



Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2		The United Kingdom	Local Study		Continents and Oceans	
Key Learning		<p>*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>*Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>*Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the four countries of the UK</p>	<p>*Use a range of maps and globes (including picture maps) at different scales</p> <p>*Recognise simple features on maps e.g. buildings, roads and fields.</p> <p>*Use and construct basic symbols in a map key.</p> <p>*Look down on objects and make a plan of the school grounds.</p> <p>*Draw a simple route map from home to school.</p> <p>*Recognise human and physical features of Chipping and the surrounding area.</p>		<p>*Name and locate the 7 continents and the 5 world oceans</p> <p>*Use atlases and globes</p> <p>*Use simple compass directions (North, South, East and West) and locational and directional language</p>	
Year 3/4	Volcanoes	Climates and Biomes	The Rhine and the Mediterranean	Population	Coastal Processes and Landforms	Tourism

Key Learning	<ul style="list-style-type: none"> *the Earth's structure, core, mantle and crust. *What happens when volcanoes erupt? *Structure of a volcano *How are volcanoes formed? *Difference between active, dormant and extinct. *Mount Etna focus *Why do people choose to live near volcanoes? 	<ul style="list-style-type: none"> *the 7 continents with a focus on Europe using maps. *What is a climate zone? *How does the ocean affect the climate? *Climate in different biomes. *Focus on the Mediterranean. *The temperate climate in Britain and the River Rhine. 	<ul style="list-style-type: none"> *What countries does the Rhine flow through? * City of Cologne *Rotterdam at the mouth of the Rhine * How the Rhine is changing naturally and due to humans. *Focus on the Mediterranean Sea *Importance of the Suez Canal. 	<ul style="list-style-type: none"> *What is population? *Migration *A study of the multi-ethnic London. *multi-ethnic Cardiff. * The Welsh language and culture. *British culture and identity 	<ul style="list-style-type: none"> *What is Erosion and how it helps create our coasts? *Transportation, depositing and human structures to combat this. *Coastal landforms. *The Jurassic Coast and fossils * Coastal habitats (Indian ocean) * West Wales coast 	<ul style="list-style-type: none"> *Seaside tourism *Types of tourism *Mountain adventures *How tourism is changing. *What is sustainable tourism?
Year 5/6	Energy and Climate Change	Ethiopia	Changing Birmingham	Jamaica	Local Enquiry	London/ Local Enquiry
Key Learning	<ul style="list-style-type: none"> *How people use energy *Types of energy (reviewing those covered and extending) Renewable and non-renewable energy sources *The greenhouse effect *Enhanced greenhouse effect – causes (including energy use and farming) *Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK *How can we respond? Local and global 	<ul style="list-style-type: none"> *An in-depth place focus to complement knowledge gained in History and Religion. *Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3) *What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project 	<ul style="list-style-type: none"> This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes. Where is Birmingham? How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment How is it changing now? Current issues, link to UN sustainable development goals, climate change What might Birmingham be like in the future? Possible, probable, and preferable futures 	<ul style="list-style-type: none"> *An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History. *Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean. *What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry. *Sustainable futures – environmental challenges faced due to tourism, ways forward 	<ul style="list-style-type: none"> *How do geographers find out about a place? Ordnance survey maps, revision of symbols, 8-point compass and four-figure grid references, extending to 6-figure grid references. *Interpreting a range of maps and data, bringing together skills from all topics in KS2 (e.g. atlases, thematic maps, digital technologies) *What questions can we ask about the local area? Setting up a fieldwork enquiry and going through the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings). 	

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 1/2	Hot and cold places of the world		Mugurameno Village		Seasonal Changes (taught throughout the year as an overarching topic)	
	<ul style="list-style-type: none"> *Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. *Use basic geographical vocabulary to refer to the key physical and human features of Antarctica, rainforests and deserts 		<ul style="list-style-type: none"> *Use maps and atlases to locate Zambia and Mugurameno Village *Ask simple geographical, 'where?', 'what?', and 'who?' questions about Mugurameno *Describe the human and physical features of Mugurameno *Compare and contrast Mugurameno Village and Chipping 		<ul style="list-style-type: none"> *Describe and name the four seasons *Describe the climate in the UK *Use simple equipment to record simple weather changes on the school grounds *Recognise how the weather affects the wildlife in the school grounds 	
Year 3/4		World Rivers	Mountains	Settlements	Agriculture	Local Study
Key Learning		<ul style="list-style-type: none"> *Describe and understand key aspects of: physical geography, including rivers from source to mouth and the water cycle. *Locate the world's rivers, using maps. Look at famous rivers on a map e.g. Indus, Nile, Thames, Severn. *To know how rivers can be used by and affect humans. 	<ul style="list-style-type: none"> *Name and locate mountain ranges. * To understand what a mountain is. *Name the highest mountains in the UK and UK mountain ranges. *Explain why people live on mountains. *Study the Andes and Snowdonia in depth. 	<ul style="list-style-type: none"> *Explain a settlement *Know the difference between different settlements (City, Town, Village, Hamlet) *Study London in depth *Study Cardiff in depth comparing to London. 	<ul style="list-style-type: none"> *What is agriculture? *The difference between Arable and Pastoral farming *How does farming affect the environment and landscape? * How we affect what farmers grow. * Sheep farming in Wales in depth study. 	<ul style="list-style-type: none"> *Undertake fieldwork enquiries based on the years learning and our local area.
Year 5/6	Deserts	California	Oceans	Migration	North and South America	Interconnecting Amazon

<p style="text-align: center;">Key Learning</p>	<ul style="list-style-type: none"> *Distribution and climate of deserts *Depth focus: The Sahara Desert *How deserts are formed, variety of landscapes. *Plants and animals in deserts *How humans live and adapt in deserts *Depth focus: The Patagonian Desert 	<ul style="list-style-type: none"> *Water as a resource *Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3) *Water resources in California Farming - intensive farming, growing almonds California aqueduct – providing water. The future of water supply in California. 	<ul style="list-style-type: none"> *Locational framework – world oceans, seas in Europe *Oceans and trade, oceans and climate, major currents. *Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America. *Oceans and climate change, the human impact on oceans. 	<ul style="list-style-type: none"> *Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London. *Why do people migrate? Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts. Refugees, persecution, asylum, asylum seekers; challenges for refugees *How does migration change places? London, Shetland Islands, Cambridgeshire Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. *Understanding place in relation to scale. 	<ul style="list-style-type: none"> *Human and physical characteristics of North and South America, including population distribution and climate. Megacities including Lima and depth focus on Brazil's megacities. *Urban-rural migration in Brazil, including informal settlements, like <i>favelas</i>. *Challenge stereotypes often held of the <i>favelas</i>. 	<ul style="list-style-type: none"> *Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). *The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. *Trans-national companies. *Environmental connections, carbon cycle, impacts of deforestation. *Social connections, globalisation.
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