

Geography Curriculum Map

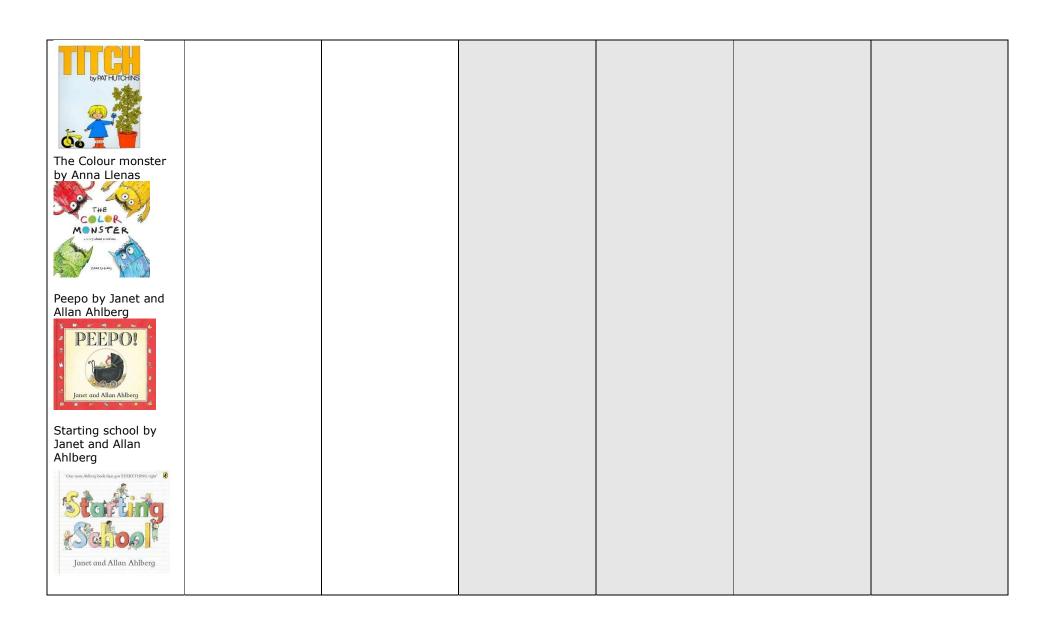
John Clifford School

			Autumn 1			
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle A/Cycle B	Our local area -	Seasons	Our World			British Empire in
All about Me	<u>Beeston</u>					<u>the 1900's -</u>
			NC Objectives:			Slavery (History
Early Learning	NC objectives:	NC Objectives:	-Locate the world's			topic)
Goal:	-Use basic	-Name, locate and	countries, using			
Understanding the	geographical	identify	maps to focus on			Lesson focusing on
world	vocabulary to refer to	characteristics of the	Europe (including the			map work.
Past and present	key human features,	four countries and	location of Russia)			By the end of the
- Talk about the lives	including; city, town,	capital cities of the	and North and South			topic, children will be
of the people around	village, factory, farm,	United Kingdom and	America,			able to.
them and their roles	house, office, port,	its surrounding seas.	concentrating on			-Name countries in
in society	harbour and shop.	-Understand	their environmental			the UK
	-Use simple compass	geographical	regions, key physical			-Name continents of
People and	directions (north,	similarities and	and human			the world
Communities	south, east and west)	differences through	characteristics,			-Use an atlas to
- Describe their	and locational and	studying the human	countries, and major			name other countries
immediate	directional language	and physical	cities.			around the world
environment using	(for example, near	geography of a small	-Identify the position			
knowledge from	and far; left and	area of the United	and significance of			
observation,	right), to describe	Kingdom, and of a	latitude, longitude,			NC Objectives:
discussion, stories,	the location of	small area in a	equator, northern			- Locate the world's
non-fiction texts and	features and routes	contrasting non-	hemisphere,			countries, using
maps	on a map.	European country.	southern			maps to focus on

	-Use aerial	-Identify seasonal	hemisphere, the		Europe (including the
	photographs and	and daily weather	Tropics of Cancer and		location of Russia)
	plan perspectives to	patterns in the	Capricorn, Arctic and		and North and South
	recognise landmarks	United Kingdom and	Antarctic Circle, the		America,
	and basic human and	the location of hot	Prime/Greenwich		concentrating on
	physical features,	and cold areas of the	Meridian and time		their environmental
	devise a simple map,	world in relation to	zones (including day		regions, key physical
	and use and	the equator and the	and night).		and human
	construct basic	north and south	-Use maps, atlases,		characteristics,
	symbols in a key.	poles.	globes and		countries, and major
	Use simple fieldwork	-Use basic	digital/computer		cities
	and observational	geographical	mapping to locate		-Use maps, atlases,
	skills to study the	vocabulary to refer to	countries and		globes and
	geography of their	key physical	describe features		digital/computer
	school and its	features, including;	studied.		mapping to locate
	grounds and the key	beach, cliff, coast,	-Use the eight points		countries and
	human and physical	forest, hill, mountain,	of a compass,		describe features
	features of its	sea, ocean, river,	four/six-figure grid		studied.
	surrounding	soil, valley,	references, symbols		
	environment.	vegetation, season	and key (including		
		and weather.	the use of Ordnance		
		-Use world maps,	Survey maps) to		
		atlases and globes to	build their knowledge		
		identify the United	of the United		
		Kingdom and its	Kingdom and the		
		countries, as well as	wider world.		
		the countries,	-Use fieldwork to		
		continents and	observe, measure,		
		oceans studied at	record and present		
		this key stage.	the human and		
		-Use aerial	physical features in		
		photographs and	the local area using a		
		plan perspectives to	range of methods,		
		recognise landmarks	including sketch		
		and basic human and	maps, plans and		
		physical features,	graphs, and digital		
		devise a simple map,	technologies.		
		and use and	3		
		construct basic	<u>Extra</u>		
		symbols in a key.	opportunities: Trip		
		-Use simple fieldwork	to Nottingham City		
		and observational	Centre		
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		skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Extra opportunities: Trip to Highfields			
		People (of interest linked to ea	ach unit:	
Grandparents and relatives around the world					
		V	ocabulary to be taugh	t:	
Cycle A/B Family, Mum, Dad, Brother, Sister, Cousin, Aunty, Uncle, Country, Local environment, My house, My garden, My school	Bakery Butcher Country Environment Far High Street Key Modern Map Natural Man-made Park School Supermarket	Weather, Climate, Season, Vegetation, Equator, Country, Continent, City	Globe, Map, Longitude, Latitude, Continent, Ocean, Equator, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere, Address, Postcode, County, Continent, Earth, Solar system, Universe, Tropic of Cancer, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Longitude, Greenwich/Prime Meridian, Earth's rotation, axis, clockwise, anti- clockwise, International Date Line, Pacific Ocean		

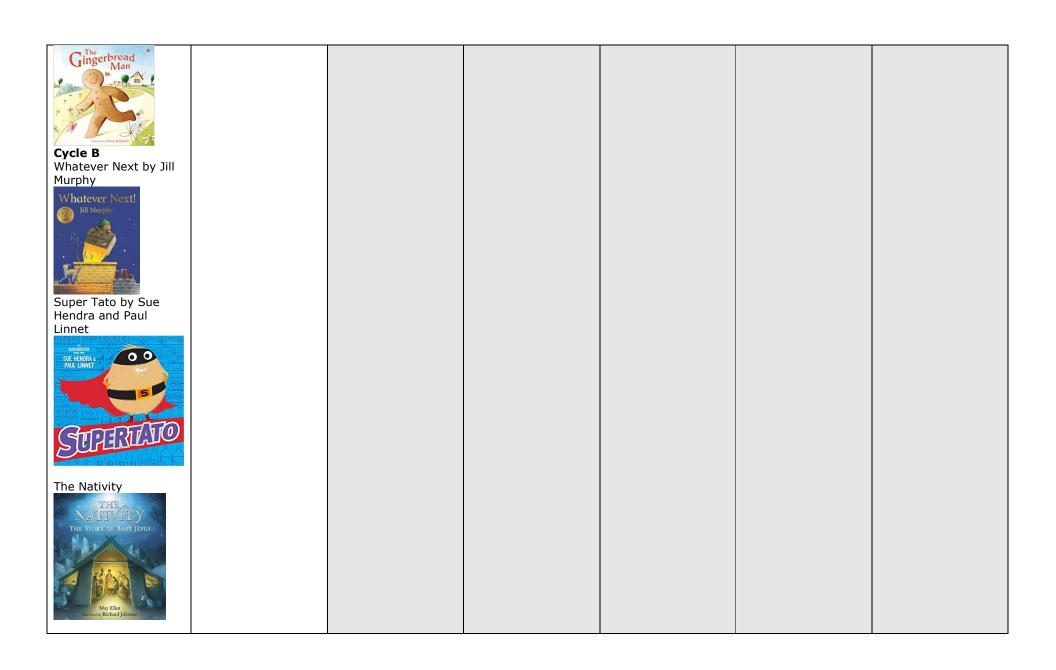
			Topic links to:		
	Science – Link to animals and habitats.	English – Information Text about Seasons			
Cycle A/B Polar bear, polar bear	One day, so many ways by Laura Hall	Tree by Britta Teckentrup			
what do you hear by Bill Martin JR/Eric Carle Bill Martin Jr Eric Carle Polar Bear, Polar Bear, What Do You Hear?	DAY MANY Ways	TRICE TO A CONTROL OF THE PARTY			
So much by Trish Cooke and Helen Oxenbury Titch by Pat Hutchins					



			Autumn 2			
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle A	People and their				Changes in our	
Celebrations,	<u>communities</u>				local environment	
festivals and space						
	NC Objectives:				NC Objectives:	
Early Learning Goal:	-Name and locate the				-Name and locate	
Understanding the	world's seven				counties and cities of	
world	continents and five				the United Kingdom,	
Past and present	oceans.				geographical regions	
-Understand the past	-Name, locate and				and their identifying	
through settings,	identify				human and physical	
characters and events	characteristics of the				characteristics, key	
encountered in books	four countries and				topographical	
read in class and	capital cities of the				features (including	
storytelling.	United Kingdom and				hills, mountains,	
People and	its surrounding seas.				coasts and rivers),	
communities	-Understand				and land-use	
-Describe their	geographical				patterns, and	
immediate	similarities and				understand how	
environment using	differences through				some of these	
knowledge from	studying the human				aspects have	
observation,	and physical				changed over time.	
discussion, stories,	geography of a small				-Understand	
non-fiction texts and	area of the United				geographical	
maps.	Kingdom, and of a				similarities and	
- Know some	small area in a				differences through	
similarities and	contrasting non-				the study of human	
differences between	European country.				and physical	
different religious and	-Identify seasonal				geography of a	
cultural communities	and daily weather				region of the United	
in this country,	patterns in the				Kingdom, a region in	
drawing on their	United Kingdom and				a European country,	
experiences and what	the location of hot				and a region within	
has been read in	and cold areas of the				North or South	
class.	world in relation to				America.	
The Network world	the equator and the				-Use maps, atlases,	
The Natural world	north and south				globes and	
-Understand some	poles.				digital/computer	
important processes	-Use basic				mapping to locate	
and changes in the	geographical				countries and	
natural world around	vocabulary to refer to					

		I	1		I
them, including the	key physical			describe features	
seasons and changing	features, including;			studied.	
states of matter	beach, cliff, coast,			-Use the eight points	
	forest, hill, mountain,			of a compass,	
Cycle B	sea, ocean, river,			four/six-figure grid	
Heroes and	soil, valley,			references, symbols	
Celebrations	vegetation, season			and key (including	
	and weather.			the use of Ordnance	
Early Learning Goal:	-Use world maps,			Survey maps) to	
Understanding the	atlases and globes to			build their knowledge	
world	identify the United			of the United	
Past and present	Kingdom and its			Kingdom and the	
-Understand the past	countries, as well as			wider world.	
through settings,	the countries,			-Use fieldwork to	
characters and events	continents and			observe, measure,	
encountered in books	oceans studied at			record and present	
read in class and	this key stage.			the human and	
storytelling.	tills key stage.			physical features in	
				the local area using a	
People and communities					
-Describe their				range of methods,	
				including sketch	
immediate				maps, plans and	
environment using				graphs, and digital	
knowledge from				technologies.	
observation,					
discussion, stories,					
non-fiction texts and					
maps.					
- 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.					
The Natural world					
-Understand some					
important processes					

and changes in the						
natural world around						
them, including the						
seasons and changing						
states of matter.				<u> </u>		
		People o	f interest linked to ea	ch unit:		
Cycle A/B	Ellen Churchill					
Guy Fawkes	Semple					
		Vo	cabulary to be taugh	t:		
Cycle A/B	key human features				Ordnance survey	
Local environment,	including city, town,				map, environment,	
London, City, River,	village, factory, farm,				region, atlas,	
Travel, Place	house, office, port,				change, locate,	
,	harbour and shop				symbol, feature,	
	a a a a a a a				geography, local	
	Leave mlayer and				9009.46,, 1004.	
	key physical					
	features, including:					
	beach, cliff, coast,					
	forest, hill, mountain,					
	sea, ocean, river,					
	soil, valley,					
	vegetation, season					
	and weather					
55 5: 1:			Topic links to:	I		
RE – Diwali,	Science - Seasonal					
Hannukah, Christmas	changes					
	T = 1	Tex	ts that link to the top	ic:		I
Cycle A	This is our world					
Whatever Next by Jill						
Murphy						
Whatever Next!	THICK IS					
Jill Murphy	* CAUR >					
	LOP I					
	MONTD					
	A DASSA TO THE AMAZON					
1000	Last life but					
	we have a second					
The Gingerbread Man						
g	<u> </u>					



			Spring 1			
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle A				Earthquakes and		What is remarkable
Authors and Books				<u>Volcanoes</u>		about the
						Galapagos Islands
Early Learning				NC Objectives:		and how do they
Goal:				-Locate the world's		compare with
Understanding the World				countries, using maps to focus on		<u>Nottinghamshire</u>
People and				Europe (including the		and the Alps?
communities				location of Russia)		NC Objectives
- Explain some				and North and South		NC Objectives:
similarities and				America,		-Describe and
differences between				concentrating on		understand key
life in this country				their environmental		aspects of physical geography, including:
and life in other				regions, key physical		climate zones, biomes
countries, drawing on				and human		and vegetation belts,
knowledge from				characteristics,		rivers, mountains,
stories, non-fiction				countries, and major		volcanoes and
texts and (when				cities.		earthquakes, and the
appropriate) maps.				-Identify the position and significance of		water cycle
Natural world				latitude, longitude,		Identify biomes,
-Know some				equator, northern		vegetation belts and
similarities and				hemisphere, southern		other physical
differences between				hemisphere, the		features of the
the natural world				Tropics of Cancer and		Galapagos Islands -understand
around them and				Capricorn, Arctic and		geographical
contrasting				Antarctic Circle, the		similarities and
environments,				Prime/Greenwich		differences through
drawing on their				Meridian and time		the study of human
experiences and what has been read				zones (including day and night).		and physical
in class.				-Describe and		geography of a region
iii ciass.				understand key		of the United
Cycle B				aspects of physical		Kingdom, a region in
<u>Dinosaurs</u>				geography, including		a European country,
				climate zones,		and a region in North
Early Learning				biomes and		or South America
Goal:				vegetation belts,		

Understanding the World 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 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	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 resources including energy, food, minerals and water. -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	-Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycleDescribe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Extra Opportunities: Trip to Willersley Castle
	People of interest linked to each unit:	
Cycle B Mary Anning	Giuseppe Mercalli Charles Francis Richter	Charles Darwin
	Vocabulary to be taught:	

Cycle A Rivers, Forest, Snowstorm, Field, Cave, Over, Under, Next to, Countryside, City Cycle B Habitat, Environment, South America, Asia, Fossil, Climate		Topic links to:	Earthquake, Tsunami, Epicentre, Focus, Seismic waves, Tectonic plates, Plate boundary, Aftershock, Richter scale, Mercalli scales, Volcano, Magma, Pyroclastic Flow, Vent, Crater	Climate, Vegetation, Abundance, scarcity, Environment, Temperature, Weather, Biome, Flora, Fauna
		Topic miks to:	English – Diary and	English - Journey
			setting description	stories Non-chronological report comparing the Galapagos, the Alps and Nottinghamshire Computing – Research of Galapagos Islands Art – Easter Island Science - Evolution
	·	Texts that link to the to		
Cycle A We're going on a bear hunt by Michael Rosen and Helen Oxenbury We're Going on a Bear Hunt Michael Basen of Helen Oxenbury Peace at last by Jill Murphy			Secret explorers and the smoking volcano by S J King THESECRET EXPLORERS WINDSHOKING VOLCANO Escape from Pompeii	What Mr Darwin Saw What Mr Darwin Saw Ly Mad-Maning and Best Greeden



Dinosaurs Love Underparks			
Cure Fredució Sin Carl			

			Spring 2			
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle A	Journeys: Food	What is life like			Europe &	
Animals and their		in Nairobi			Mountains: A study	
<u>habitats</u>	NC Objectives:	compared to			of the Alps	
	-Name, locate and	London?				
Early Learning	identify	NC Objectives:			NC Objectives:	
Goal:	characteristics of the	 Name and locate 			-Locate the world's	
Understanding the	four countries and	the world's seven			countries, using	
World	capital cities of the	continents and			maps to focus on	
People, culture and	United Kingdom and	five oceans.			Europe (including the	
communities	its surrounding seas.	-Name, locate and			location of Russia)	
- Explain some	-Understand	identify			and North and South	
similarities and	geographical	characteristics of			America,	
differences between	similarities and	the four countries			concentrating on	
life in this country	differences through	and capital cities			their environmental	
and life in other	studying the human	of the United			regions, key physical	
countries, drawing on	and physical	Kingdom and its			and human	
knowledge from	geography of a small	surrounding seas.			characteristics,	
stories, non-fiction	area of the United	-Understand			countries, and major	
texts and (when	Kingdom, and of a	geographical			cities.	
appropriate) maps.	small area in a	similarities and			-Understand	
	contrasting non-	differences			geographical	
Natural world	European country.	through studying			similarities and	
- Explore the natural	-Use world maps,	the human and			differences through	
world around them,	atlases and globes to	physical			the study of human	
making observations	identify the United	geography of a			and physical	
and drawing pictures	Kingdom and its	small area of the			geography of a	
of animals and plants	countries, as well as	United Kingdom			region of the United	
- Understand some	the countries,	and of a small			Kingdom, a region in	
important processes	continents and	area in a			a European country,	
and changes in the		contrasting non-			and a region within	

natural world around them, including the seasons and changing states of matter.

Cycle B Minibeasts

Early Learning Goal: Understanding the World People, culture and communities

- 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.

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.

oceans studied at this key stage. -Use simple compass directions (north, south, east and west) and locational and directional language (for example, near and far: left and right), to describe the location of features and routes on a map. -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.

European country. -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 key human features, including: city town, village, factory, farm, house, office, port, harbour and shop

North or South America. -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 resources including energy, food, minerals and water. -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -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.	
	1	Peop	le of interest linked to eac	ch unit:		
Cycle A David Attenborough Cycle B Matisse – focus artist						
			Vocabulary to be taught	:		
Cycle A Animals, Wild, Farm, Pets, Habitat, World, Arctic, Antarctica, Hot, Cold, Country Cycle B Minibeast, Lifecycle, Metamorphosis, Wings, Legs, Shell, Habitat, Thorax, Antena, Insect	Butcher, bakery, climate, country, continent, environment, far, near, equator, farm, fast food, flora, fauna, High Street, Map, man-made, natural, ocean, processed, seasons, source, supermarket, tropical, vegetation belt	Capital city, Ocean, Human, Physical, Landmarks, Maps, Compass, Aerial Photograph			Fold mountains, Tectonic plates, Natural resources, Avalanche, Industry, Agriculture, Tourism	
	English - role-play Maths - understanding of scale and distance. What grows close to us/far away? Science - links to food growing, life cycles, ecosystems and edible and inedible things Modern foreign languages - extend learning by mentioning other languages of the British Isles such as	Science - Living things and their habitats				

		Г				
	Welsh, Gaelic, Irish,					
	Cornish					
	Physical education					
	- national sports and					
	teams, team games					
			Texts that link to the topi	c:		
Cycle A	What's on your	Amazing Africa:			Fact Planet:	
Dear Zoo by Rod	plate? Exploring the	Country by			Mountains by Izzi	
Campbell	world of food by	country			Howell	
Dear Zoo	Whitney Stewart	-				
Deur Zoo		冷 語三人称			PLANE	
1970 B	P. S. Sall A. Ph				MOUNTAINS	
	N YOUP	Africa				
Rod Campbell	PATE	AMAZING				
Rod Campbell	Exploring the World of Food	Charles County County				
	09					
Elma by David McKee	Nelson Street				DISCOVER A WORLD OF INFORMATION	
David M'Kee	And American Control of the Control	1				
BLMER S					Explorer travel	
					guides: Mountains by	
					Chris Oxlade	
					CXPLOSER TRAVELOUDES ?	
					MOUNTAINS	
					A Garage	
Cycle B					The state of the s	
Matisse Magical trail						
by Tim Hopgood						
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MATISSE'S MAGICAL TRAIL					() () () () () () () () () ()	
T. 120 66						
Tim Happed 🧸 San Boughlas						
-						
What the Ladybird						
Heard by Julia						
Donaldson						
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What the Ladybird Heard			
The Very Busy Spider by Eric Carle The Very Busy Spider Spider			

			Summer 1			
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle A		Mapping skills	<u>Coasts</u>	Rivers and the	Global Trade	
<u>Garden, parks,</u>				Water Cycle		
growth and change		NC Objectives:	NC Objectives:		NC Objectives:	
		-Use basic	-Name and locate	NC Objectives:	-Describe and	
Early Learning Goal:		geographical	counties and cities of	-Name and locate	understand key	
Understanding the		vocabulary to refer	the United Kingdom,	counties and cities of	aspects of physical	
World		to: key physical	geographical regions	the United Kingdom,	geography, including	
People, culture and		features, including:	and their identifying	geographical regions	climate zones,	
communities		beach, cliff, coast,	human and physical	and their identifying	biomes and	
- Explain some		forest, hill,	characteristics, key	human and physical	vegetation belts,	
similarities and		mountain, sea,	topographical	characteristics, key	rivers, mountains,	
differences between		ocean, river, soil,	features (including	topographical	volcanoes and	
life in this country and		valley, vegetation,	hills, mountains,	features (including	earthquakes, and the	
life in other countries,		season and weather	coasts and rivers),	hills, mountains,	water cycle.	
drawing on knowledge		key human features,	and land-use	coasts and rivers),	-Describe and	
from stories, non-		including: city town,	patterns, and	and land-use	understand key	
fiction texts and		village, factory, farm,	understand how	patterns, and	aspects of human	
(when appropriate)		house, office, port,	some of these	understand how	geography including	
maps.		harbour and shop	aspects have	some of these	types of settlement	
		-Use world maps,	changed over time.		and land use,	

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

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

Cycle B Changes and Growing

Early Learning Goal: Understanding the World People, culture and communities

- Explain some similarities and

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 [for example, near and far; left and right] 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.

-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.

- 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 resources including energy, food, minerals and water.
- Use maps, atlases, globes and digital/computer mapping to locate countries and

aspects have changed over time. -Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. -Use maps, atlases, alobes and digital/computer mapping to locate countries and describe features studied. -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.

Extra Opportunities: Trip to Beeston Canal

economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

-Use maps, atlases, globes and digital/computer mapping to locate countries and

studied.
-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.

describe features

differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. - Explain some similarities and differences between describe features studied. - 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
life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps Explain some similarities and
drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. - Explain some similarities and constraints and constraints and constraints are described by the first and constraints and constraints and constraints are described by the first and constraints are constraints and const
from stories, non- fiction texts and (when appropriate) maps Explain some similarities and record and present the human and physical features in the local area using a range of methods, including sketch
fiction texts and (when appropriate) maps Explain some similarities and the human and physical features in the local area using a range of methods, including sketch
(when appropriate) maps Explain some similarities and physical features in the local area using a range of methods, including sketch
maps Explain some range of methods, including sketch
- Explain some range of methods, including sketch
similarities and including sketch
differences between maps, plans and
life in this country and graphs, and digital
life in other countries, technologies. (if
drawing on knowledge possible possible
from stories, non-
fiction texts and
(when appropriate)
maps.
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.
- Understand some
important processes
and changes in the
natural world around
them, including the
seasons and changing
states of matter.
People of interest linked to each unit:
Cycle B Grace Darling
Van Gogh
Vocabulary to be taught:

Cycle A/B Seasons Changes over time map	Map, Sketch Map, Plan, Perspective, Compass, Route, Key	Coast, Erosional landform, Depositional landform, Sand, Shingle, Bay, Beach, Cliff, Dunes, Erosion, Location, Harbour, Human feature, Physical feature, Natural, Region, Seaside, Tourism	River, Source, Course, Mouth, Tributary, Water cycle, Flood, Floodplain, Dam, Canal, Tributary	Raw materials, Manufactured goods, Origin, Import, Export, Trade, Economy/economic, Shipping routes, Globalisation
		Topic links to:		
		English – narrative writing	Science - water cycle History - local history, canals DT - Construction	English – Kensuke's Kingdom
Cycle A	Te	xts that link to the top		Vancuka's Vinadam
Farmer Duck by Martin Waddell and Helen Oxenbury Jack and the beanstalk Beanstalk Laterack Market Beanstalk		The Story of Grace Darling Grace Darling Anits General Bob Moulter	Song of the River – Gill Lewis Song Gill Lewis	Kensuke's Kingdom – Michael Morpurgo Kensuke's Kingdom Kensuke's Kin

The Very hungry caterpillar by Eric Carle			
Cycle B The Ugly Duckling by Jerry Pinkney Duckling			
Jasper's Beanstalk by Nick Butterworth and Mick Inkpen JASPER'S BEANSTALK Nick Butterworth & Mick Buken Beanstalk by Nick Butterworth & Mick Butterworth & Mick Butter B			

Summer 2							
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Cycle A		Seaside in the past	Climate and Weather	The Americas			
Up, Up and Away:		(History topic)					
Travel and Journeys			NC Objectives:	NC Objectives:			
_			-Locate the world's	-Locate the world's			
			countries, using maps to	countries, using maps to			

Early Learning Goal: Understanding the World

Past and present

- Talk about the lives of the people around them and their roles in society.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, culture and communities

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

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.

Cycle B Under the Sea/pirates Link to physical and human features of the seaside and map work.

NC Objectives:

-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 key human features, including: city town, village, factory, farm, house, office, port, harbour and shop

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 niaht). -Understand geographical similarities and differences through

the study of human and

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. -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). -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. -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 resources

The World physical geography of a including energy, food, region of the United minerals and water. **Early Learning Goal:** Kingdom, a region in a -Use maps, atlases, Understanding the European country, and a globes and World region within North or digital/computer Past and present South America. mapping to locate - Talk about the lives of -Describe and countries and describe the people around understand key aspects features studied. them and their roles in of physical geography, -Use the eight points of society. including climate zones, a compass, four/sixbiomes and vegetation - Understand the past figure grid references, belts, rivers, mountains, symbols and key through settings, characters and events volcanoes and (including the use of Ordnance Survey maps) encountered in books earthquakes, and the to build their knowledge read in class and water cycle. storytelling. -Use maps, atlases, of the United Kingdom alobes and and the wider world. People, culture and digital/computer communities mapping to locate **Extra Opportunities:** Trip to Hathersage - Explain some countries and describe similarities and features studied. (Residential) differences between life -Use fieldwork to in this country and life observe, measure, in other countries, record and present the drawing on knowledge human and physical from stories, nonfeatures in the local area fiction texts and (when using a range of appropriate) maps. methods, including sketch maps, plans and **Natural** world graphs, and digital - Know some technologies. similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been

read in class.

		People of i	nterest linked to each ur	nit:	
Cycle B Turner – link to coastal paintings			David Attenborough	Ben Franklin	
		Voca	abulary to be taught:		
Cycle A Travel, Map, Symbol Cycle B Sea, land, sail, captain, crew, pirate, treasure, chest, map, telescope, parrot, plank, storm, seagull, waves, wind, flag, skull, crossbones, Ahoy!, Cross Nest, capsize, Jolly Roger, hijack, Landlubber, mutiny, plunder, swashbuckler Sea creatures: octopus, jelly fish, crab, fish, sea star, turtle, whale, shark, sea, dolphin, coral, plankton, shell, sand, ocean, sea, water, sal Pacific Ocean, Indian Ocean, Atlantic Ocean, Southern Ocean, Arctic Ocean, Great Barrier Reef, island, continental shelf, currents			Weather, climate. Climate zone, polar zone, temperate zone. Tropical zone, subtropical zone, biome, flora, fauna, vegetation, tropical forest, desert, temperate deciduous forest, tundra	Continent, country, state, Biome, canyon, climate, delta, drought, erosion, flood plain, geology, gorge, Grand Canyon, lake, latitude, levee, longitude, mountain, range, plateau, population density, population distribution, topography, weather, urban, rural	
			Topic links to:		
			Science - plants	History - Vikings	
			Science - plants	(settling in US)	
	,	Texts	that link to the topic:	1	1

Drita My Homegirl by Jenny Lombard Cycle A Mr Grumpy's Motor Car by John Burningham John Burningham Mr Gumpy's Motor Car Lost and found by Oliver Jeffers Lost and Found **Cycle B**The Rainbow Fish by Marcus Pfister Pirates love underpants by Claire Freedman and Ben Cort

Pirates Love Underpants			
Onir Fronton and Ben Cert			