

| Geography      | Cycle A                                        |                                                  |                                      |
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|                | Autumn                                         | Spring                                           | Summer                               |
| Forest Class   | Where am I?                                    | What is the weather like in the UK?              | What can you see at the coast?       |
| Meadow Class   | Why do people live near volcanoes?             | Why are rainforests important to us?             | Where does our food come from?       |
| Hillside Class | Can I carry out independent fieldwork enquiry? | Why does population change?                      | Why do oceans matter?                |
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|                | Cycle B                                        |                                                  |                                      |
| Forest Class   | What is it like here?                          | Would you prefer to live in a hot or cold place? | What is it like to live in Shanghai? |
| Meadow Class   | Are all settlements the same?                  | What are rivers and how are they used?           | Who lives in Antarctica?             |
| Hillside Class | What is life like in the Alps?                 | Would you like to live in the desert?            | Where does our energy come from?     |

# Geography - Cycle A

|              | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Forest Class | <p><b><u>Where am I?</u></b></p> <ul style="list-style-type: none"> <li>• State that the UK stands for the United Kingdom.</li> <li>• Point to each country in the UK on a map when prompted.</li> <li>• Verbally identify features within the school grounds.</li> <li>• Use and respond to directional language.</li> <li>• State that an aerial photograph is taken from above.</li> <li>• Recognise some familiar features in aerial photographs.</li> <li>• Explain that symbols show features on a map.</li> <li>• Add symbols to a map.</li> <li>• Identify how places on the school grounds make them feel.</li> </ul> <p><b><u>EYFS outcomes—Exploring maps and Around the world:</u></b></p> <p><b><u>ELG: Understanding the World – People, Culture and Communities</u></b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• 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.</li> </ul> <p><b><u>ELG: Understanding the World – The Natural World</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> | <p><b><u>What is the weather like in the UK?</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate the four countries on a map of the UK.</li> <li>• Identify the country they live in.</li> <li>• Identify the four seasons.</li> <li>• Describe some seasonal changes.</li> <li>• Identify the four compass directions.</li> <li>• Use the compass directions to describe the location of features.</li> <li>• Observe and describe daily weather patterns.</li> <li>• Begin to locate the four capital cities of the UK.</li> <li>• Explain what the weather is like during each season in the UK.</li> <li>• Suggest appropriate clothing and activities for each season.</li> </ul> | <p><b><u>What can you see at the coast?</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate the seas and oceans surrounding the UK in an atlas.</li> <li>• Label these on a map of the UK.</li> <li>• Describe the location of the seas and oceans surrounding the UK using compass points.</li> <li>• Define what the coast is.</li> <li>• Locate coasts in the UK.</li> <li>• Name some of the physical features of coasts.</li> <li>• Explain the location of UK coasts using the four compass directions.</li> <li>• Name features of coasts and label these on a photograph.</li> <li>• Identify human features in a coastal town.</li> <li>• Describe how people use the coast.</li> <li>• Follow a prepared route on a map.</li> <li>• Identify human features on the local coast.</li> <li>• Record data using a tally chart.</li> <li>• Represent data in a pictogram.</li> <li>• Describe how the local coast has been used.</li> </ul> |
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| Meadow<br>Class | <p><b><u>Why do people live near volcanoes?</u></b></p> <ul style="list-style-type: none"> <li>Name all four layers of the Earth in the correct order, stating one fact about each layer.</li> <li>Explain one or more ways a mountain can be formed.</li> <li>Give a correct example of a mountain range and its continent.</li> <li>Describe a tectonic plate and know that mountains occur along plate boundaries.</li> <li>Correctly label the features of shield and composite volcanoes and explain how they form.</li> <li>Name three ways in which volcanoes can be classified.</li> <li>Describe how volcanoes form at tectonic plate boundaries.</li> <li>Explain a mix of negative and positive consequences of living near a volcano.</li> <li>State whether they would or would not want to live near a volcano.</li> <li>State that an earthquake is caused when two plate boundaries move and shake the ground.</li> <li>Explain that earthquakes happen along plate boundaries.</li> <li>List some negative effects that an earthquake can have on a community.</li> <li>Observe, digitally record and map different rocks using a symbol on a map.</li> <li>Identify rock types and their origins based on collected data.</li> </ul> | <p><b><u>Why are rainforests important to us?</u></b></p> <ul style="list-style-type: none"> <li>Describe a biome and give an example.</li> <li>State the location and some key features of the Amazon rainforest.</li> <li>Name and describe the four layers of tropical rainforests.</li> <li>Understand that trees and plants adapt to living in the rainforest and give an example.</li> <li>Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.</li> <li>Name one way in which the Amazon is changing.</li> <li>Articulate why the Amazon rainforest is important.</li> <li>Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.</li> <li>Use a variety of data collection methods with support.</li> <li>Summarise how the local woodland is used and suggest changes to improve the area.</li> </ul> | <p><b><u>Where does our food come from?</u></b></p> <ul style="list-style-type: none"> <li>Identify that different foods grow in different biomes and say why.</li> <li>Explain which food has the most significant negative impact on the environment.</li> <li>Consider a change people can make to reduce the negative impact of food production.</li> <li>Describe the intentions around trading responsibly.</li> <li>Explain that food imports can be both helpful and harmful.</li> <li>Describe the journey of a cocoa bean.</li> <li>Locate countries on a blank world map using an atlas.</li> <li>Use a scale bar correctly to measure approximate distances.</li> <li>Collect data through an interview process.</li> <li>Analyse interview responses to answer an enquiry question.</li> <li>Discuss any trends in data collected.</li> </ul> |
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| Hillside<br>Class | <p><b><u>Can I carry out independent fieldwork enquiry?</u></b></p> <ul style="list-style-type: none"> <li>• Give examples of issues in the local area.</li> <li>• Identify questions to be asked to find the relevant data.</li> <li>• Justify which data collection method is most suitable.</li> <li>• Design an accurate data collection template.</li> <li>• Identify areas along a route that are best for data collection.</li> <li>• Discuss how to mediate potential risks.</li> <li>• Collect data at points located on an OS map.</li> <li>• Manage risks during a fieldwork trip.</li> <li>• Identify any outcomes from data collected.</li> <li>• Map data digitally.</li> <li>• Describe the enquiry process.</li> </ul> | <p><b><u>Why does population change?</u></b></p> <ul style="list-style-type: none"> <li>• Identify the most densely and sparsely populated areas.</li> <li>• Describe the increase in global population over time.</li> <li>• Begin to describe what might influence the environments people live in.</li> <li>• Define birth and death rates, suggesting what may influence them.</li> <li>• Define migration, discussing push and pull factors.</li> <li>• Explain why some people have no choice but to leave their homes.</li> <li>• Describe the causes of climate change, explaining its impact on the global population.</li> <li>• Suggest an action they can take to fight climate change.</li> <li>• Calculate the length of a route to scale.</li> <li>• Follow a selected route on an OS map.</li> <li>• Use a variety of data collection methods, including using a Likert scale.</li> <li>• Collect information from a member of the public.</li> <li>• Create a digital map to plot and compare data collected from two locations.</li> <li>• Suggest an idea to improve the environment.</li> </ul> | <p><b><u>Why do oceans matter?</u></b></p> <ul style="list-style-type: none"> <li>• Describe the water cycle.</li> <li>• Describe how the ocean is used for human activity.</li> <li>• Explain how the ocean helps to regulate the Earth's climate and temperature.</li> <li>• Identify the Great Barrier Reef as part of Australia.</li> <li>• Describe the benefits of the Great Barrier reef.</li> <li>• Describe how humans impact the oceans and the consequences of this.</li> <li>• Explain some actions that can be taken to help support healthy oceans.</li> <li>• Explain which data collection method would be best for marine fieldwork and why.</li> <li>• Collect data using a tally chart, photographs and a sketch map.</li> <li>• Safely navigate the fieldwork environment.</li> <li>• Make suggestions for how to improve a marine environment.</li> <li>• Present data using a tally chart and pie chart.</li> </ul> |
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| Forest<br>Class | <p><b><u>What is it like here?</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.</li> <li>• Recognise four features in the school grounds using a map.</li> <li>• Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.</li> <li>• Draw a design to improve three areas of the playground using the results from the survey.</li> </ul> | <p><b><u>Would you prefer to live in a hot or cold place?</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate the seven continents on a world map.</li> <li>• Locate the North and the South Poles on a world map.</li> <li>• Locate the Equator on a world map.</li> <li>• Describe some similarities and differences between the UK and Kenya.</li> <li>• Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.</li> <li>• Recognise the features of hot and cold places.</li> <li>• Locate some countries with hot or cold climates on a world map.</li> </ul> | <p><b><u>What is it like to live in Shanghai?</u></b></p> <ul style="list-style-type: none"> <li>• Give examples of human and physical features.</li> <li>• Identify features they see on a walk.</li> <li>• Explain the location of features using some directional language.</li> <li>• Use an aerial photograph to locate physical and human features.</li> <li>• Draw simple pictures or symbols on a sketch map.</li> <li>• Draw compass points.</li> <li>• Name the continent they live in.</li> <li>• Use an atlas to locate the UK and China on a world map.</li> <li>• Use an atlas to locate Europe and Asia on a world map.</li> <li>• Identify China's physical and human geography.</li> <li>• Sort physical and human features using photographs.</li> <li>• Identify physical and human features in images of Shanghai.</li> <li>• Compare Shanghai to their locality.</li> <li>• Identify similarities and differences between human and physical features.</li> </ul> |
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| Meadow<br>Class | <p><b><u>Are all settlements the same?</u></b></p> <ul style="list-style-type: none"> <li>• Locate some cities in the UK.</li> <li>• Describe the difference between villages, towns and cities.</li> <li>• Identify features on an OS map using the legend.</li> <li>• Describe the different types of land use.</li> <li>• Follow a route on an OS map.</li> <li>• Discuss reasons for the location of human and physical features.</li> <li>• Locate some geographical regions in the UK.</li> <li>• Identify and begin to offer explanations about changes to features in the local area.</li> <li>• Describe the location of New Delhi.</li> <li>• Identify some human and physical features in New Delhi.</li> <li>• State some similarities and differences between land use and features in New Delhi and the local area.</li> </ul> | <p><b><u>What are rivers and how are they used?</u></b></p> <ul style="list-style-type: none"> <li>• Identify water stores and processes in the water cycle.</li> <li>• Describe the three courses of a river.</li> <li>• Name the physical features of a river.</li> <li>• Name some major rivers and their location.</li> <li>• Describe different ways a river is used.</li> <li>• List some of the problems around rivers.</li> <li>• Describe human and physical features around a river.</li> <li>• Identify the location of a river on an OS map.</li> <li>• Make a judgement on the environmental quality in a river environment.</li> <li>• Make suggestions on how a river environment could be improved.</li> </ul> | <p><b><u>Who lives in Antarctica?</u></b></p> <ul style="list-style-type: none"> <li>• Describe what lines of latitude and longitude are, giving an example.</li> <li>• Understand that the Northern and Southern Hemispheres experience seasons at different times.</li> <li>• Define what climate zones are.</li> <li>• Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.</li> <li>• Describe Antarctica's location in the far south of the globe.</li> <li>• State that tourism and research are the two main reasons people visit Antarctica.</li> <li>• Describe equipment researchers might use and clothes they wear.</li> <li>• List some of the research carried out in Antarctica.</li> <li>• State the outcome of Shackleton's expedition.</li> <li>• Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.</li> <li>• Describe a similarity and difference between life in the UK and life in Antarctica.</li> <li>• Confidently use the zoom function on a digital map.</li> <li>• Begin to recall the eight points of a compass, following at least four of them.</li> <li>• Recognise and describe features on their school grounds from an aerial map.</li> <li>• Draw a map of the route they take on an expedition.</li> <li>• State one thing that went well on the expedition and one aspect that did not go as hoped.</li> </ul> |
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| Hillside<br>Class | <p><b><u>What is life like in the Alps?</u></b></p> <ul style="list-style-type: none"> <li>• Locate the Alps on a world map and identify and label the eight countries they spread through.</li> <li>• Locate three physical and three human characteristics in the Alps.</li> <li>• Research and describe the physical and human features of Innsbruck.</li> <li>• Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.</li> <li>• Compare the human and physical geography of their local area and Innsbruck.</li> <li>• 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?'</li> </ul> | <p><b><u>Would you like to live in the desert?</u></b></p> <ul style="list-style-type: none"> <li>• Identify the lines of latitude where hot desert biomes are located.</li> <li>• Describe the characteristics of a hot desert biome.</li> <li>• Locate the largest deserts in each continent.</li> <li>• Describe ways the Mojave Desert is used.</li> <li>• Name and describe the physical features found in a desert.</li> <li>• Identify how humans use the desert.</li> <li>• Explain how human activity may contribute to the changing climate and landscape of a desert.</li> <li>• Recognise that the Mojave Desert has a different time zone to the UK.</li> <li>• Describe some of the threats to deserts.</li> <li>• Give the benefits and drawbacks of living in a desert environment.</li> <li>• Identify characteristics of two contrasting biomes and compare land use.</li> <li>• Discussing if a desert environment is hospitable and why.</li> </ul> | <p><b><u>Where does our energy come from?</u></b></p> <ul style="list-style-type: none"> <li>• Describe the significance of energy.</li> <li>• Give examples of sources of energy and their trading routes.</li> <li>• Define renewable and non-renewable energy.</li> <li>• Discuss the benefits and drawbacks of different energy sources.</li> <li>• Describe the significance of the Prime Meridian.</li> <li>• Identify human features on a digital map.</li> <li>• Discuss how transport links have changed over time.</li> <li>• Locate UK cities on a map.</li> <li>• Use six-figure grid references to identify features on an OS map.</li> <li>• Consider and justify the location of energy sources.</li> <li>• Design and use interview questions.</li> <li>• Plot points on a sketch map.</li> </ul> |
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