SUBJECT LEADER OVERVIEW

GEOGRAPHY

SUBJECT LEADER

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WHAT THE NATIONAL CURRICULUM SAYS ABOUT GEOGRAPHY

A high-quality geography education 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.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

GEOGRAPHY AT ALL SAINTS

INTENT

At All Saints, by nurturing hearts and inspiring minds, we encourage all pupils to shine in everything they do in geography.

At All Saints, we aim for a high quality geography curriculum which will nurture hearts and inspire minds of pupils with a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and ocean and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

IMPLEMENTATION

The National curriculum organises the Geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

All Saints' Geography scheme has a clear progression of skills and knowledge within these four strands across each year group. Our Progression of skills and knowledge shows the skills taught within each year class and how these develop to ensure that attainment targets are securely met by the end of each key stage.

The scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, is reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography. Cross-curricular links are made wherever possible, allowing children to make connections and apply their Geography skills to other areas of learning.

IMPACT

An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography. The impact of All Saint's scheme can be constantly monitored through both formative and summative assessment opportunities.

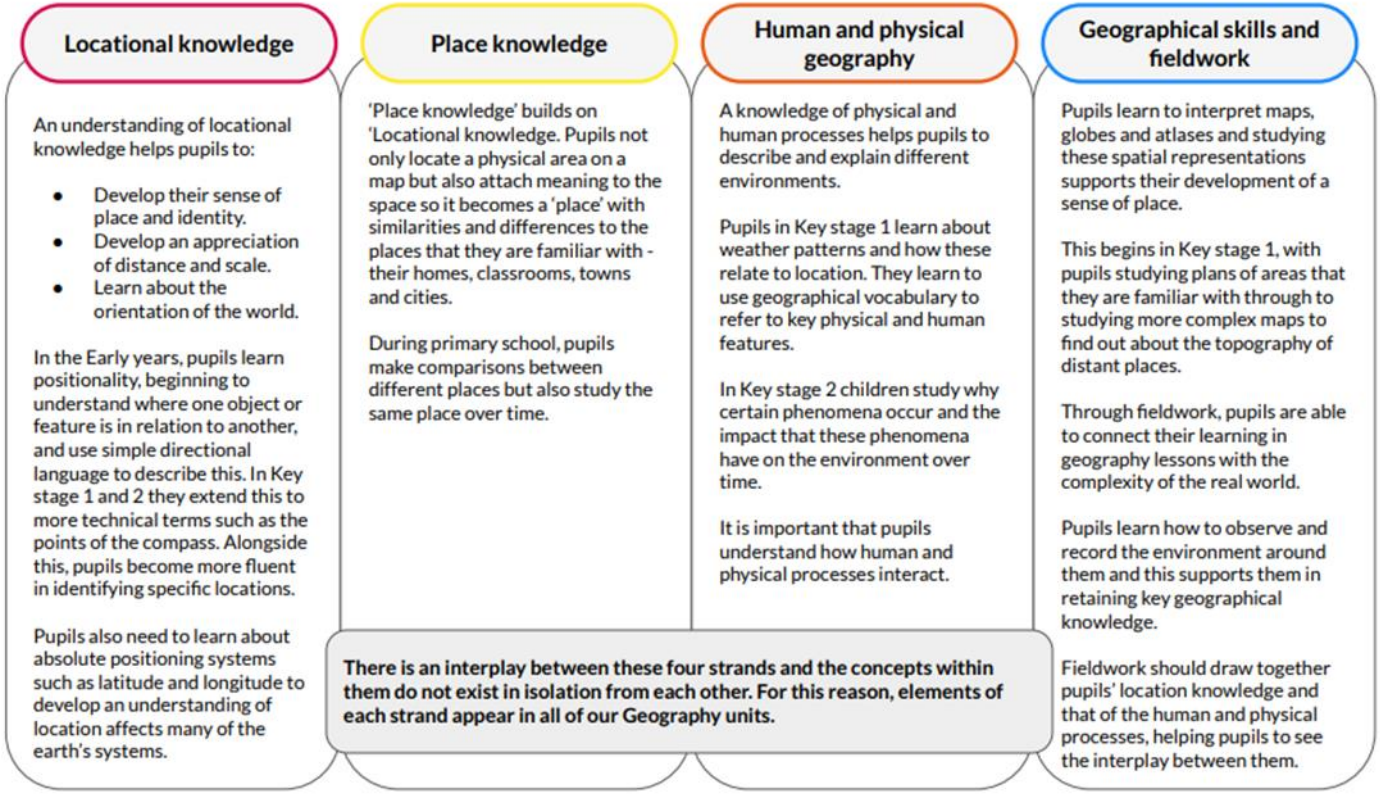
The expected impact of the scheme of work is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.

- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the end of key stage expectations outlined in the National curriculum for Geography.

Pupils are assessed against national curriculum objectives every half term. This is monitored by the subject leader, the senior leadership and the School Development Group.

STRANDS



CULTURAL CAPITAL

Cultural Capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

We want our pupils' 'lights to shine' both today in their future by not only giving them the knowledge and skills they need but by also installing a set of values and beliefs which enable them to be happy and successful citizens whilst having a positive impact on the lives of others.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC – DEVELOPED IN ALL LESSONS)

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. **Emphasise our school's close links to our local churches and our wider community.**

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the **'British values'** of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

BRITISH VALUES (TO BE DEVELOPED IN ALL LESSONS)

The core British Values are:

- Democracy
- Rule of Law
- Mutual Respect
- Individual Liberty
- Tolerance

Our geography curriculum casts a light on global citizenship and the rule of law, including the role of democratic advocacy for change. Pupils also look at how different cultures live and work throughout the world.

GEOGRAPHY CURRICULUM

DESIGN OF CURRICULUM

Our foundation subjects use Kapow planning. This carefully tracks the progression of skills and knowledge throughout the school.
Due to our dual year groups, we look at coverage over 2 years rather than one.
Subject leaders have not taken for granted that Kapow covers all aspects / objectives required of the subject and have cross referenced the schemes with or tracking of skills and knowledge and then with the National Curriculum objectives.
The curriculum enables pupils to be supported, when necessary, but at the same time challenges pupils with deep questioning.
Our ambitious curriculum is designed taking into account the following:

- The curriculum is for all pupils regardless of their starting points
- The curriculum values **Geography**
- Big ideas / big questions are used to provoke deeper learning
- The curriculum teaches knowledge and skills
- The curriculum is well sequenced
- Expectations are high
- Where teachers are not confident about their knowledge for a specific lesson / scheme, they consult with colleagues, the subject leader or use the Kapow teacher videos before each lesson.
- Resources are available and of a high quality
- Subject leaders know their subject
- Vocabulary is rich and diverse

DELIVERY OF CURRICULUM

Geography lessons are held every other half term and happen one afternoon per week. If additional time is required to fit in the whole scheme of work, this will happen.

WHY BASE OUR CURRICULUM ON KAPOW SCHEMES OF WORK

We involved all our teaching staff in choosing schemes of work which would be suited to our school.
Subject Leaders spent half a term looking at different options for their subject and all were extremely positive about KAPOW, the progression and the resources available.
There is no requirement on staff to use the KAPOW resources. They are to follow the 'Big Question' and the objectives for each lesson, however, how they get there is up to them. This means we have flexibility but, at the same time, ready made quality resources and activities to use if they require.

TRACKING PROGRESSION OF SKILLS AND KNOWLEDGE

The overview of skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes - outlined in the National curriculum - are listed in our **Geography** Progression Document.

Within each key stage, knowledge is often introduced at the start of the key stage so that there is time for that knowledge to be revisited and applied in later years which is why knowledge accumulation may look heavier in some year groups than others. As we have joint classes, progression statements in Key stage 2 are shown for lower key stage 2 and upper key stage 2 only and not for individual year groups. Key concepts and knowledge are revisited in different contexts to ensure that pupils have a secure understanding by the end of each phase.

END OF KEY STAGE EXPECTED KNOWLEDGE AND SKILLS taken from right hand column in progression of skills and knowledge

AREA	EYFS	KS1	KS2
Locational Knowledge	**Development Matters** Draw information from a simple map. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community. **Early Learning Goals** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic

			Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Place Knowledge	**Development matters** Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. **Early Learning Goals** Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;.	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	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human and Physical Geography	Development matters Describe what they see, hear and feel whilst outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. Early Learning Goals Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Identify seasonal and daily weather patterns in the United Kingdom and 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 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural

	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;		resources including energy, food, minerals and water
Geographical Skills and Fieldwork	Development matters Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand that some places are special to members of their community Draw information from a simple map. Early Learning Goals Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map 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	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

ENRICHMENT

When possible, and after taking into consideration expense, time constraints and impact on learning, enrichment activities such as trips, outdoor work and visitors are encouraged in Geography.

LOCAL AWARENESS

In all aspects of the curriculum we take every opportunity to help pupils to connect with their immediate surroundings and develop a global perspective by making connections between their everyday lives and the world around them.

CROSS CURRICULAR LINKS

Links to other learning will be made wherever possible, providing they help the pupils with their understanding and are in no way tenuous. Guided reading texts are regularly selected to further underpin learning.

HOW WE ASSESS

Class teachers assess each pupil against each objective in every subject 5 times each year (at the end of Autumn Term 2, Spring Term 1, Spring Term 2, Summer Term 1 and Summer Term 2).

Assessment is putting a pupil at ARE, WT or Below (and in some cases GD) against each objective.

This has been agreed by all teachers and is not seen as too onerous of time consuming). This has been fully supported by the Staff Welfare Representative and the Welfare Governor who have both liaised with teachers.

HOW WE MODERATE

Subject leaders are given at least half a day per term to monitor and moderate their subject.

Moderation takes the form of:

- Drop in
- Book Scrutiny
- Pupil Voice
- Data analysis
- Link Governor visits
- Observation
- Teacher Chat

Every Staff Meeting also has an agenda item where Subject Leaders can pass on any issues / points / questions / requests / advice to teachers.

Subject leaders can also request moderation time in staff meetings.

Class Teachers assess every pupil against each objective in every subject at the end of every term.

Headteacher / Deputy Head and Subject Governor monitors subjects each year

SUBJECT LEADER CPD

Subject Leaders have taken part in curriculum sharing with other local schools.

In additions, Subject Leaders are to complete at least one subject specific CPD course with National College every year.

RESOURCES

With Kapow being new to the school, Class Teacher are asked to speak to Subject Leaders about any additional resources which may be required (any that may have been missed when Subject Leaders were balancing the curriculum).

Each weekly Staff Meeting has an agenda item where Class Teacher and Subject Leaders have an additional opportunity to request and additional resources,

RECORDING OF LEARNING

KS1 pupils use a floor book as a record of class learning in geography.

KS2 pupils have a folder in which they keep a record of their KS2 learning journey in geography.

RECENT FEEDBACK GIVEN TO STAFF

SUBJECT ACTION PLAN 2024/25

RECEPTION

Exploring Maps

Development Matters

Draw information from a simple map.
Explore the natural world around them.
Describe what they see, hear and feel whilst outside.
Recognise some environments that are different from the one in which they live.
Understand that some places are special to members of their community.

Early Learning Goals

ELG: Understanding the World – People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

ELG: Understanding the World – The Natural World

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Key Vocabulary

building	journey	river
car park	lake	road
direction	look	route
feature	map	search
field	park	town
find	path	treasure
house	photograph	village
identify	pirate	

Key Skills

- Identifying land and water on a map or globe.
- Recognising features on maps (real or imaginary).
- Creating real or imaginary maps even if features are indistinguishable.
- Beginning to use modelled directional vocabulary when describing features in the surrounding environment.
- Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.

- Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).
- Making observations about the features of places (in stories, photographs or in the school grounds/local area).
- Discussing how environments in stories and images are different to the environment they live in.
- Answering simple questions, guided by the teacher.
- Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.
- Ask questions about the world around them.
- Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks.
- Representing some of the features they notice in their school and school grounds.

Key Knowledge

- A map is a picture of a place.
- Water is usually represented in blue on a map or globe.
- Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).
- That a place and its features can be represented in a picture.
- Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind).
- Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).

Curriculum Opportunities

- Learn new vocabulary. **(Lesson 1 & 2 & 4 & 5 & 6)**
- Use new vocabulary throughout the day. **(Lesson 1 & 2 & 4 & 5 & 6)**
- Ask questions to find out more and to check they understand what has been said to them. **(Lesson 1 & 2 & 5 & 6)**
- Articulate their thoughts and ideas in well-formed sentences. **(Lesson 1 & 2 & 4 & 5 & 6)**
- Return to and build on their previous learning, refining ideas and developing their ability to represent them. **(Lesson 3)**
- Create collaboratively, sharing resources, ideas and skills. **(Lesson 3)**
- Develop storylines in their pretend play. **(Lesson 3)**
- Describe events in some detail. **(Lesson 4)**

RECEPTION

Outdoor Adventures

Development Matters

Explore the natural world around them.
Describe what they see, hear and feel whilst outside.
Understand the effect of changing seasons on the natural world around them.

Early Learning Goals

ELG: Understanding the World – People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

ELG: Understanding the World – The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Vocabulary

acorn
autumn
bark
bent
big
bright
colour
dark
dry
feather
feel
flower
freezing
frosty
gentle
hard
hot
leaf
long
look
loud
notice
observe
rain
rough
see
seed
short
snow
soft
small
smell
sound
sour
spiky
spring
straight
summer
sun
sunny
sweet
tickly
touch
twig
wet
winter

Key Skills

- Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).
- Discussing how environments in stories and images are different to the environment they live in.
- Beginning to use the names of the seasons in the correct context.
- Asking questions about the world around them.
- Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks.
- Answering simple questions, guided by the teacher.
- Making observations about the features of places (in stories, photographs or in the school grounds/local area).
- Observing weather across the seasons.
- Observing and discussing the effect the changing seasons have on the world around them.
- Representing some of the features they notice in their school and school grounds.

Key Knowledge

- Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).
- Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).
- That the terms Spring, Summer, Autumn and Winter are used to describe the season.
- Some of the key characteristics of each season.
- That there are four seasons in a year marked by certain weather conditions.
- That a place and its features can be represented in a picture.

Curriculum Opportunities

- Learn new vocabulary. **(All Lessons)**
- Use new vocabulary throughout the day. **(All Lessons)**
- Ask questions to find out more and to check they understand what has been said to them. **(All Lessons)**
- Articulate their thoughts and ideas in well-formed sentences. **(All Lessons)**
- Explore, use and refine a variety of artistic effects to express their ideas and feelings. **(Lesson 2)**
- Connect one idea or action to another using a range of connectives. . **(Lesson 3 & 4 & 5)**
- Describe events in some detail. **(Lesson 3 & 4 & 5)**
- Encourage talk to help work out problems and organise thinking and activities. **(Lesson 3 & 4 & 5)**
- Provide opportunities for them to explain how things work and why it might happen. **(Lesson 3 & 4 & 5)**

KS1
CYCLE A
AUTUMN TERM 2
What is it like here?

Key Vocabulary

aerial photograph
aerial view
atlas
city
country
directional language
distance
features
globe
improve
key
land
locate
location
map
north
place
questionnaire
sea
survey
symbol
town
village

Outcome: most pupils will be able to

- Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.
- Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.
- Recognise four features in the school grounds using a map.
- Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.
- Draw a design to improve three areas of the playground using the results from the survey.

Key Skills

- Recognising some physical features in their locality.
- Recognising some human features in their locality.
- Using an atlas to locate the UK.
- Using directional language to describe the location of objects in the classroom and playground.
- Using directional language to describe features on a map in relation to other features (real or imaginary).
- Responding to instructions using directional language to follow routes.
- Recognising local landmarks on aerial photographs.
- Recognising basic human features on aerial photographs.
- Recognising basic physical features on aerial photographs .
- Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.
- Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.
- Using simple picture maps and plans to move around the school.
- Asking questions about the world around them.

- Commenting on the features they see in their school and school grounds on a walk around the respective places.
- Asking and answering simple questions about the features of their school and school grounds.
- Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.
- Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.

Key Knowledge

- To know that the UK is short for 'United Kingdom'.
- To know that a country is a land or nation with its own government.
- To know the name of the country they live in.
- To know that an aerial photograph is a photograph taken from the air above.
- To know that atlases give information about the world and that a map tells us information about a place.
- To know that a map is a picture of a place, usually drawn from above.
- To know that symbols are often used on maps to represent features.
- To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).

Cross Curricular Links

English

Spoken language

Pupils should be taught to:

- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. **(Lesson 1)**
- Listen and respond appropriately to adults and their peers. **(Lesson 2)**
- Consider and evaluate different viewpoints, attending to and building on the contributions of others. **(Lesson 5)**

Maths

Geometry – Position and direction

Pupils should be taught to:

- Describe position, direction and movement, including whole, half, quarter and three quarter turns. **(Lesson 3 & 4)**

RSE & PSHE

Pupils should know:

About things they can do to help look after their environment. **(Lesson 6)**

Art and design

Pupils should be taught:

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. **(Lesson 6)**

KS1
CYCLE A
SPRING TERM 2
Where am I?

Key Vocabulary

aerial photograph
aerial view
atlas
beach
car park
city
country
directional language
farm
feature
feelings
fieldwork
forest
hill
house
lake
land
locate
location
map
mountain
museum
north
ocean
photograph
place
pond
position
post office
postcard
present
river
roundabout
route
school grounds
sea
shop
symbol
town
village

Outcome: most pupils will be able to

- State that the UK stands for the United Kingdom.
- Point to each country in the UK on a map when prompted.
- Verbally identify features within the school grounds.
- Use and respond to directional language.
- State that an aerial photograph is taken from above.
- Recognise some familiar features in aerial photographs.
- Explain that symbols show features on a map.
- Add symbols to a map.
- Identify how places on the school grounds make them feel.

Key Skills

- Recognising some physical features in their locality.
- Recognising some human features in their locality.
- Using an atlas to locate the UK.
- Using directional language to describe the location of objects in the classroom and playground.
- Using directional language to describe features on a map in relation to other features (real or imaginary).

- Responding to instructions using directional language to follow routes.
- Recognising local landmarks on aerial photographs.
- Recognising basic human features on aerial photographs.
- Recognising basic physical features on aerial photographs .
- Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.
- Drawing a simple sketch map using simple pictures, colours or symbols to represent features.
- Using simple picture maps and plans to move around the school.
- Asking questions about the world around them.
- Commenting on the features they see in their school and school grounds on a walk around the respective places.
- Asking and answering simple questions about the features of their school and school grounds.
- Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.

Key Knowledge

- To know that the UK is short for 'United Kingdom'.
- To know that a country is a land or nation with its own government.
- To know the name of the country they live in.
- To know that an aerial photograph is a photograph taken from the air above.
- To know that atlases give information about the world and that a map tells us information about a place.
- To know that a map is a picture of a place, usually drawn from above.
- To know that symbols are often used on maps to represent features.
- To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).

Cross Curricular Links

English

Spoken language

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers. **(Lesson 1 & 2 & 3 & 4)**
- Speak audibly and fluently with an increasing command of Standard English. **(Lesson 1 & 2 & 3)**
- Participate in discussions, presentations, performances, role play, improvisations and debates. **(Lesson 2)**
- Articulate and justify answers, arguments and opinions. **(Lesson 6)**
- Ask relevant questions to extend their understanding and knowledge. **(Lesson 6)**

Reading – comprehension

Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- being encouraged to link what they read or hear read to their own experiences. **(Lesson 5)**

Music

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes. **(Lesson 1 & 3 & 4)**
- Listen with concentration and understanding to a range of high-quality live and recorded music. **(Lesson 1 & 3 & 4)**

Computing

Pupils should be taught to:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content. **(Lesson 2)**

KS1
CYCLE A
SUMMER TERM 2
What can you see at the Coast?

Key Vocabulary

aerial photograph
capital city
city
cliff
coast
coastline
continent
country
data collection
fieldwork
island
harbour
human feature
lake
landmark
location
locate
ocean
physical feature
pictogram
pier
river
sand dunes
sea
tally chart
tourist
town
village

Outcome: most pupils will be able to

- Name and locate the seas and oceans surrounding the UK in an atlas.
- Label these on a map of the UK.
- Describe the location of the seas and oceans surrounding the UK using compass points.
- Define what the coast is.
- Locate coasts in the UK.
- Name some of the physical features of coasts.
- Explain the location of UK coasts using the four compass directions.
- Name features of coasts and label these on a photograph.
- Identify human features in a coastal town.
- Describe how people use the coast.
- Follow a prepared route on a map.
- Identify human features on the local coast.
- Record data using a tally chart.
- Represent data in a pictogram.
- Describe how the local coast has been used.

Key Skills

- Showing on a map the oceans nearest the continent they live in.
- Locating the surrounding seas of the UK on a map of this area.
- Confidently locating the capital cities of the four countries of the UK on a map of this area.

- Describing the key physical features of a coast and how it changes over time using subject-specific vocabulary.
- Describing and understanding the differences between a city, town and village.
- Describing the key human features of a coast and how it changes over time using subject-specific vocabulary.
- Recognising why maps need a title.
- Using an atlas to locate the four capital cities of the UK.
- Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.
- Using locational language and the compass points (N, S, E, W) to describe the route on a map.
- Using a map to follow a prepared route.
- Recognising human features on aerial photographs and plan perspectives.
- Recognising physical features on aerial photographs and plan perspectives.
- Asking and answering simple questions about human and physical features of the area surrounding their school grounds.
- Collecting quantitative data through a small survey of the local area/school to answer an enquiry question
- Presenting data in simple tally charts or pictograms and commenting on what the data shows.
- Asking and answering simple questions about data.
- Understanding the difference between oceans and seas.
- Naming and locating the five oceans on a world map.

Key Knowledge

- To know that a sea is a body of water that is smaller than an ocean.
- To know that there are four bodies of water surrounding the UK and to be able to name them.
- To know that coasts (and other physical features) change over time.
- To know some key physical features of the UK.
- To know that a sea is a body of water that is smaller than an ocean.
- To know some key human features of the UK.
- To know that maps need a title and purpose.
- To know that maps need a key to explain what the symbols and colours represent.
- To know that a tally chart is a way of collecting data quickly.
- To know that a pictogram is a chart that uses pictures to show data.

Cross Curricular Links

English

Spoken language

Pupils should be taught to:

- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. **(Lesson 1 & 2)**
- listen and respond appropriately to adults and their peers. **(Lesson 6)**

Computing

Pupils should be taught to:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content. **(Lesson 3)**
- Recognise common uses of information technology beyond school. **(Lesson 3)**

Maths

Statistics

Pupils should be taught to:

- Interpret and construct simple pictograms, tally charts, block diagrams and tables. **(Lesson 4 & 5)**
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. **(Lesson 5)**
- Ask and answer questions about totalling and comparing categorical data. **(Lesson 5)**

KS1
CYCLE B
AUTUMN TERM 2
Would you prefer to live in a hot or cold place?

Key Vocabulary

arid
climate
compass
continent
country
desert
Equator
globe
grasslands
human feature
ice sheet
land
locate
map
mild
ocean
pack ice
physical feature
polar
rain gauge
rainforest
rural
savannah
sea
temperate
temperature
thermometer
tropical
urban
vegetation
weather

Outcome: most pupils will be able to

- Name and locate the seven continents on a world map.
- Locate the North and the South Poles on a world map.
- Locate the Equator on a world map.
- Describe some similarities and differences between the UK and Kenya.
- Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.
- Recognise the features of hot and cold places.
- Locate some countries with hot or cold climates on a world map.

Key Skills

- Locating all the world's seven continents on a world map.
- Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.
- Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.
- Describing what physical features may occur in a hot place in comparison to a cold place.
- Locating some hot and cold areas of the world on a world map.

- Locating the Equator and North and South Poles on a world map.
- Locating hot and cold areas of the world in relation to the Equator and the North and South poles.
- Using a world map, globe and atlas to locate all the world's seven continents on a world map.
- Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.
- Recognising human features on aerial photographs and plan perspectives.
- Recognising physical features on aerial photographs and plan perspectives.
- Recognising there are different ways to answer a question.
- Asking and answering simple questions about human and physical features of the area surrounding their school grounds.

Key Knowledge

- To know some similarities and differences between their local area and a contrasting non European country.
- To know that the Equator is an imaginary line around the middle of the Earth.
- To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.
- To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.
- To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.
- To be able to name the seven continents of the world.
- To know that a globe is a spherical model of the Earth.
- To begin to recognise world maps as a flattened globe.

Cross Curricular Links

English

Spoken language

Pupils should be taught to:

- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. **(Lesson 1 & 5)**
- Listen and respond appropriately to adults and their peers. **(Lesson 2 & 3)**
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings **(Lesson 4 & 6)**

Maths

Geometry – Position and direction

Pupils should be taught to:

- Describe position, direction and movement, including whole, half, quarter and three quarter turns**. (Lesson 2)**

KS1
CYCLE B
SPRING TERM 2
What is the weather like in the UK?

Key Vocabulary

atlas	direction	season
capital city	land	temperature
climate	locate	thermometer
compass	location	weather
continent	map	weather vane
country	rain gauge	

Outcome: most pupils will be able to

- Name and locate the four countries on a map of the UK.
- Identify the country they live in.
- Identify the four seasons.
- Describe some seasonal changes.
- Identify the four compass directions.
- Use the compass directions to describe the location of features.
- Observe and describe daily weather patterns.
- Begin to locate the four capital cities of the UK.
- Explain what the weather is like during each season in the UK.
- Suggest appropriate clothing and activities for each season.

Key Skills

- Showing on a map which continent they live in.
- Locating the four countries of the United Kingdom (UK) on a map of this area.
- Beginning to locate the capital cities of the four countries of the UK on a map of this area.
- Showing on a map which country they live in and locating its capital city.
- Describing how the weather changes with each season in the UK.
- Describing the daily weather patterns in their locality.
- Confidently using the vocabulary ‘season’ and ‘weather’.
- Recognising some physical features in their locality.

- Using an atlas to locate the UK.
- Using directional language to describe the location of objects in the classroom and playground.
- Using directional language to describe features on a map in relation to other features (real or imaginary).
- Responding to instructions using directional language to follow routes.
- Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.
- Using simple picture maps and plans to move around the school.
- Commenting on the features they see in their school and school grounds on a walk around the respective places.
- Asking and answering simple questions about the features of their school and school grounds.
- Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.
- Using an atlas to locate the four countries in the UK.
- Responding to instructions using directional language to follow routes.
- Recognising local landmarks on aerial photographs.
- Asking questions about the world around them.

Key Knowledge

- To know the name of two continents (Europe and Asia).
- To know that a continent is a group of countries.
- To know that they live in the continent of Europe.
- To know that the UK is short for 'United Kingdom'.
- To know that a country is a land or nation with its own government.
- To know that the United Kingdom is made up of four countries and their names.
- To know the name of the country they live in.
- To know the four seasons of the UK.
- To know that 'weather' refers to the conditions outside at a particular time.
- To know that different parts of the UK often experience different weather.
- To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.
- To know that weather conditions can be measured and recorded.
- To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).
- To know that a compass is an instrument we can use to find which direction is north.
- To know which direction is N, S, E, W on a map.

Cross Curricular Links

English

Spoken language

Pupils should be taught to:

- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. **(Lesson 1)**

Science

Pupils should be taught to:

- Observe changes across the four seasons. **(Lesson 2 & 5 & 6)**
- Observe and describe weather associated with the seasons and how day length varies. **(Lesson 2 & 5 & 6)**

Maths

Pupil should be taught to:

- Describe position, direction and movement, including whole, half, quarter, and three-quarter turns. **(Lesson 3 & 4 & 5)**

KS1
CYCLE B
SUMMER TERM 2
What is it like to live in Shanghai?

Key Vocabulary

continent	key	physical feature
country	human feature	similar
different	map	symbol
directional language e.g. near, far, next to,		

Outcome: most pupils will be able to

- Give examples of human and physical features.
- Identify features they see on a walk.
- Explain the location of features using some directional language.
- Use an aerial photograph to locate physical and human features.
- Draw simple pictures or symbols on a sketch map.
- Draw compass points.
- Name the continent they live in.
- Use an atlas to locate the UK and China on a world map.
- Use an atlas to locate Europe and Asia on a world map.
- Identify China's physical and human geography.
- Sort physical and human features using photographs.
- Identify physical and human features in images of Shanghai.
- Compare Shanghai to their locality.
- Identify similarities and differences between human and physical features.

Key Skills

- Locating two of the world's seven continents on a world map.
- Showing on a map which continent they live in.
- Naming some key similarities between their local area and a small area of a contrasting non-European country.
- Naming some key differences between their local area and a small area of a contrasting non-European country.
- Recognising some physical features in their locality.
- Recognising some human features in their locality.
- Using an atlas to locate the UK.
- Using a world map and globe to locate four of the world's seven continents (Europe and Asia).
- Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.
- Using directional language to describe features on a map in relation to other features (real or imaginary).
- Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.

- Recognising local landmarks on aerial photographs .
- Recognising basic human features on aerial photographs.
- Recognising basic physical features on aerial photographs.
- Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.
- Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.
- Adding labels to sketch maps.
- Commenting on the features they see in their school and school grounds on a walk around the respective places.
- Asking and answering simple questions about the features of their school and school grounds.
- Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.

Key Knowledge

- To know the name of the two continents (Europe and Asia).
- To know that a continent is a group of countries.
- To know that they live in the continent of Europe.
- To know that life elsewhere in the world is often different to ours.
- To know that life elsewhere in the world often has similarities to ours.
- To know that physical features means any feature of an area that is on the Earth naturally.
- To know that human features means any feature of an area that was made or built by humans.

Cross Curricular Links

Maths

Pupil should be taught to:

- Describe position, direction and movement, including whole, half, quarter, and three-quarter turns. **(Lesson 1 & 2)**

Art and design

Pupils should be taught:

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. **(Lesson 2 & 4 & 6)**.

English

Spoken language

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers. **(Lesson 3)**.

RUBY CLASS
CYCLE A
AUTUMN TERM 2
Why do people live near volcanoes?

Key Vocabulary

active volcano
climate change
composite volcano
crust
dormant volcano
earthquake
epicentre
extinct volcano
fault line
fault-block mountain
fertile soil
fold mountain
geothermal energy
igneous rock
index
inner core
outer core
magma
magma chamber
man-made rock
mantle
metamorphic rock
natural rock
negative effects
plate boundary
positive effects
pyroclastic flow
sedimentary rock
seismic waves
shield volcano
tectonic plate
tsunami
vent
volcanic mountain
volcanic springs

Outcome: most pupils will be able to

- Name all four layers of the Earth in the correct order, stating one fact about each layer.
- Explain one or more ways a mountain can be formed.
- Give a correct example of a mountain range and its continent.
- Describe a tectonic plate and know that mountains occur along plate boundaries.
- Correctly label the features of shield and composite volcanoes and explain how they form.
- Name three ways in which volcanoes can be classified.
- Describe how volcanoes form at tectonic plate boundaries.
- Explain a mix of negative and positive consequences of living near a volcano.
- State whether they would or would not want to live near a volcano.
- State that an earthquake is caused when two plate boundaries move and shake the ground.
- Explain that earthquakes happen along plate boundaries.
- List some negative effects that an earthquake can have on a community.
- Observe, digitally record and map different rocks using a symbol on a map.
- Identify rock types and their origins based on collected data

Key Skills

- Locating some countries in Europe and North and South America using maps.
- Locating key physical features in countries studied including significant environmental regions.
- Locating the world's most significant mountain ranges on a map and identifying any patterns.
- Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.

- Identifying how topographical features studied have changed over time using examples.
- Describing how a locality has changed over time, giving examples of both physical and human features.
- Describing how and why humans have responded in different ways to their local environments.
- Understanding some of the causes of climate change.
- Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.
- Describing where volcanoes, earthquakes and mountains are located globally.
- Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
- Beginning to use maps at more than one scale.
- Finding countries and features of countries in an atlas using contents and index.
- Asking and answering one-step and two-step geographical questions.
- Observing, recording, and naming geographical features in their local environments.
- Using simple sampling techniques appropriately.
- Taking digital photos and labelling or captioning them.
- Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.
- Finding answers to geographical questions through data collection.

Key Knowledge

- To know the names of some countries and major cities in Europe and North and South America.
- To know the names of some of the world's most significant mountain ranges.
- To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.
- To know the main types of land use.
- To know some types of settlement.
- To know the negative effects of living near a volcano.
- To know the positive effects of living near a volcano.
- To know the negative effects an earthquake can have on a community.
- To know ways in which communities respond to earthquakes.
- To know the different types of mountains and volcanoes and how they are formed.
- To know that an earthquake is the intense shaking of the ground.
- To know the different types of settlement.
- To know that a natural resource is something that people can use which comes from the natural environment.
- To recognise world maps as a flattened globe.
- To know how to use various simple sampling techniques.
- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.

Cross Curricular Links

Art and design

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.**(Lesson 1)**

Science

States of matter

Pupils should be taught to:

- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) **(Lesson 1, 3)**

Rocks (non-statutory)

Pupils might work scientifically by:

- observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time **(Lesson 2, 3) – non-statutory**
- recognise that soils are made from rocks and organic matter. **(Lesson 4, 6)**
- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties **(Lesson 6)**

Living things and their habitats

Pupils should be taught to:

- recognise that environments can change and that this can sometimes pose dangers to living things. **(Lesson 4)**

Forces and magnets

Pupils should be taught to:

- notice that some forces need contact between two objects, but magnetic forces can act at a distance **(Lesson 5)**

Pupils might work scientifically by:

- observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time **(Lesson 6)**
- using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossil in them **(Lesson 6)**

English

Spoken language

Pupils should be taught to:

- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings' **(Lesson 1)**
- listen and respond appropriately to adults and their peers **(Lesson 2)**
- ask relevant questions to extend their understanding and knowledge **(Lesson 3, 6)**
- articulate and justify answers, arguments and opinions **(Lesson 4, 6)**

- participate in discussions, presentations, performances, role play, improvisations and debates **(Lesson 4)**
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas **(Lesson 5, 6)**

Reading – comprehension

Pupils should be taught to:

- retrieve and record information from non-fiction **(Lesson 3)**

Physical education

Pupils should be taught to:

- take part in outdoor and adventurous activity challenges both individually and within a team **(Lesson 6)**

RUBY CLASS
CYCLE A
SPRING TERM 2
Who lives in Antarctica?

Key Vocabulary

climate	drifting ice	iceberg
climate zone	hemisphere	lines of latitude
compass points	ice sheet	lines of longitude
direction	ice shelf	treaty

Outcome: most pupils will be able to

- Describe what lines of latitude and longitude are, giving an example.
- Understand that the Northern and Southern Hemispheres experience seasons at different times.
- Define what climate zones are.
- Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.
- Describe Antarctica's location in the far south of the globe.
- State that tourism and research are the two main reasons people visit Antarctica.
- Describe equipment researchers might use and clothes they wear.
- List some of the research carried out in Antarctica.
- State the outcome of Shackleton's expedition.
- Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.
- Describe a similarity and difference between life in the UK and life in Antarctica.
- Confidently use the zoom function on a digital map.
- Begin to recall the eight points of a compass, following at least four of them.
- Recognise and describe features on their school grounds from an aerial map.
- Draw a map of the route they take on an expedition.
- State one thing that went well on the expedition and one aspect that did not go as hoped.

Key Skills

- Locating some countries in Europe and North and South America using maps.
- Locating key physical features in countries studied including significant environmental regions.
- Locating some key human features in countries studied.
- Finding the position of the Equator and describing how this impacts our environmental regions.
- Finding lines of latitude and longitude on a globe and explaining why these are important.

- Identifying the position of the Tropics of Cancer and Capricorn and their significance.
- Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.
- Identifying the position and significance of both the Arctic and Antarctic Circle.
- Describing and beginning to explain similarities between two regions studied.
- Describing and beginning to explain differences between two regions studied.
- Describing how and why humans have responded in different ways to their local environments.
- Discussing climates and their impact on trade, land use and settlement.
- Explaining what measures humans have taken in order to adapt to survive in cold places.
- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.
- Describing where volcanoes, earthquakes and mountains are located globally.
- Describing how humans use water in a variety of ways.
- Describing and understanding types of settlement and land use.
- Explaining why different locations have different human features.
- Explaining why people might prefer to live in an urban or rural place.
- Beginning to use maps at more than one scale.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
- Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.
- Using the scale bar on a map to estimate distances.
- Finding countries and features of countries in an atlas using contents and index.
- Zooming in and out of a digital map.
- Accurately using 4-figure grid references to locate features on a map in regions studied.
- Beginning to locate features using the 8 points of a compass.
- Making and using a simple route on a map.
- Observing, recording, and naming geographical features in their local environments

Key Knowledge

- To know where North and South America are on a world map.
- To know the names of some countries and major cities in Europe and North and South America.
- To know that climate zones are areas of the world with similar climates.
- To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).
- To know the world's biomes.
- To know the main types of land use.
- To know that countries near the Equator have less seasonal change than those near the poles.
- To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.
- To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.
- To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.

- To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.
- To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.
- To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.
- To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.
- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.
- To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.
- To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.
- To know the world's different climate zones.
- To know water is used by humans in a variety of ways.
- To know that a natural resource is something that people can use which comes from the natural environment.
- To understand that a scale shows how much smaller a map is compared to real life.
- To recognise world maps as a flattened globe.
- To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.
- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.

Cross Curricular Links

Science

States of matter

Pupils should be taught to:

- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) **(Lesson 2)**
- Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled. **(Lesson 2)**

Mathematics

Measurement

Pupils should be taught to:

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). **(Lesson 2)**
- Convert between different units of measure [for example, kilometre to metre; hour to minute]. **(Lesson 2)**

Geometry – position and direction

Pupils should be taught to:

- Describe positions on a 2-D grid as coordinates in the first quadrant. **(Lesson 4)**

Computing

Pupils should be taught to:

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **(Lesson 3)**
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. **(Lesson 5)**

English

Spoken language

Pupils should be taught to:

- Articulate and justify answers, arguments and opinions. **(Lesson 4)**
- listen and respond appropriately to adults and their peers' **(Lesson 6)**

History

Pupils should be taught about:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. **(Lesson 4)**

Physical education

Pupils should be taught to:

- Take part in outdoor and adventurous activity challenges both individually and within a team. **(Lesson 5 & 6)**

RUBY CLASS
CYCLE A
SUMMER TERM 2
Are all Settlements the Same?

Key Vocabulary

agricultural land
capital city
commercial land
compare
country border
county
dispersed
facilities
land use
legend
linear
local
memorial
metro
monument
nucleated
place of worship
recreational land
region
residential land
settlement
transportation

Outcome: most pupils will be able to

- Locate some cities in the UK.
- Describe the difference between villages, towns and cities.
- Identify features on an OS map using the legend.
- Describe the different types of land use.
- Follow a route on an OS map.
- Discuss reasons for the location of human and physical features.
- Locate some geographical regions in the UK.
- Identify and begin to offer explanations about changes to features in the local area.
- Describe the location of New Delhi.
- Identify some human and physical features in New Delhi.
- State some similarities and differences between land use and features in New Delhi and the local area.

Key Skills

- Locating some major cities of the countries studied.
- Locating key physical features in countries studied including significant environmental regions.
- Locating some key human features in countries studied.
- Locating some counties in the UK (local to your school).
- Locating some cities in the UK (local to your school).
- Beginning to locate the twelve geographical regions of the UK.
- Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.
- Describing how a locality has changed over time, giving examples of both physical and human features.
- Describing and beginning to explain similarities between two regions studied.
- Describing and beginning to explain differences between two regions studied.
- Describing how and why humans have responded in different ways to their local environments.

- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.
- Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in a particular location.
- Explaining why different locations have different human features.
- Explaining why people might prefer to live in an urban or rural place.
- Beginning to use maps at more than one scale.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
- Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.
- Using the scale bar on a map to estimate distances.
- Finding countries and features of countries in an atlas using contents and index.
- Zooming in and out of a digital map.
- Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.
- Using a simple key on their own map to show an example of both physical and human features.
- Following a route on a map with some accuracy.
- Saying which directions are N, S, E, W on an OS map.
- Making and using a simple route on a map.
- Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.
- Beginning to choose the best approach to answer an enquiry question.
- Mapping land use in a small local area using maps and plans.
- Asking and answering one-step and two-step geographical questions.
- Observing, recording, and naming geographical features in their local environments.
- Taking digital photos and labelling or captioning them.
- Finding answers to geographical questions through data collection.

Key Knowledge

- To know the names of some of the world's most significant rivers.
- To know the name of some counties in the UK (local to your school).
- To know the name of some cities in the UK (local to your school).
- To know the name of the county that they live in and their closest city.
- To begin to name the twelve geographical regions of the UK.
- To know the main types of land use.
- To know some types of settlement.
- To know water is used by humans in a variety of ways.
- To know an urban place is somewhere near a town or city.
- To know a rural place is somewhere near the countryside.

- To know that a natural resource is something that people can use which comes from the natural environment.
- To know the UK grows food locally and imports food from other countries.
- To understand that a scale shows how much smaller a map is compared to real life.
- To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.
- To know that an OS map shows human and physical features as symbols.
- To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).
- To know an enquiry-based question has an open-ended answer found by research.
- To know what a bar chart, pictogram and table are and when to use which one best to represent data.

Cross Curricular Links

Physical education

Pupils should be taught to:

- Take part in outdoor and adventurous activity challenges both individually and within a team. **(Lesson 3)**

History

Pupils should:

- Note connections, contrasts and trends over time and develop the appropriate use of historical terms. **(Lesson 4)**
- Understand how our knowledge of the past is constructed from a range of sources. **(Lesson 4)**

English

Spoken language

Pupils should be taught to:

- Articulate and justify answers, arguments and opinions. **(Lesson 6)**

RUBY CLASS
CYCLE B
AUTUMN TERM 2
Why are rainforests important to us?

Key Vocabulary

deforestation
drought
emergent layer
enquiry
Equator
forest floor
global warming
greenhouse gas
indigenous peoples
interpret
lianas
lines of latitude
logging
method
mining
present
questionnaire
quote
risk
route
summarise
Tropic of Capricorn
Tropic of Cancer
understorey layer
vegetation
vegetation belts

Outcome: most pupils will be able to

- Describe a biome and give an example.
- State the location and some key features of the Amazon rainforest.
- Name and describe the four layers of tropical rainforests.
- Understand that trees and plants adapt to living in the rainforest and give an example.
- Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.
- Name one way in which the Amazon is changing.
- Articulate why the Amazon rainforest is important.
- Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.
- Use a variety of data collection methods with support.
- Summarise how the local woodland is used and suggest changes to improve the area.

Key Skills

- Locating some countries in Europe and North and South America using maps.
- Locating key physical features in countries studied including significant environmental regions.
- Locating some key human features in countries studied.
- Locating some of the world's most significant rivers and identifying any patterns.
- Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.
- Identifying how topographical features studied have changed over time using examples.
- Describing how a locality has changed over time, giving examples of both physical and human features.
- Finding the position of the Equator and describing how this impacts our environmental regions.
- Finding lines of latitude and longitude on a globe and explaining why these are important.

- Identifying the position of the Tropics of Cancer and Capricorn and their significance.
- Describing and beginning to explain similarities between two regions studied.
- Describing and beginning to explain differences between two regions studied.
- Describing how and why humans have responded in different ways to their local environments.
- Discussing climates and their impact on trade, land use and settlement.
- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.
- Mapping and labelling the six biomes on a world map.
- Understanding some of the causes of climate change.
- Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
- Describing how humans use water in a variety of ways.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in a particular location.
- Describing how humans can impact the environment both positively and negatively, using examples.
- Beginning to use maps at more than one scale.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
- Finding countries and features of countries in an atlas using contents and index.
- Making and using a simple route on a map.
- Beginning to choose the best approach to answer an enquiry question.
- Mapping land use in a small local area using maps and plans.
- Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.
- Asking and answering one-step and two-step geographical questions.
- Observing, recording, and naming geographical features in their local environments.
- Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.
- Collecting quantitative data in charts and graphs.
- Using a questionnaire/interviews to collect quantitative fieldwork data.
- Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.
- Suggesting different ways that a locality could be changed and improved.
- Finding answers to geographical questions through data collection.

Key Knowledge

- To know where North and South America are on a world map.
- To know the names of some countries and major cities in Europe and North and South America.
- To know the names of some of the world's most significant rivers.
- To know that climate zones are areas of the world with similar climates.
- To know the world's biomes.
- To know vegetation belts are areas of the world which are home to similar plant species.

- To know the name of some counties in the UK (local to your school).
- To know that countries near the Equator have less seasonal change than those near the poles.
- To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.
- To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.
- To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.
- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.
- To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.
- To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.
- To know the world's different climate zones.
- To know that climates can influence the foods able to grow.
- To know the main types of land use.
- To know that a natural resource is something that people can use which comes from the natural environment.
- To know the threats to the rainforest both on a local and global scale.
- To recognise world maps as a flattened globe.
- To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.
- To know that an OS map shows human and physical features as symbols.
- To know an enquiry-based question has an open-ended answer found by research.
- To know what a questionnaire and an interview are.
- To know that quantitative data involves numerical facts and figures and is often objective.
- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.
- To know that qualitative data involves opinions, thoughts and feelings and is often subjective.
- To know what a bar chart, pictogram and table are and when to use which one best to represent data.

Cross Curricular Links

English

Spoken language

'Pupils should be taught to:

- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments' **(Lesson 1 & 5 & 6)**
- ask relevant questions to extend their understanding and knowledge **(Lesson 2 & 3 & 5)**
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.' **(Lesson 3 & 5 & 6)**
- articulate and justify answers, arguments and opinions. **(Lesson 4 & 6)**
- gain, maintain and monitor the interest of the listener(s) **(Lesson 4 & 6)**

- listen and respond appropriately to adults and their peers **(Lesson 5 & 6)**
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas **(Lesson 6)**
- speak audibly and fluently with an increasing command of Standard English **(Lesson 6)**
- participate in discussions, presentations, performances, role play, improvisation and debates **(Lesson 6)**

Writing – composition

'Pupils should be taught to:

- plan their writing by: discussing and recording ideas **(Lesson 3)**
- draft and write by: organising paragraphs around a theme' **(Lesson 3 & 4)**
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.**' (Lesson 4)**
- continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum.' **(Lesson 4)**

Science

Plants

'Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.' **(Lesson 2)**

Animals, including humans

'Pupils should be taught to:

- construct and interpret a variety of food chains, identifying producers, predators and prey.' **(Lesson 2)**

Living things and their habitats (non-statutory)

'Pupils should:

- explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.' **(Lesson 3 & 4 & 5)**
- recognise that environments can change and that this can sometimes pose dangers to living things' **(Lesson 4)**
- study and raise questions about their local environment throughout the year **(Lesson 5)**

History

'Pupils should:

- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.' **(Lesson 4)**

RSE & PSHE

Pupils should know:

- About things they can do to help look after their environment. **(Lesson 4)**

Physical Education

'Pupils should be taught to:

- take part in outdoor and adventurous activity challenges both individually and within a team.' **(Lesson 5)**

Mathematics

Statistics

'Pupils should be taught to:

- interpret and present data using bar charts, pictograms and tables. **(Lesson 5)**
- complete, read and interpret information in tables, including timetables.' **(Lesson 5 & 6)**
- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs **(Lesson 6)**

RUBY CLASS
CYCLE B
SPRING TERM 2
Where does our Food Come From?

Key Vocabulary

air freight
carbon footprint
consume
distribution
export
fertiliser
food bank
food miles
grant
import
pesticides
produce
qualitative
quantitative
reliability
responsible trade
sample size
scale bar
seasonal food
source
sustainability
trade
trend

Outcome: most pupils will be able to

- Identify that different foods grow in different biomes and say why.
- Explain which food has the most significant negative impact on the environment.
- Consider a change people can make to reduce the negative impact of food production.
- Describe the intentions around trading responsibly.
- Explain that food imports can be both helpful and harmful.
- Describe the journey of a cocoa bean.
- Locate countries on a blank world map using an atlas.
- Use a scale bar correctly to measure approximate distances.
- Collect data through an interview process.
- Analyse interview responses to answer an enquiry question.
- Discuss any trends in data collected.

Key Skills

- Locating some major cities of the countries studied.
- Locating key physical features in countries studied including significant environmental regions.
- Locating some key human features in countries studied.
- Finding the position of the Equator and describing how this impacts our environmental regions.
- Identifying the position of the Tropics of Cancer and Capricorn and their significance.
- Identifying the position and significance of both the Arctic and Antarctic Circle.
- Describing and beginning to explain similarities between two regions studied.
- Describing and beginning to explain differences between two regions studied.
- Describing how and why humans have responded in different ways to their local environments.
- Discussing climates and their impact on trade, land use and settlement.
- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.

- Mapping and labelling the six biomes on a world map.
- Understanding some of the causes of climate change.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in a particular location.
- Explaining why different locations have different human features.
- Explaining why people might prefer to live in an urban or rural place.
- Describing how humans can impact the environment both positively and negatively, using examples.
- Beginning to use maps at more than one scale.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
- Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.
- Using the scale bar on a map to estimate distances.
- Finding countries and features of countries in an atlas using contents and index.
- Beginning to choose the best approach to answer an enquiry question.
- Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.
- Asking and answering one-step and two-step geographical questions.
- Making digital audio recordings for a specific purpose.
- Designing a questionnaire/interviews to collect qualitative fieldwork data.
- Using a questionnaire/interviews to collect quantitative fieldwork data.
- Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.
- Finding answers to geographical questions through data collection.

Key Knowledge

- To know where North and South America are on a world map.
- To know that climate zones are areas of the world with similar climates.
- To know the world's different climate zones.
- To know that biomes are areas of the world with similar climates, vegetation and animals.
- To know the world's biomes.
- To know vegetation belts are areas of the world which are home to similar plant species.
- To know the main types of land use.
- To know that countries near the Equator have less seasonal change than those near the poles.
- To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.
- To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.
- To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.
- To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.

- To know the Northern and Southern hemisphere are ‘halves’ of the Earth, above and below our Equator and have alternate seasons to each other.
- To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.
- To know that climates can influence the foods able to grow.
- To know that a natural resource is something that people can use which comes from the natural environment.
- To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.
- To know the UK grows food locally and imports food from other countries.
- To know that grid references help us locate a particular square on a map.
- To know an enquiry-based question has an open-ended answer found by research.
- To know what a questionnaire and an interview are.
- To know that quantitative data involves numerical facts and figures and is often objective.
- To know that qualitative data involves opinions, thoughts and feelings and is often subjective.

Cross Curricular Links

English

Spoken language

Pupils should be taught to:

- Articulate and justify answers, arguments and opinions. **(Lesson 1 & 6)**
- Speak audibly and fluently with an increasing command of Standard English. **(Lesson 1 & 5)**
- Ask relevant questions to extend their understanding and knowledge. **(Lesson 4 & 5)**
- Gain, maintain and monitor the interest of the listener(s) **(Lesson 6)**

Writing – composition

Pupils should be taught to:

- Draft and write by:
    - organising paragraphs around a theme; **(Lesson 6)**
    - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]. **(Lesson 6)**
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (non-statutory) **(Lesson 6)**
- Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. **(Lesson 6)**

Science

Living things and their habitats

Pupils should be taught to:

- recognise that environments can change and that this can sometimes pose dangers to living things. **(Lesson 1)**

(non-statutory)

- Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.' **(Lesson 1)**

Properties and changes of materials

Pupils should be taught to:

- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate soda. **(Lesson 3)**

Design and technology

Pupils should be taught to:

- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. **(Lesson 1)**
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed **(Lesson 2 & 3 & 4 & 5)**

Computing

Pupils should be taught to:

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluation and presenting data and information **(Lesson 1 & 2)**

Mathematics

Measurement

Pupils should be taught to:

- Convert between different units of measure [for example, kilometre to metre; hour to minute]. **(Lesson 4)**
- Interpret and present data using bar charts, pictograms and tables. **(Lesson 6)**

RSE & PSHE

Pupils should know:

- About things they can do to help look after their environment. **(Lesson 6)**

RUBY CLASS
CYCLE B
SUMMER TERM 2
What are Rivers and how are they used?

Key Vocabulary

condensation
delta
estuary
evaporation
flooding
floodplain
groundwater
irrigation
leisure
meander
oxbow lake
percolation
precipitation
river mouth
source
transpiration
tributary
valley
water cycle
waterfall

Outcome: most pupils will be able to

- Identify water stores and processes in the water cycle.
- Describe the three courses of a river.
- Name the physical features of a river.
- Name some major rivers and their location.
- Describe different ways a river is used.
- List some of the problems around rivers.
- Describe human and physical features around a river.
- Identify the location of a river on an OS map.
- Make a judgement on the environmental quality in a river environment.
- Make suggestions on how a river environment could be improved.

Key Skills

- Locating some countries in Europe and North and South America using maps.
- Locating some major cities of the countries studied.
- Locating key physical features in countries studied including significant environmental regions.
- Locating the world's most significant mountain ranges on a map and identifying any patterns.
- Locating some of the world's most significant rivers and identifying any patterns.
- Locating some cities in the UK (local to your school).
- Beginning to locate the twelve geographical regions of the UK.
- Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.
- Describing how and why humans have responded in different ways to their local environments.
- Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.
- Describing where volcanoes, earthquakes and mountains are located globally.
- Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.

- Describing how humans use water in a variety of ways.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in a particular location.
- Explaining why different locations have different human features.
- Beginning to use maps at more than one scale.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
- Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.
- Finding countries and features of countries in an atlas using contents and index.
- Zooming in and out of a digital map.
- Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using 4-figure grid references to locate features on a map in regions studied.
- Beginning to locate features using the 8 points of a compass.
- Using a simple key on their own map to show an example of both physical and human features.
- Following a route on a map with some accuracy.
- Saying which directions are N, S, E, W on an OS map.
- Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.
- Beginning to choose the best approach to answer an enquiry question.
- Mapping land use in a small local area using maps and plans.
- Asking and answering one-step and two-step geographical questions.
- Observing, recording, and naming geographical features in their local environments.
- Taking digital photos and labelling or captioning them.
- Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.
- Beginning to use a simplified Likert Scale to record their judgements of environmental quality.
- Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.
- Suggesting different ways that a locality could be changed and improved.
- Finding answers to geographical questions through data collection.

Key Knowledge

- To know where North and South America are on a world map.
- To know the names of some of the world's most significant mountain ranges.
- To know the names of some of the world's most significant rivers.
- To know the name of some counties in the UK (local to your school).
- To know the name of some cities in the UK (local to your school).
- To know the name of the county that they live in and their closest city.
- To begin to name the twelve geographical regions of the UK.
- To know the main types of land use.

- To know some types of settlement.
- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.
- To know the courses and key features of a river.
- To know the different types of mountains and volcanoes and how they are formed.
- To know water is used by humans in a variety of ways.
- To know an urban place is somewhere near a town or city.
- To know a rural place is somewhere near the countryside.
- To know that a natural resource is something that people can use which comes from the natural environment.
- To know the UK grows food locally and imports food from other countries.
- To understand that a scale shows how much smaller a map is compared to real life.
- To recognise world maps as a flattened globe.
- To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.
- To know that an OS map shows human and physical features as symbols.
- To know that grid references help us locate a particular square on a map.
- To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.
- To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).
- To know an enquiry-based question has an open-ended answer found by research.
- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.
- To know a Likert scale is used to record people's feelings and attitudes.
- To know what a bar chart, pictogram and table are and when to use which one best to represent data.

Cross Curricular Links

Science

States of matter

Pupils should be taught to:

- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **(Lesson 1)**

Design and technology

Make

Pupils should be taught to:

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. **(Lesson 2)**
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic **(Lesson 2)**

Art and design

Pupils should be taught to:

- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. **(Lesson 2)**

Physical education

Pupils should be taught to:

- Take part in outdoor and adventurous activity challenges both individually and within a team. **(Lesson 6)**

SAPPHIRE CLASS
CYCLE A
AUTUMN TERM 2
What is Life Like in the Alps?

Key Vocabulary

atlas
climate
climate change
coniferous trees
data
deciduous trees
enquiry
fold mountain
glacier
hemisphere
human feature
land height
latitude
leisure
longitude
method
mountain climate
mountain range
OS map
physical feature
population
questionnaire
sea level
recreational land use
risk
route
scale
temperate
temperate forest
tourism
tourist
vegetation

Outcome: most pupils will be able to

- Locate the Alps on a world map and identify and label the eight countries they spread through.
- Locate three physical and three human characteristics in the Alps.
- Research and describe the physical and human features of Innsbruck.
- Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.
- Compare the human and physical geography of their local area and Innsbruck.
- Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'

Key Skills

- Locating more countries in Europe and North and South America using maps.
- Locating major cities of the countries studied.
- Locating some key physical features in countries studied on a map.
- Locating key human features in countries studied.
- Identifying significant environmental regions on a map.
- Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns.
- Explaining why a locality has changed over time, giving examples of both physical and human features.
- Using longitude and latitude when referencing location in an atlas or on a globe.
- Describing and explaining similarities between two environmental regions studied.
- Describing and explaining differences between two environmental regions studied.

- Understanding how climates impact on trade, land use and settlement.
- Describing and understanding the key aspects of the six biomes.
- Describing and understanding the key aspects of the six climate zones.
- Understanding some of the impacts and causes of climate change.
- Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Using the scale bar on a map to calculate distances.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Following a short pre-prepared route on an OS map.
- Choosing the best approach to answering an enquiry question.
- Making sketch maps of areas studied including labels and keys where necessary.
- Selecting appropriate methods for data collection.
- Designing interviews/questionnaires to collect qualitative data.
- Conducting interviews/questionnaires to collect qualitative data.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.

Key Knowledge

- To know the name of many countries and major cities in Europe and North and South America.
- To know some similarities and differences between the UK and a European mountain region.
- To know the location of key physical features in countries studied.
- To know why tourists visit mountain regions.
- To know vegetation belts are areas of the world that are home to similar plant species.
- To name and describe some of the world's vegetation belts.
- To be aware of some issues in the local area.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.

Cross Curricular Links

Science

Rocks (non-statutory)

'Pupils might work scientifically by:

- observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time'**. (Lesson 1)**

English

Spoken language

'Pupils should be taught to:

- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments'. **(Lesson 2 & 3)**
- listen and respond appropriately to adults and their peers'. **(Lesson 4)**
- participate in discussions, presentations, performances, role play, improvisations and debates'. **(Lesson 5)**

Writing – composition

'Pupils should be taught to:

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own'. **(Lesson 6)**

Physical Education

Pupils should be taught to:

- Take part in outdoor and adventurous activity challenges both individually and within a team. **(Lesson 4)**

SAPPHIRE CLASS
CYCLE A
SPRING TERM 2
Why do Oceans Matter?

Key Vocabulary

atmosphere
biodegradable
buffer
coral bleaching
coral reef
decompose
digital map
disposable
ecology
ecosystem
erosion
geology
habitat
human footprint
marine
microplastics
natural disaster
ocean current
policy
renewable energy
single use plastic
species
water cycle

Outcome: most pupils will be able to

- Describe the water cycle.
- Describe how the ocean is used for human activity.
- Explain how the ocean helps to regulate the Earth's climate and temperature.
- Identify the Great Barrier Reef as part of Australia.
- Describe the benefits of the Great Barrier reef.
- Describe how humans impact the oceans and the consequences of this.
- Explain some actions that can be taken to help support healthy oceans.
- Explain which data collection method would be best for marine fieldwork and why.
- Collect data using a tally chart, photographs and a sketch map.
- Safely navigate the fieldwork environment.
- Make suggestions for how to improve a marine environment.
- Present data using a tally chart and pie chart.

Key Skills

- Locating major cities of the countries studied.
- Locating some key physical features in countries studied on a map.
- Locating key human features in countries studied.
- Identifying significant environmental regions on a map.
- Identifying key physical and human characteristics of the geographical regions in the UK.
- Explaining why a locality has changed over time, giving examples of both physical and human features.
- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
- Understanding how climates impact on trade, land use and settlement.
- Using maps to explore wider global trading routes.

- Describing and understanding the key aspects of the six climate zones.
- Understanding some of the impacts and causes of climate change.
- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.
- Describing and understanding economic activity, including trade links.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Using the scale bar on a map to calculate distances.
- Beginning to use thematic maps to recognise and describe human and physical features studied.
- Selecting a map for a specific purpose.
- Choosing the best approach to answering an enquiry question.
- Making sketch maps of areas studied including labels and keys where necessary.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.
- Selecting appropriate methods for data collection.
- Beginning to use standard field sampling techniques appropriately.
- Using GIS (Geographical Information Systems) to plot data sets.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
- Evaluating evidence collected and suggesting ways to improve this.
- Analysing quantitative data in pie charts, line graphs and graphs with two variables.

Key Knowledge

- To know the location of key physical features in countries studied.
- To know why the ocean is important.
- To know some positive impacts of humans on the environment.
- To know some negative impacts of humans on the environment.
- To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
- To know that a pie chart can represent a fraction or percentage of a whole set of data.
- To be aware of some issues in the local area.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.

Cross Curricular Links

English

Writing – composition

‘Pupils should be taught to:

- plan their writing by:
    - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own'. **(Lesson 1)**
    - noting and developing initial ideas, drawing on reading and research where necessary. **(Lesson 2, 3 & 6)**

Spoken language

Pupils should be taught to:

- Use relevant strategies to build their vocabulary. **(Lesson 3)**

Computing

Pupils should be taught to:

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. **(Lesson 2)**

RSE & PSHE

Pupils should know:

- About things they can do to help look after their environment. **(Lesson 4)**

Physical Education

Pupils should be taught to:

- Take part in outdoor and adventurous activity challenges both individually and within a team. **(Lesson 5)**

Mathematics

Statistics

Pupils should be taught to:

- interpret and construct pie charts and line graphs and use these to solve problems. **(Lesson 6)**

SAPPHIRE CLASS
CYCLE A
SUMMER TERM 3
Would you like to Live in the Desert?

Key Vocabulary

barren
biome
climate
desert
desertification
drought
flash flood
mesa
mining
mushroom rock
national park
natural arch
nature reserve
rainfall
ranching
renewable energy
salt flat
sand dune
sparse
time zone
tourist attraction
vegetation
weather

Outcome: most pupils will be able to

- Identify the lines of latitude where hot desert biomes are located.
- Describe the characteristics of a hot desert biome.
- Locate the largest deserts in each continent.
- Describe ways the Mojave Desert is used.
- Name and describe the physical features found in a desert.
- Identify how humans use the desert.
- Explain how human activity may contribute to the changing climate and landscape of a desert.
- Recognise that the Mojave Desert has a different time zone to the UK.
- Describe some of the threats to deserts.
- Give the benefits and drawbacks of living in a desert environment.
- Identify characteristics of two contrasting biomes and compare land use.
- Discussing if a desert environment is hospitable and why.

Key Skills

- Locating more countries in Europe and North and South America using maps.
- Locating major cities of the countries studied.
- Locating some key physical features in countries studied on a map.
- Locating key human features in countries studied.
- Identifying significant environmental regions on a map.
- Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns.
- Confidently locating the twelve geographical regions of the UK.
- Understanding how land use has changed over time using examples.
- Explaining why a locality has changed over time, giving examples of both physical and human features.

- Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance.
- Using longitude and latitude when referencing location in an atlas or on a globe.
- Describing and explaining similarities between two environmental regions studied.
- Describing and explaining differences between two environmental regions studied.
- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
- Understanding how climates impact on trade, land use and settlement.
- Explaining how humans have used desert environments.
- Describing and understanding the key aspects of the six biomes.
- Describing and understanding the key aspects of the six climate zones.
- Understanding some of the impacts and causes of climate change.
- Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.
- Describing and understanding economic activity, including trade links.
- Describing the 'push' and 'pull' factors that people may consider when migrating.
- Understanding the distribution of natural resources both globally and within a specific region or country studied.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).
- Using models and maps to talk about contours and slopes.
- Interpreting and using real-time/live data.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
- Analysing quantitative data in pie charts, line graphs and graphs with two variables.

Key Knowledge

- To know the name of many countries and major cities in Europe and North and South America.
- To know the location of key physical features in countries studied.
- To name and describe some of the world's vegetation belts.
- To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.
- To know vegetation belts are areas of the world that are home to similar plant species.
- To name and describe some of the world's vegetation belts.
- To know which factors are considered before people build settlements.
- To know a line graph can represent variables over time.
- To know that natural resources can be used to make energy.

- To know some negative impacts of humans on the environment.
- To know that contours on a map show height and slope.
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.
- To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
- To know that a pie chart can represent a fraction or percentage of a whole set of data.

Cross Curricular Links

Science

Evolution and inheritance

Pupils should be taught to:

- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution**. (Lesson 1)**

States of matter

Pupils should be taught to:

- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature**. (Lesson 3)**

Earth and space

Pupils might work scientifically by:

Comparing the time of day at different places on the Earth through internet links and direct communication. (non-statutory) **. (Lesson 4)**

Living things and their habitats

Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation. (non-statutory) **(Lesson 5)**

Mathematics

Number – number and place value

Pupils should be taught to:

Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. **(Lesson 2)**

Statistics

Pupils should be taught to:

Solve comparison, sum and difference problems using information presented in a line graph. **(Lesson 2)**

Notes and guidance (non-statutory)

Pupils begin to relate the graphical representation of data to recording change over time. **(Lesson 2)**

Computing

Pupils should be taught to:

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. **(Lesson 2 & 6)**

English

Reading – comprehension

Pupils should be taught to:

- Retrieve and record information from non-fiction. **(Lesson 5)**

Writing – composition

Pupils should be taught to:

- Draft and write by organising paragraphs around a theme. **(Lesson 5)**
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(Lesson 5)**

SAPPHIRE CLASS
CYCLE B
AUTUMN TERM 2
Why does Population Change?

Key Vocabulary

air pollution
birth rate
cartogram
climate
climate change
conclusions
death rate
deforestation
densely populated
digital technologies
fossil fuels
greenhouse gases
impact
improvements
involuntary
Likert scale
migrants
migration
natural increase
noise pollution
population
population density
population distribution
pull factors
push factors
qualitative
quantitative
refugee
region
sparsely populated
voluntary

Outcome: most pupils will be able to

- Identify the most densely and sparsely populated areas.
- Describe the increase in global population over time.
- Begin to describe what might influence the environments people live in.
- Define birth and death rates, suggesting what may influence them.
- Define migration, discussing push and pull factors.
- Explain why some people have no choice but to leave their homes.
- Describe the causes of climate change, explaining its impact on the global population.
- Suggest an action they can take to fight climate change.
- Calculate the length of a route to scale.
- Follow a selected route on an OS map.
- Use a variety of data collection methods, including using a Likert scale.
- Collect information from a member of the public.
- Create a digital map to plot and compare data collected from two locations.
- Suggest an idea to improve the environment.

Key Skills

- Locating more countries in Europe and North and South America using maps.
- Locating key human features in countries studied.
- Locating many counties in the UK.
- Confidently locating the twelve geographical regions of the UK.

- Identifying key physical and human characteristics of the geographical regions in the UK.
- Explaining why a locality has changed over time, giving examples of both physical and human features.
- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
- Understanding how climates impact on trade, land use and settlement.
- Understanding some of the impacts and causes of climate change.
- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.
- Describing and understanding economic activity, including trade links.
- Suggesting reasons why the global population has grown significantly in the last 70 years.
- Describing the 'push' and 'pull' factors that people may consider when migrating.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.
- Beginning to use thematic maps to recognise and describe human and physical features studied.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using four and six-figure grid references to locate features on a map in regions studied.
- Confidently locating features using the 8 points of a compass.
- Following a short pre-prepared route on an OS map.
- Planning a journey to another part of the world using six-figure grid references and the eight points of a compass.
- Developing their own enquiry questions.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.
- Beginning to use standard field sampling techniques appropriately.
- Using GIS (Geographical Information Systems) to plot data sets.
- Using a simplified Likert Scale to record their judgements of environmental quality.
- Conducting interviews/questionnaires to collect qualitative data.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
- Evaluating evidence collected and suggesting ways to improve this.
- Analysing quantitative data in pie charts, line graphs and graphs with two variables.

Key Knowledge

- To know that the global population has grown significantly since the 1950s.
- To know which factors are considered before people build settlements.
- To know migration is the movement of people from one country to another.
- To know the name of many countries and major cities in Europe and North and South America.

- To know the name of many counties in the UK.
- To know the name of many cities in the UK.
- To confidently name the twelve geographical regions of the UK.
- To know that London and the South East regions have the largest population in the UK.
- To know the global population has grown significantly since the 1950s.
- To know which factors are considered before people build settlements.
- To know migration is the movement of people from one country to another.
- To know some negative impacts of humans on the environment.
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.
- To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
- To know that a pie chart can represent a fraction or percentage of a whole set of data.
- To be aware of some issues in the local area.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.

Cross Curricular Links

Mathematics

Statistics

'Pupils should be taught to:

- interpret and construct pie charts and line graphs and use these to solve problems (non-statutory) **(Lesson 1)**
- Pupils both encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects.' **(Lesson 1)**
- complete, read and interpret information in tables, including timetables.' **(Lesson 2)**

Number – number and place value

'Pupils should be taught to:

- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero**(Lesson 2)**
- use negative numbers in context, and calculate intervals across zero'**. (Lesson 2)**

Number – fractions (including decimals and percentages)

- **'**Pupils should be taught throughout that percentages, decimals and fractions are different ways of expressing proportions.' **(Lesson 2)**

Number – addition, subtraction, multiplication and division

'Pupils should be taught to:

- solve problems involving addition, subtraction, multiplication and division' **(Lesson 2)**
- See National curriculum - Mathematics key stages 1 to 2. **(Lesson 2)**

Measurement

'Pupils should be taught to:

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) **(Lesson 5)**

- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places'. **(Lesson 5)**
- 'Pupils use their knowledge of place value and multiplication and division to convert between standard units.' **(Lesson 5)**

History

'[Pupils] should:

- note connections, contrasts and trends over time and develop the appropriate use of historical terms **(Lesson 1)**
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.' **(Lesson 1)**

English

Spoken language

'Pupils should be taught to:

- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings'. **(Lesson 1 & 6)**
- use relevant strategies to build their vocabulary **(Lesson 2)**
- consider and evaluate different viewpoints, attending to and building on the contributions of others'. **(Lesson 3 & 6)**
- articulate and justify answers, arguments and opinions **(Lesson 4 & 6)**
- participate in discussions, presentations, performances, role play, improvisations and debates'**(Lesson 4)**
- listen and respond appropriately to adults and their peers **(Lesson 5)**
- ask relevant questions to extend their understanding and knowledge **(Lesson 5)**
- speak audibly and fluently with an increasing command of Standard English **(Lesson 5)**
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments'. **(Lesson 5)**

Writing – composition

'Pupils should be taught to:

- plan their writing by:
  - identifying the audience for and purpose of the writing **(Lesson 6)**
  - noting and developing initial ideas, drawing on reading and research where necessary'. **(Lesson 6)**

Computing

'Pupils should be taught to:

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information'**(Lesson 4 & 6)**
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration **(Lesson 6)**

Physical Education

Pupils should be taught to:

- Take part in outdoor and adventurous activity challenges both individually and within a team. **(Lesson 5)**

SAPPHIRE CLASS
CYCLE B
SPRING TERM 2
Where does our Energy Come From?

Key Vocabulary

biofuel
coal
consumption
contour line
crude oil
dam
emissions
energy source
hydropower
natural gas
non-renewable
nuclear power
Prime Meridian
producer
regenerate
renewable
replenish
sea level
solar power
time zone
urban planner
windpower
six-figure grid reference

Outcome: most pupils will be able to

- Describe the significance of energy.
- Give examples of sources of energy and their trading routes.
- Define renewable and non-renewable energy.
- Discuss the benefits and drawbacks of different energy sources.
- Describe the significance of the Prime Meridian.
- Identify human features on a digital map.
- Discuss how transport links have changed over time.
- Locate UK cities on a map.
- Use six-figure grid references to identify features on an OS map.
- Consider and justify the location of energy sources.
- Design and use interview questions.
- Plot points on a sketch map.

Key Skills

- Locating more countries in Europe and North and South America using maps.
- Locating major cities of the countries studied.
- Locating some key physical features in countries studied on a map.
- Locating key human features in countries studied.
- Locating many cities in the UK.
- Identifying key physical and human characteristics of the geographical regions in the UK.
- Understanding how land use has changed over time using examples.
- Explaining why a locality has changed over time, giving examples of both physical and human features.
- Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance.

- Using longitude and latitude when referencing location in an atlas or on a globe.
- Describing and explaining similarities between two environmental regions studied.
- Describing and explaining differences between two environmental regions studied.
- Understanding how climates impact on trade, land use and settlement.
- Using maps to explore wider global trading routes.
- Understanding some of the impacts and causes of climate change.
- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.
- Describing and understanding economic activity, including trade links.
- Suggesting reasons why the global population has grown significantly in the last 70 years.
- Understanding the distribution of natural resources both globally and within a specific region or country studied.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).
- Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.
- Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.
- Using models and maps to talk about contours and slopes.
- Selecting a map for a specific purpose.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using four and six-figure grid references to locate features on a map in regions studied.
- Making sketch maps of areas studied including labels and keys where necessary.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.
- Selecting appropriate methods for data collection.
- Designing interviews/questionnaires to collect qualitative data.
- Conducting interviews/questionnaires to collect qualitative data.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.

Key Knowledge

- To know the name of many countries and major cities in Europe and North and South America.
- To know the name of many cities in the UK.
- To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.
- To know that natural resources can be used to make energy.

- To know some positive impacts of humans on the environment.
- To know some negative impacts of humans on the environment.
- To know that contours on a map show height and slope.
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.

Cross Curricular Links

English

Reading – comprehension

Pupils should be taught to:

- Retrieve and record information from non-fiction. **(Lesson 2)**

RSE & PSHE

Pupils should know:

About things they can do to help look after their environment. **(Lesson 2)**

Science

Earth and space

Pupils might work scientifically by:

Comparing the time of day at different places on the Earth through internet links and direct communication. (non-statutory) . **(Lesson 3)**

Physical Education

Pupils should be taught to:

- Take part in outdoor and adventurous activity challenges both individually and within a team. **(Lesson 5)**

SAPPHIRE CLASS
CYCLE B
SUMMER TERM 2
Can I carry out an Independent Fieldwork Enquiry?

Key Vocabulary

analyse
audience
city
data
data collection methods
enquiry
evidence
impact
improvement
issue
justify
plot
presenting
process
recommendation
region
risk
route
subjective
viewpoint

Outcome: most pupils will be able to

- Give examples of issues in the local area.
- Identify questions to be asked to find the relevant data.
- Justify which data collection method is most suitable.
- Design an accurate data collection template.
- Identify areas along a route that are best for data collection.
- Discuss how to mediate potential risks.
- Collect data at points located on an OS map.
- Manage risks during a fieldwork trip.
- Identify any outcomes from data collected.
- Map data digitally.
- Describe the enquiry process.

Key Skills

- Locating major cities of the countries studied.
- Locating some key physical features in countries studied on a map.
- Locating key human features in countries studied.
- Locating many cities in the UK.
- Confidently locating the twelve geographical regions of the UK.
- Identifying key physical and human characteristics of the geographical regions in the UK.
- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.

- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).
- Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.
- Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.
- Selecting a map for a specific purpose.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using four and six-figure grid references to locate features on a map in regions studied.
- Confidently locating features using the 8 points of a compass.
- Following a short pre-prepared route on an OS map.
- Identifying the eight compass points on an OS map.
- Developing their own enquiry questions.
- Choosing the best approach to answering an enquiry question.
- Making sketch maps of areas studied including labels and keys where necessary.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.
- Selecting appropriate methods for data collection.
- Designing interviews/questionnaires to collect qualitative data.
- Beginning to use standard field sampling techniques appropriately.
- Using GIS (Geographical Information Systems) to plot data sets.
- Using a simplified Likert Scale to record their judgements of environmental quality.
- Conducting interviews/questionnaires to collect qualitative data.
- Interpreting and using real-time/live data.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
- Evaluating evidence collected and suggesting ways to improve this.

Key Knowledge

- To know the name of many countries and major cities in Europe and North and South America.
- To know the name of many cities in the UK.
- To confidently name the twelve geographical regions of the UK.
- To know some positive impacts of humans on the environment.
- To know some negative impacts of humans on the environment.
- To know that contours on a map show height and slope.
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.
- To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
- To be aware of some issues in the local area.

- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.

Cross Curricular Links

English

Writing – composition

Pupils should be taught to:

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; **(Lesson 2)**
- noting and developing initial ideas, drawing on reading and research where necessary. **(Lesson 2)**
- Draft and write by organising paragraphs around a theme. **(Lesson 6)**
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(Lesson 6)**
- Continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. **(Lesson 6)**

Spoken language

Pupils should be taught to:

- Articulate and justify answers, arguments and opinions. **(Lesson 6)**
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. **(Lesson 6)**
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. **(Lesson 6)**
- Participate in discussions, presentations, performances, role play, improvisations and debates. **(Lesson 6)**

Computing

Pupils should be taught to:

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **(Lesson 3 & 5)**

Physical Education

Pupils should be taught to:

- Take part in outdoor and adventurous activity challenges both individually and within a team. **(Lesson 4)**