creativity.</p>
C. Scheme Reference	<ul style="list-style-type: none"> National Curriculum Links to Windmill Hill Academy Project Planning 			<ul style="list-style-type: none"> National Curriculum Links to Windmill Hill Academy Project Planning 		<ul style="list-style-type: none"> National Curriculum Links to Windmill Hill Academy Project Planning

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

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!' Geographical Skills and Fieldwork Focus: Using simple compass directions and locational and directional language Geographical Skill: <u>Communication</u>				'Walking in Windmill Woods' Geographical Skills and Fieldwork Focus: Plans of Local Area Geographical Skill: <u>Interpret a Range of Sources</u>	'Knights and Dragons' Human and Physical Geography Focus: Using basic geographical vocabulary Geographical Skills and Fieldwork 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 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.
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D. Key Knowledge	I can name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas I can use basic geophysical vocabulary e.g. physical features and human features				I can understand geographical similarities and differences through studying human and physical features of a small area of the UK I can use simple compass directions and locational directional language to	I can understand geographical similarities and differences through studying human and physical features of a small area of the UK I can use simple compass directions and locational directional language to

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

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 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
3 – Unit Title		‘Where our Lunch Comes From’ <u>Geographical Skill: Interpret a Range of Sources</u>	‘Multi-Cultural Me’ <u>Geographical Skill: Communication</u>	‘Multi-Cultural Me’ <u>Geographical Skill: Communication</u>		‘Local Study’ <u>Geographical Skill: Collecting Data</u>
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		<ul style="list-style-type: none"> National Curriculum Links to Class Topics each term 		<ul style="list-style-type: none"> National Curriculum Links to Class Topics each term 		<ul style="list-style-type: none"> 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

		<p>drink comes from, both locally and world-wide.</p> <p>I am continuing to extend and develop my knowledge and understanding of food and drink beyond my local area to include the United Kingdom and the rest of the world.</p> <p>I understand and can describe the location and characteristics of a range of the world's most significant human and physical features, for example, trade links and the distribution of natural resources.</p> <p>I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.</p> <p>I can locate the world's countries, their major cities as well as describing their environmental regions.</p> <p>I can develop my knowledge of geographical vocabulary relating to different food and drink and use these terms correctly.</p> <p>I can identify and discuss geographical similarities and differences through the study of a particular region.</p> <p>I can use maps, atlases, globes and computer mapping to locate countries and describe the features studied.</p>	<p>linked to other cultures and parts of the world.</p> <p>I am continuing to extend and develop my knowledge and understanding of different cultures beyond my local area to include the United Kingdom and the rest of the world.</p> <p>I understand and can describe the location and characteristics of a range of the world's most significant human and physical features.</p> <p>I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.</p> <p>I can locate the world's countries, their major cities as well as describing their environmental regions.</p> <p>I can develop my knowledge of geographical vocabulary relating to different cultures and use these terms correctly.</p> <p>I can identify and discuss geographical similarities and differences through the study of a particular region.</p> <p>I can use maps, atlases, globes and computer mapping to locate countries and describe the features studied.</p>	<p>linked to other cultures and parts of the world.</p> <p>I am continuing to extend and develop my knowledge and understanding of different cultures beyond my local area to include the United Kingdom and the rest of the world.</p> <p>I understand and can describe the location and characteristics of a range of the world's most significant human and physical features.</p> <p>I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.</p> <p>I can locate the world's countries, their major cities as well as describing their environmental regions.</p> <p>I can develop my knowledge of geographical vocabulary relating to different cultures and use these terms correctly.</p> <p>I can identify and discuss geographical similarities and differences through the study of a particular region.</p> <p>I can use maps, atlases, globes and computer mapping to locate countries and describe the features studied.</p>		<p>fits within the geography of the United Kingdom and world-wide.</p> <p>I understand and can discuss how my local area impacts on my life.</p> <p>I am continuing to extend and develop my knowledge and understanding of my local area.</p> <p>I understand and can describe the location and characteristics of a range of the world's most significant human and physical features, for example, land use and the distribution of natural resources.</p> <p>I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.</p> <p>I can locate the world's countries, their major cities as well as describing their environmental regions.</p> <p>I understand how aspects such as key topographical features and land-use patterns have changed over time in my local area.</p> <p>I can develop my knowledge of geographical vocabulary relating to my local area and use these terms correctly.</p> <p>I can identify and discuss geographical similarities and differences through the study of a particular region.</p> <p>I can use maps, atlases, globes and computer mapping to locate countries and describe the</p>
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						<p>features studied.</p> <p>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.</p> <p>I can use fieldwork skills to observe, measure, record and present the features in my local area using a range of methods.</p>
<p>F. Cross Curricular Links (Core non-negotiable standards)</p>		<p>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.</p> <p>Maths – analyse information and use evidence in a data base to answer questions and draw conclusions.</p> <p>DT – healthy lunchbox</p> <p>English - non-fiction texts as a source of information; explore geographical issues through the use of drama.</p> <p>SMSC - identify and explain different views of people including themselves</p>	<p>English – stories from other cultures</p> <p>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</p> <p>DT – food from various cultures.</p> <p>Commuting - use the internet and web-based tools as a source of information</p>	<p>English – British poetry</p> <p>Art – from different cultures, wish you were here Holiday posters</p> <p>RE – Hinduism as part of our community</p> <p>English - non-fiction texts as a source of information; explore geographical issues through the use of drama</p> <p>SPRING1 AND 2 CROSS</p>		<p>Computing – data collecting: use digital devices to record geographical features; use appropriate software to present geographical information to an audience</p> <p>Maths – surveys, co-ordinates, data handling</p>
<p>G. Assessment Pathway</p>		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
4 – Unit Title		‘Settlements’ (linked to Anglo Saxon settlers) <u>Geographical Skill:</u> <i>Communication</i>		‘Where are We?’ Focus: Comparisons between the United Kingdom, Europe (France) and North America (Canada). <u>Geographical Skill:</u> <i>Interpret a Range of Sources</i>		‘Ancient Egypt’ and ‘Rivers’ <u>Geographical Skill:</u> <i>Collecting Data</i>
A. Nat Curriculum 14		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.
C. Scheme Reference		<ul style="list-style-type: none"> National Curriculum Links to Class Topics each term 		<ul style="list-style-type: none"> National Curriculum Links to Class Topics each term 		<ul style="list-style-type: none"> 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		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		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

E. Key Skills and Understanding		place knowledge. I understand and can discuss the settlement of the Anglo-Saxons and other types of settlement. I am continuing to extend and develop my knowledge and understanding of settlements beyond my 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, for example, types of settlement and land use . I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge. I can develop my knowledge of geographical vocabulary relating to the Anglo-Saxons and settlements and use these terms correctly. I can identify and discuss geographical similarities and differences through the study of a particular settlement. I can use maps, atlases, globes and computer mapping to locate countries and describe the features studied.		place knowledge. I understand and can discuss where I live in relation to other parts of the United Kingdom and the rest of the world. I am continuing to extend and develop my knowledge and understanding beyond my 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, for example, climate zones, rivers, mountains, types of settlement and land use, economic activity, trade links and the distribution of natural resources . I can describe how geographical features can affect lifestyle. I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge. I can locate the world's countries, their major cities as well as describing their environmental regions. I can develop my knowledge of geographical vocabulary relating to my local area, France and Canada and use these terms correctly. I can identify and discuss geographical similarities and differences between my local area, an area in		place knowledge. I understand and can discuss the location of Egypt in relation to the rest of the world and the key cities and areas within it, both past and present. I understand and can discuss the location of and parts of a river. I am continuing to extend and develop my knowledge and understanding of rivers beyond my 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, for example, climate zones, rivers and types of land use . I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge. I can develop my knowledge of geographical vocabulary relating to Ancient Egypt and Rivers and use these terms correctly. I can identify and discuss geographical similarities and differences through the study of a particular region or river. I can use maps, atlases, globes and computer mapping to locate countries and describe the features studied.

				Europe (France) and an area in North America (Canada) 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. 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 – research Drama – story telling / weapons and warfare workshops English – Kennings poetry Maths – chronology / timelines Design and Technology – Anglo-Saxon houses /settlements		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		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
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
5 – Unit Title		‘Conservation and the Environment’ <u>Geographical Skill: Interpret a Range of Sources</u>		‘China and Here’ Focus: Contrasting China and the United Kingdom <u>Geographical Skill: Communication</u>		‘Local Area Study and Sustainable Tourism’ <u>Geographical Skill: Collecting Data</u>
A. Nat Curriculum 14		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.
C. Scheme Reference		<ul style="list-style-type: none"> National Curriculum Links to Class Topics each term 		<ul style="list-style-type: none"> National Curriculum Links to Class Topics each term 		<ul style="list-style-type: none"> 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.
E. Key Skills and		I understand and can		I understand and can		I understand and can

<p>Understanding</p>		<p>discuss the terms 'conservation' and 'environment' and how the two are linked.</p> <p>I am continuing to extend and develop my knowledge and understanding of conservation and the environment beyond my local area to include the United Kingdom and the rest of the world.</p> <p>I understand and can describe the location and characteristics of a range of the world's most significant human and physical features, for example, climate zones, biomes, vegetation belts, rivers, water cycle, land use and the distribution of natural resources and how these aspects have changed over time.</p> <p>I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.</p> <p>I can locate the world's countries, their major cities as well as describing their environmental regions.</p> <p>I can develop my knowledge of geographical vocabulary relating to conservation and environment and use these terms correctly.</p> <p>I can identify and discuss geographical similarities and differences through the study of a particular region.</p> <p>I can use maps, atlases,</p>		<p>discuss where I live in relation to other parts of the United Kingdom and the rest of the world.</p> <p>I am continuing to extend and develop my knowledge and understanding beyond my local area to include the United Kingdom and the rest of the world.</p> <p>I understand and can describe the location and characteristics of a range of the world's most significant human and physical features, for example, climate zones, types of land use, economic activity, trade links and the distribution of natural resources.</p> <p>I can describe how geographical features can affect lifestyle.</p> <p>I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.</p> <p>I can locate the world's countries, their major cities as well as describing their environmental regions.</p> <p>I can develop my knowledge of geographical vocabulary relating to my local area and China and use these terms correctly.</p> <p>I can identify and discuss geographical similarities and differences between my local area and China and can make detailed comparisons.</p> <p>I can use maps, atlases, globes and computer</p>		<p>discuss where I live in relation to other parts of the United Kingdom and the rest of the world.</p> <p>I am continuing to extend and develop my knowledge and understanding beyond my local area to include the United Kingdom and the rest of the world.</p> <p>I understand and can describe the location and characteristics of a range of the world's most significant human and physical features, for example, types of land use, economic activity, trade links and the distribution of natural resources.</p> <p>I can describe how geographical features can affect lifestyle and tourism.</p> <p>I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.</p> <p>I can locate the world's countries, their major cities as well as describing their environmental regions.</p> <p>I can develop my knowledge of geographical vocabulary relating to my local area and 'sustainable tourism' and use these terms correctly.</p> <p>I can identify and discuss geographical similarities and differences between my local area and other areas in terms of 'sustainable tourism' and can make detailed comparisons.</p>
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		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’ <u>Geographical Skill:</u> <i>Communication</i>		‘Volcanoes and Extreme Weather’ <u>Geographical Skill:</u> <i>Interpret a Range of Sources</i>		‘London and Here’ Focus: Contrasting London and the Local Area <u>Geographical Skill:</u> <i>Collecting Data</i>
A. Nat Curriculum 14		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.
C. Scheme Reference		<ul style="list-style-type: none"> National Curriculum Links to Class Topics each term 		<ul style="list-style-type: none"> National Curriculum Links to Class Topics each term 		<ul style="list-style-type: none"> 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.
E. Key Skills and		I understand and can		I understand and can		I understand and can

<p>Understanding</p>		<p>discuss the term 'mountain'.</p> <p>I am continuing to extend and develop my knowledge and understanding of mountains.</p> <p>I understand and can describe the location and characteristics of a range of the world's most significant human and physical features, for example, climate zones and mountains.</p> <p>I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.</p> <p>I can locate the world's countries, their major cities as well as describing their environmental regions.</p> <p>I can develop my knowledge of geographical vocabulary relating to mountains and use these terms correctly.</p> <p>I can identify and discuss geographical similarities and differences of mountains in different parts of the world.</p> <p>I can use maps, atlases, globes and computer mapping to locate countries and describe the features studied.</p>		<p>discuss the term 'volcano' and 'extreme weather'.</p> <p>I am continuing to extend and develop my knowledge and understanding of volcanoes and extreme weather.</p> <p>I understand and can describe the location and characteristics of a range of the world's most significant human and physical features, for example, climate zones, volcanoes and earthquakes.</p> <p>I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.</p> <p>I can locate the world's countries, their major cities as well as describing their environmental regions.</p> <p>I can develop my knowledge of geographical vocabulary relating to volcanoes and extreme weather and use these terms correctly.</p> <p>I can identify and discuss geographical similarities and differences of volcanoes and extreme weather in different parts of the world.</p> <p>I can use maps, atlases, globes and computer mapping to locate countries and describe the features studied.</p>		<p>discuss where I live in relation to other parts of the United Kingdom and the rest of the world.</p> <p>I am continuing to extend and develop my knowledge and understanding beyond my local area to include the United Kingdom and the rest of the world.</p> <p>I understand and can describe the location and characteristics of a range of the world's most significant human and physical features, for example, types of settlement and land use, economic activity and the distribution of natural resources.</p> <p>I can describe how geographical features can affect lifestyle.</p> <p>I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.</p> <p>I can locate the world's countries, their major cities as well as describing their environmental regions.</p> <p>I can develop my knowledge of geographical vocabulary relating to my local area and London and use these terms correctly.</p> <p>I can identify and discuss geographical similarities and differences between my local area and London and can make detailed comparisons.</p> <p>I can use maps, atlases, globes and computer mapping to locate</p>
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						<p>countries and describe the features studied.</p> <p>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).</p> <p>I can use fieldwork skills to observe, measure, record and present the features in my local area using a range of methods.</p>
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.