

2022-23	GEOGRAPHY		
	Autumn 2022	Spring 2023	Summer 2023
Little Wrens N1 People and Places		Explore and respond to different natural phenomena in their setting and on trips.	
Little Wrens N2 People and Places	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		
EYFS YR Past and Present	YR Recognise some similarities and differences between life in this country and life in other countries.	YR Draw information from a simple map	ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Leading into...	Recognise some environments that are different from the one in which they live.	Y1 Place Knowledge Name and locate the world's seven continents and five oceans	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.
Base 1 Y1 GEOGRAPHY	Y1 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 [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 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.	Human and Physical Geography 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	Y1 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 (<i>This a Year 2 Objective on Focus Education</i>)
Base 1 Y1 Base 2 Y1/2	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,	Locational Knowledge Name and locate the world's 7 continents and 5 oceans	Place Knowledge Understand geographical similarities and differences through studying the human

	<p>continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key</p> <p>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.</p>	<p>Human and Physical Geography</p> <p>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</p>	<p>and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>
Base 3 Y3/4	<p>Locational Knowledge</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Physical Geography</p> <p>Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p>	<p>Geographical Skills and Fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, Use the eight points of a compass, to build their knowledge of the United Kingdom and the wider world</p>
Base 4 Y4/5	<p>Geographical Skills and fieldwork</p> <p>Using 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.</p>	<p>Locational Knowledge</p> <p>Name and locate counties and cities of the United Kingdom (BO previous), 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.</p>	<p>Place Knowledge</p> <p>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 (Northumbria/Newfoundland/Norway)</p>
Base 5 Y6	<p>Geographical Skills and Fieldwork</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of ordnance survey maps)</p>	<p>Human and Physical Geography</p> <p>Describe and understand key aspects of human geography including, types of settlements and land use,</p>	<p>Locational Knowledge and Geographical Skills and Fieldwork</p> <p>Use the eight points of a compass, to build their knowledge of the United Kingdom and the wider world.</p>

	to build their knowledge of the United Kingdom and the wider world. Describe and understand key aspects of human geography, including types of settlement and land use.	Describe and understand key aspects of human geography including economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water.	GMT and Time Zones
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People and Places (Geography)			
Little Wrens – N1			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
EYFS Curriculum	Explore and respond to different natural phenomena in their setting and on trips.		
C&L Links	<p>By around 3 years old, can the child shift from one task to another if you get their attention. Using the child’s name can help: “Jason, can you stop now? We’re tidying up.”</p> <p>Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. Is the child frequently asking questions, such as the names of people and objects?</p>	<p>Can the child follow instructions with three key words like: ‘can you wash dolly’s face?’</p> <p>Understand and act on longer sentences. Understand simple questions about ‘who’, ‘what’, and ‘where’</p> <p>Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.</p> <p>Is the child linking up to 5 words together?</p>	<p>Listen to simple stories and understand what is happening with the help of the pictures. Start to develop conversation, often jumping from topic to topic.</p> <p>Can the child use around 300 words? These words include descriptive language.</p> <p>Is the child using pronouns and using plurals and prepositions.</p>
PSED Links	<p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence, rejecting help. Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Develop friendship with other children.</p>	<p>Be increasingly able to talk about and manage their emotions.</p> <p>Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborate ways: “I’m sad because...” or “I love it when...”</p>	<p>Notice and ask questions about differences Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p>
Prior Learning	Experiences in their home life prior to Little Wrens		
Why this, why now?	To help children settle into the setting the children will help plant a garden, each child will pick their	There are several natural phenomena that occur during Springtime. Children will use their	This term children are exploring ‘people who help us’ – to link to this core learning the role play will be

	favourite seeds and in keyworker groups children will plant their flowers, giving them a sense of ownership of the outdoor environment.	observational skills to explore our local environment, looking for different changes.	turned into a 'gardener's office'. Learning about what gardener's/landscapers do and how they help us.
Core Learning	Enquiry Question: Can you explore the natural environment, talking about what you can see? To explore the natural environment. To plant their seeds. To talk about changed they see in their plants.	Enquiry Question: What changes can you spot in Spring? To name some natural things I can see in the forest area. To describe some natural objects in the forest area.	Enquiry Question: What do plants need to grow? To explore different areas of the school site looking for natural objects of different colours. To talk about and show how to look after planted flowers and herbs.
Opportunities for deepening learning <i>Know more and remember more.</i>	Sharing the fascination of a child who finds woodlice teeming under an old log - modelling the careful handling of a worm and helping children return it to the dug-up soil - carefully planting, watering and looking after plants they have grown from seeds	Encourage toddlers and young children to enjoy and explore the natural world. seeing the spring daffodils and cherry blossom	Encourage toddlers and young children to enjoy and explore the natural world – finding rainbows, summer showers, etc. Encourage children's exploration, curiosity, appreciation and respect for living things. - visiting the beach and exploring the sand, pebbles and paddling in the sea
Vocabulary	Natural, environment, plants, seeds, grow, change, flowers, colours, soil, dig.	Forest, natural, living, spring, describe, small, large, dirty, bright	Walk, colours, natural, flowers, growing, plants, water, kind hands, pick flowers
Quick Quiz	What changes can you see in the environment? What colours are in a rainbow? Why do rainbows appear?	What did you find in the forest area?	What coloured flowers did you find on your school walk? How must we look after flowers in the planters on the playground?
Discussion question/point:	Have you seen a rainbow?	Tell me about the different things you found in the forest area.	What natural objects did you find?
Impact			

People and Places (Geography)			
Little Wrens – N2			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
EYFS Curriculum	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		

C&L Links	Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Use longer sentences of four to six words. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver".
PSED Links	Play with one or more other children, extending and elaborating play ideas. Show more confidence in new social situations. Become more outgoing with unfamiliar people, in the safe context of their setting. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Show more confidence in new social situations.	Become more outgoing with unfamiliar people, in the safe context of their setting. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Begin to understand how others might be feeling.
Prior Learning	Experiences in their home life prior to Little Wrens		
Why this, why now?	Children will be encouraged to bring in photographs from home of their family on holiday or photos of family members who live in another country. Children will be given time to take about their photos before added them to Little Wren's community board.	Children to explore the seasonal changes of Springtime – local seasonal walks will enable children to gain a first-hand experience on the changes.	Earlier this year, the children explored Wrenbury and their local environment. The children will now compare Wrenbury to other countries around the world. Photos from the community board (Autumn term) can be used to compare countries, making it relevant to the children.
Core Learning	Enquiry Question: Can you talk about your photos? To speak in longer sentences of four to six words. To talk to their peers about their holidays using their pictures as reference. To talk about Autumn and what happens during this season.	Enquiry Question: What are the signs of Springtime? To identify the signs of Spring. To talk about Spring and what happens during this season. To see and talk about the seasonal changes in my local environment.	Enquiry Question: Can you compare Wrenbury to other places around the world? To identify the signs of Summer. To talk about similarities and differences locally and around the world by looking at local and international landmarks. To talk about Summer and what happens during this season. To see and talk about the seasonal changes in my local environment.

Opportunities for deepening learning <i>Know more and remember more.</i>	Practitioners can create books and displays about children's families around the world, or holidays they have been on. Children to bring in photos to add to our family and community wall. Local walks in the environments – talk about seasonal changes.	Encourage children to talk about each other's families and ask questions. Local walks in the environments – talk about seasonal changes.	Children to identify the different seasons and talk about changes that they may see in each season. Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences locally and around the world. Local walks in the environments – talk about seasonal changes.
Vocabulary	Holiday, family, abroad, beaches, country, different, same.	Spring, changes, seasonal, flower, new life, lambs, chicks, sun, blue, bunnies.	Summer, changes, flowers, growth, local, country, far, near, landmark, new, warm, countries, world, plants, weather, minibeast.
Quick Quiz	What happens to the trees in Autumn? What is the weather like in Autumn?	What are the signs of Spring?	What are the similarities between Wrenbury and Australia? What are the differences between Wrenbury and Australia?
Discussion question/point:	Do you like the season Autumn?	What do you like most about Spring?	What is your favourite part about living in Wrenbury?
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People and Places (Geography)			
Base 1 – Year R			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
EYFS Curriculum	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.	Draw information from a simple map	ELG 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.
Books/Rhyme Links	The Jolly Postman, Little Red Hen, Tiny Little Seed, Farmer Duck, The Farmer's in his Den, Five Little Peas, Oliver's Vegetables	Tad , Over and under the pond, Shadow Rhyme (poem), Blast Off (poem)	Handa's Surprise, Rumble in the Jungle, Monkey Puzzle
C&L Links	Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail.	Bring in objects, pictures and photographs to talk about- pictures of children/families on a bus/train Narrate events and actions Identify new vocabulary before planning activities	Participate in small groups, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations of why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
PSED Links	Make sure children are encouraged to listen to each other as well as the staff. Ensure children's play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other. Encourage children to talk about their own experiences.		
Prior Learning	As Little Wrens in 2021-2022	As Little Wrens in 2021-2022	As Little Wrens in 2021-2022
Why this, why now?	Children will farm and how they are different to where some children live. Some children at Wrenbury may live on a farm, this will be a great opportunity for children to engage in discussion about how our homes differ even though we live in Wrenbury village.	Children may not have seen maps and aerial views of their local area. We will explore these and deepen children understanding of their local environment, seeing areas they may not have seen before.	Children will explore life of the indigenous people and compare their own lives, including the food they eat, houses they live in and toys they have. Children will gain an appreciation of their lives, as well as developing respect for how other people live around the world. Children will be giving the opportunity to compare their lives with the indigenous people.
Core Learning	Enquiry Question: Can you explore two contrasting countries? To listen to a story and begin to answer key questions. To make observations and talk about contrasting locations. To explore non-fiction books to find out new things about farms. To talk about how farms are different to where I live To talk about what can be seen and relate it to personal experiences.	Enquiry Question: Can you compare your local environment to other places around the world? To listen to a story and relate it to my own experiences To look at aerial views of my local area and comment on what I see. To compare places around the world with those in my local community	Enquiry Question: Can you create a map of your local environment? To talk about where I live and where my school is located. To draw a map of the immediate around my home or school. To use key vocabulary to describe contrasting locations To recognise similarities and differences between life in this country and life in other countries To name natural and manmade features of the word

	To name and describe a variety of vegetables. To talk about the things seen in contrasting locations and the importance of them.		To draw information from simple maps
Opportunities for deepening learning <i>Know more and remember more.</i>	Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Recognise some similarities and differences between life in this country and life in other countries. Share non-fiction texts that offer an insight into contrasting environments. Recognise some environments that are different from the one in which they live.	Teach children about a range of contrasting environments within both their local and national region Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features Teach children about places in the world that contrast with locations they know well	Draw information from simple maps Location and Place Knowledge Familiarise the children with the name of the road, and or village/town/city the city the school is located in. Geographical Skills and Fieldwork Offer opportunities for children to choose to draw simple maps of their immediate environment. Location and Place Knowledge Use relevant, specific vocabulary to describe contrasting locations Recognise some environments are different from the ones we live in Human and Physical Geography Model the vocabulary needed to name specific features of the world, both natural and made by people Location and Place Knowledge Explore how children's lives in this country may be similar or different from life in other countries Recognise similarities and differences between life in this country and life in other countries.
Vocabulary	Seed, grow, journey, non-fiction, farmyard, information, field, barn, harvest, crops, vegetables, colours, scarecrow, crow, scare	Aerial, map, buildings, arrive, north, south, east, wets, fields, railway, birds eye view, route, distance, small scale, local, area, environment	Home, address, street, town, county, plain, same, different, compare, natural, manmade, jungle, waterfalls, habitats, environments, mountains, oceans, physical, fjords, islands, contrast, weather, climate, adapt, forecast, maps, indigenous, tribes
Quick Quiz	What is the same between Wrenbury and a contrasting country? What is different between Wrenbury and a contrasting country? Can you name a country that contrasts England?	What different types of maps have we explored? What is a key used for? Is there a railway track in Wrenbury?	How do indigenous people build their houses? What is different between our lives and the lives of indigenous people? What is the same between us and the indigenous people?
Discussion question/point:	Where would you like to live? Why?	What do you like most about living in Wrenbury?	Could you live like the indigenous people?

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Geography (People and Places)			
Base 1 – YR/Y1			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
Unit of Work	EYFS – People and Places Year 1 – Geographical Skills and Fieldwork	EYFS – People and Places Y1 – Locational Knowledge Human and Physical Geography	EYFS – People and Places Y1 - Place Knowledge
Curriculum	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p style="text-align: center;">Y1</p> <p>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</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Draw information from a simple map</p> <p style="text-align: center;">Y1</p> <p style="text-align: center;">Place Knowledge</p> <p>Name and locate the world’s seven continents and five oceans</p> <p style="text-align: center;">Human and Physical Geography</p> <p>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</p>	<p style="text-align: center;">ELG</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p style="text-align: center;">Y1</p> <p>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 (<i>This a Year 2 Objective on Focus Education</i>)</p>

	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.		
Prior Learning	New Learning for EYFS (Previously Little Wrens) In 2021/2022 Y1 previously EYFS (Base 1) compared Wrenbury and London recognising some environments are different to the ones they live in, located landmarks in London and compared to Wrenbury. Drew information from a simple map.	New Learning for EYFS (Previously Little Wrens) In 2021/22 Y1 previously EYFS (Base 1) compared Wrenbury and London recognising some environments are different to the ones they live in.	New Learning EYFS (Previously Little Wrens) Y1 previously EYFS talked about the lives of people around them and through exploration of alternative fairy tales discussed similarities and differences between life in this country and in others.
Why this, why now?	By studying our local area of Wrenbury, it allows children to become more knowledgeable, engaged with and perhaps respectful of their local environment and community – from its historical geography to the current social, environmental and economic processes shaping the place they live in. It allows them to build on previous knowledge from their EYFS learning journey. Connections to History and when the school was built and those in our village that attended this school. (1876)	Encouraging children to notice similarities and differences between the United Kingdom (weather climate) and other countries- to encourage them to draw upon their own experiences and places they may have travelled to. Exploring types of maps, including an aerial view. Relate to History and explore a significant individual e.g., Ernest Shackleton and his exploration of the Antarctic.	It allows children to draw upon their experience of comparing Wrenbury to London and expand their existing vocabulary and knowledge base to comparing somewhere else in England to a non-European country.
Core Learning	<p style="text-align: center;">YR</p> <p style="text-align: center;">Enquiry Question: Can you explore two contrasting countries?</p> <p>To listen to a story and begin to answer key questions.</p> <p>To make observations and talk about contrasting locations.</p> <p>To explore non-fiction books to find out new things about farms.</p> <p>To talk about how farms are different to where I live</p> <p>To talk about what can be seen and relate it to personal experiences.</p> <p>To name and describe a variety of vegetables.</p> <p>To talk about the things seen in contrasting locations and the importance of them.</p>	<p style="text-align: center;">YR</p> <p style="text-align: center;">Enquiry Question: Can you create a map of your local environment?</p> <p>To talk about where I live and where my school is located.</p> <p>To draw a map of the immediate around my home or school.</p> <p>To look at aerial views of my local area and comment on what I see.</p> <p>To recognise similarities and differences between life in this country and life in other countries</p> <p>To name natural and manmade features of the word</p> <p>To draw information from simple maps</p> <p style="text-align: center;">Y1</p> <p style="text-align: center;">Enquiry Question:</p>	<p style="text-align: center;">YR</p> <p style="text-align: center;">Enquiry Question: Can you compare your local environment to other places around the world?</p> <p>To listen to a story and relate it to my own experiences</p> <p>To compare places around the world with those in my local community</p> <p>To use key vocabulary to describe contrasting locations</p> <p style="text-align: center;">Y1</p> <p style="text-align: center;">Enquiry Question:</p> <p style="text-align: center;">What is different between a place in England and a non-European country?</p> <p>Know features of hot and cold places in the world.</p>

	<p style="text-align: center;">Y1</p> <p style="text-align: center;">Enquiry Question:</p> <p>Where is your school? Is it a village or a town? Can you think of any other buildings/landmarks in the village of Wrenbury? How many people live in Wrenbury? What places are special to the people you know that live in Wrenbury?</p> <p>To use world maps atlases and globes. To know their address including postcode. To use simple compass directions. To use aerial photos and to construct simple maps. Undertake simple fieldwork within the school locality. Know which is North, South, East and West on a compass. Know the use of terminologies, left, right; below next to. To use simple fieldwork and observational skills of the school and their grounds and human and physical features of its surrounding environment. (Wrenbury Village) Look at aerial photographs of the school and village and identify features and landmarks Draw a simple map of the school and devise basic symbols for a key. Compass points North, South, East, West</p>	<p>What is different about living in the UK and the North/South Pole? Do you know what the weather is like? Can you name any continents and oceans? Have you visited countries outside of the UK- what was the weather like? What was the same, what was different?</p> <p>To know the names of the four countries that make up the United Kingdom and name the three main seas that surround the United Kingdom. To know which is the hottest and coldest season in the United Kingdom. To know and recognise main weather symbols. To know the main differences between city, town and village.</p>	<p>Know the main differences between a place in England and that of a small place in a non-European country.</p>
<p>Opportunities for deepening learning</p> <p><i>Know more and remember more.</i></p>	<p style="text-align: center;">YR</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Recognise some similarities and differences between life in this country and life in other countries. Share non-fiction texts that offer an insight into contrasting environments. Recognise some environments that are different from the one in which they live.</p> <p style="text-align: center;">Y1</p>	<p style="text-align: center;">YR</p> <p>Teach children about a range of contrasting environments within both their local and national region Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features Teach children about places in the world that contrast with locations they know well</p> <p style="text-align: center;">Y1</p>	<p style="text-align: center;">YR</p> <p>Location and Place Knowledge Familiarise the children with the name of the road, and or village/town/city the city the school is located in. Geographical Skills and Fieldwork Offer opportunities for children to choose to draw simple maps of their immediate environment. Location and Place Knowledge Use relevant, specific vocabulary to describe contrasting locations</p>

	<p>Village Excursion Use compasses if available Interview those that have lived in the village for a while to ask questions relating to the physical and human changes that have occurred Interview those that attended the school to find out changes that have occurred (connect to History) Use relevant local resources e.g., those that have lived in the village all their lives.</p>	<p>Naming the continents and the Oceans- connect to Music by singing the continents song- largest to smallest and Oceans song. (Hopscotch – YouTube) RNLI workshop Blue Planet resource materials. Connect to Science – observing changes across the four seasons and the weather associated with these seasons.</p>	<p>Recognise some environments are different from the ones we live in Human and Physical Geography Model the vocabulary needed to name specific features of the world, both natural and made by people Location and Place Knowledge Explore how children’s lives in this country may be similar or different from life in other countries Recognise similarities and differences between life in this country and life in other countries.</p>
Key Figure	<p>Bryony Page – Trampoline Gymnast born in Crewe but brought up in Wrenbury She is the 2021 women's individual trampoline world champion, and part of the British team that won team gold at the 2013 world championships.</p>	<p>Ernest Shackleton Grace Darling</p>	<p>Henri Rousseau</p>
Vocabulary	<p>YR Seed, grow, journey, non-fiction, farmyard, information, field, barn, harvest, crops, vegetables, colours, scarecrow, crow, scare Y1 Place Knowledge Geographical skills and fieldwork <i>Differences between city, town and village</i> building, town, farm, road, park, path, people, village, city, shop, land, house, motorway, world, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons Observe, observation, questioning, collecting, tally, enquiry, school grounds, local area, shops businesses, houses, railway, railway crossing, junction, traffic, symbol, human features, Physical features Map skills Compass, map, atlas, globe Compass points: North East South West, map, plan, key symbols, direction, key, right/left</p>	<p>YR Aerial, map, buildings, arrive, north, south, east, wets, fields, railway, birds eye view, route, distance, small scale, local, area, environment Y1 Place Knowledge continent, Asia, Africa, North America, South America, Antarctica, Europe, Oceania, Australasia, ocean, Arctic, North Atlantic, South Atlantic, North Pacific, South Pacific, Indian, Southern oceans North Pole, South Pole, Arctic, Antarctic Human and Physical <i>Hot and cold countries</i> environment, equator, hot/cold, direction, country, continent, globe, characteristics, surrounding seas, North Pole, South Pole, Arctic, Antarctic, compare, differences, similarities seasons, climate, capital cities, population, language</p>	<p>YR Home, address, street, town, county, plain, same, different, compare, natural, manmade, jungle, waterfalls, habitats, environments, mountains, oceans, physical, fjords, islands, contrast, weather, climate, adapt, forecast, maps. Y1 Place Knowledge <i>Differences between England and</i> Asia, Africa, North America, South America, Antarctica, Australia, Oceania, Australasia, Europe, Arctic, Southern, Pacific, Atlantic, Indian England, Scotland, Wales, N.Ireland, Belfast, Cardiff, Edinburgh, London, North/ Irish/ Celtic Seas English Channel key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, marine key human features, city, town, village, factory, farm, house, office, port, harbour, shop Capital city, country vegetation, urban, rural</p>

		key physical features , including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, marine key human features , city, town, village, factory, farm, house, office, port, harbour, shop Capital city, country vegetation, urban, rural challenge, diverse places, resources, natural and human	challenge, diverse places, resources, natural and human
Quick Quiz	YR What is the same between Wrenbury and a contrasting country? What is different between Wrenbury and a contrasting country? Can you name a country that contrasts England? Y1 Is Wrenbury a village or a town? In what year was the school built? Does Wrenbury have a post office? Does Wrenbury have a railway?	YR What different types of maps have we explored? What is a key used for? Is there a railway track in Wrenbury? Y1 Name the continents. Name the oceans. What is Ernest Shackleton famous for?	YR What road is our school on? What is different between Wrenbury and another non-European country? Y1 What is different between Wrenbury and another non-European country?
Discussion question/point:	How many different countries do you know?	What do you like most about living in Wrenbury?	If you could choose, what country would you live in? Why?
Impact			

Geography			
Base 2 – Year 1/2			
Whole School Theme	Here we Are	Water	Powerful People
What does this mean to me? Why does this matter?			

Unit of Work	Geographical Skills and Fieldwork	Locational Knowledge Human and Physical Geography	Place Knowledge
National Curriculum	<p>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</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key</p> <p>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.</p>	<p>Locational Knowledge</p> <p>Name and locate the world's 7 continents and 5 oceans</p> <p>Human and Physical Geography</p> <p>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</p>	<p>Place Knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>
Prior Learning	<p>In 2021/2022 Y1 previously EYFS (Base 1) compared Wrenbury and London recognising some environments are different to the ones they live in, located landmarks in London using simple maps and compared to Wrenbury. They also drew information using a simple map.</p> <p>In 2021/2022 Y2 as Y1 (Base 2) explored compass points N, S, E, W, their local school environment and the wider community relative to the farming topic.</p>	<p>In 2021/2022 Y2 previously Year 1 (Base 2) have previously worked on the United Kingdom naming its countries and capital cities.</p> <p>In 2021/2022 Y2 previously Y1 (Base 2) looked at human and physical features: including the four seasons and weather symbols (linking to science) learning about valley, river, cliff etc.</p> <p>In 2021/ 2022 Y2 previously Y1 (Base 2) worked on using maps, atlases, globes and google earth to locate the United Kingdom and Jamaica, compared the islands, the human geography of Jamaica/United Kingdom, looked at features of hot and cold places in the world and identifying/finding the equator, North and South Pole.</p>	<p>In 2021/2022 Y2 as Y1 (Base 2) compared the UK to Jamaica while also looking at hot and cold places in the world and identifying the equator, North and South Pole.</p> <p>In 2021/2022 Year 1 as EYFS looked at similarities and differences between life in this country and life in other countries. They also compared living in Wrenbury to London to enable them to recognise that some environments are different.</p>
Why this, why now?	By studying our local area of Wrenbury, it allows children to become more knowledgeable,	Y2 can build and expand upon their prior knowledge of the United Kingdom's countries and capital cities.	Y2 compared parts of the UK to Jamaica – they will be able to draw upon this when comparing similarities and differences between a small

	<p>engaged with and perhaps respectful of their local environment and community.</p> <p>Y1 can build upon previous knowledge from their EYFS learning journey when they compared Wrenbury and London.</p> <p>Y1 can build upon their previous knowledge of using simple mapping skills.</p> <p>Y2 can expand upon their previous knowledge of their local school environment and the wider community of Wrenbury when learning about farming.</p> <p>This unit will allow the children to embed and expand upon their prior knowledge of their immediate school and the local environment and community.</p>	<p>Y2 can also draw upon their previous learning of the four seasons and weather symbols when learning about daily weather patterns this term.</p> <p>Y2 again can build upon their prior learning of when they looked at features of hot and cold places in the world, identified and found the equator along with the North and South Pole and deepen their understanding and knowledge.</p>	<p>part of the UK to a small area in a contrasting non- European country.</p> <p>Y1 will be able to draw upon their previous knowledge of the similarities and differences between life in this country and life in other countries and begin to expand on this.</p> <p>Y1 will also have some previous knowledge of comparing environments from when they compared Wrenbury and London.</p>
<p>Core Learning</p>	<p>Concept: Geographical Skills Enquiry Question: Why do we use maps today?</p> <p>To use world maps, atlases and globes. To know their address including postcode. To use simple compass directions. To use aerial photos and to construct simple maps. Undertake simple fieldwork within the school locality. Know which is North, South, East and West on a compass. Know the use of terminologies, left, right; below next to. To develop skills in using aerial photographs. To recognise landmarks and basic human and physical features of the school site. To use simple fieldwork and observational skills of the school and their grounds and human and</p>	<p>Concept: Oceans and Seas Enquiry Question: What is the difference between an ocean and a sea?</p> <p>Name the four countries of the UK and the seas surrounding the UK. (Y1) To know the names of and locate the seven continents of the world. (Y2) To know the names of and locate the five oceans of the world. (Y2) To know the names of and locate the five capital cities of the United Kingdom. (Y2) To know which is the hottest and coldest season in the UK. (Y1) To know and recognise main weather symbols. (Y1) To know the main differences between city, town and village. (Y1)</p>	<p>Concept: Comparisons Enquiry Question: What is different about living in the UK and the North Pole?</p> <p>Know features of hot and cold places in the world. (Y1) Know where the equator, North Pole and South Pole are on a globe. Know the main differences of a place in England and that of a small place in a non-European country. (Y2) To speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns. Use basic geographical vocabulary relevant to the area being studied. Use maps and other images to talk about everyday life in both areas being studied.</p>

	<p>physical features of its surrounding environment. (Wrenbury Village) Look at aerial photographs of the school and village and identify features and landmarks To draw a simple map of the school and devise basic symbols for a key.</p> <p>Resources https://www.geography.org.uk/teaching-resources/Our-school-from-above</p>	<p>To identify the following physical features: mountain, lake, island, river, valley, cliff, forest and beach. (Y2) Explain some of the advantages and disadvantages of living in a city or village</p> <p>Resources https://www.youtube.com/watch?v=1fkWLBZFbJM https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/oceans-and-seas/</p>	<p>Resources KS1-Spring-Contrasting-Non-European-Country.pdf (larkholme.lancs.sch.uk)</p>
<p>Opportunities for deepening learning</p> <p><i>Know more and remember more.</i></p>	<p>In History the children shall be exploring Queen Victoria, by studying our school through Geography and its origins (1876) this will allow them to make connections and gain a deeper understanding of the concepts being taught in both subject areas, making relevant connections.</p> <p>In science the children are learning about materials and their properties, learning why different materials were chosen for specific items, this again is linked to our school eg: what material is our school built from? What features do you notice that show which era our school was built/ what are these features made of?</p> <p>Wrenbury Village Field Trip Class visitor – someone who attended the school and can be interviewed about the geographical, physical changes that have taken place within the school grounds and the local village. (Mr Eton)</p>	<p>In History the children are learning about the RNLI- they will look at the seas and oceans around the UK where the RNLI operate as part of their geography. In science they will learn about weather and make connections with weather that creates challenges for the RNLI. The children shall also be learning about Grace Darling thus again making connections with seas surrounding the UK.</p> <p>In Literacy the text leading the learning is that of Storm Whale, a story set by the sea.</p> <p>In Science the children will learn that most things are adapted to the habitats they live in and will ‘visit’ the sea as a habitat, deepening their understanding of oceans/seas.</p> <p>In art and D.T. the children shall be focusing on work that is fish / whale related.</p>	<p>In History the children shall be studying significant historical events, Elizabeth 1st. Great Fire of London- specifically those in their own locality- Fire of Nantwich- connecting to Geography.. By studying the UK and comparing it with another non – European country the children shall extend their knowledge of the world as well as drawing upon previous knowledge of comparisons. Children will learn about the geographical similarities and differences between the chosen country and the United Kingdom. Children will continue to build on their map skills using atlases, world maps and globes more widely, along with using webcams, online mapping programmes and interpreting a range of information.</p> <p>Nantwich History Walk</p>
Key Figure		Ernest Shackleton	

Vocabulary	Map, atlas, globe, aerial photograph, drone, near, far, left, right, features, landmark, fieldwork, observe, notice, route, direction, environment, compass, compass points, North, South, East, West, plan, key symbols, direction, key, right/left In front of, behind, on top of, beneath, below, underneath, on, this side, that side, the other side, opposite, next to, beside, alongside, between, by, here, there, close to, far from, nearest, furthest	<u>UK locational knowledge</u> England, Scotland, Wales, Northern Ireland, Belfast, Cardiff, Edinburgh, London, North/ Irish/ Celtic Seas, English Channel, Compass, Compass points: North, East, South, West,(Y2) North West, North East, South East, South West, map, plan, key symbols, direction, key, right/left, county, city, region environment, equator, hot/cold, direction, country, continent, globe, characteristics, surrounding seas, North Pole, South Pole, Arctic, Antarctic	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, marine city, town, village, factory, farm, house, office, port, harbour, shop Capital city, country vegetation, urban, rural challenge, diverse places, resources, natural and human
Quick Quiz	Where is your school? Is it in a village or a town? What features can you name by looking at an aerial photo? Can you think of any other buildings/landmarks in the village of Wrenbury? What places are special to the people you know that live in Wrenbury? Any special features within our school grounds? Can you give some directions to these from your classroom or a point in the playground?	Name the four countries of the UK and the seas surrounding the UK. Names of and locate the seven continents of the world. Name five oceans of the world. Name the five capital cities of the UK. Which is the hottest and coldest season in the UK. Draw and label the main weather symbols.	Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the UK and the non – European country explored e.g. their environment e.g. ‘What is it like to live in this place?’ What are the differences between own and others’ lives? (Country being explored) What are the similarities between the UK and the country being explored?
Discussion question/point:	Why do we continue to use paper maps? Discuss	The advantages/ disadvantages of living near the ocean – Discuss.	Discuss the similarities and differences of living in the UK and the ‘country being studied’? Would you like to move to this country? Explain why or why not?
Impact			

Geography

Base 3 – Year 3/4

Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
Unit of Work	Locational Knowledge	Physical Geography	Geographical Skills and Fieldwork
National Curriculum	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time	describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, use the eight points of a compass, to build their knowledge of the United Kingdom and the wider world
Prior Learning	In 2021/2022 Y3 as Y2 (Base 2) learnt about the four countries and capital cities of the United Kingdom, physical features including the seasons and weathers, differences between cities, towns and villages using maps, atlases and google earth. They looked at the human and physical features: this included the four seasons and weather symbols. In 2021/2022 Y4 as Y3 (Base 3) focused on knowledge of UK locations. learning the names of some different counties and cities, using points of the compass, maps, atlases and google earth to build on their knowledge of the UK.	In 2019/2020 Y3 as Y1 , explored key physical coastal features – Jurassic Coast, coastal towns and villages. They used mapping skills to locate and name the seven continents and five oceans, woodland and national parks. (Land Use) In 2021/2022 Year 3 as Year 2 and Year 4 as Year 3 , Base 3 explored volcanoes and earthquakes including the physical features of valleys, rivers and cliffs.	In 2021/2022 Y3 and Y4 as Y1 and Y2 studied European countries and differences between living in the UK and a Mediterranean country. (Greece). In 2020/2021 Y3 as Y2 studied compass directions whilst studying the village of Wrenbury. In 2020/2021 Y4 as Y3 explored canals using fieldwork, sketch maps, plans, graphs and digital technology.
Why this, why now?	It will allow the children to expand and deepen their previous knowledge and studies of the United Kingdom and its countries and expand to the counties and cities of the United Kingdom. It will allow the children to build on their previous knowledge from the farming topic and discover more relating to land use patterns.	The children have studied volcanoes. They have also explored different types of farming (Land use) in different regions in the UK, comparing this with Egypt which gives them a sound base knowledge to build on. This unit will also build on the learning in Autumn term 2021 where our whole school focus was Farming and the impact on rivers on farming and progress within a civilisation. Y4 will be able to build on their knowledge	The children are studying Romans in history which connects to our Geography as they will base their learning around the location of Hadrian's Wall. The children already have a base understanding of the United Kingdom which they can build on within this unit.

		<p>of the significance of the Nile for the Egyptians- much like the Yellow river for the Shang.</p> <p>In the previous term in Science the children will have studied plants (Y3) which further deepens their understanding of climate zones, biomes etc.</p>	
<p>Core Learning</p>	<p>Concept: Settlements and Land use Enquiry Question: How has the Stone, Bronze and Iron Age affected the way land is used today?</p> <p>To know the names of and locate at least eight counties and at least six cities in England. (Y3) To know where the main mountain regions are in the United Kingdom. (Y4) To know, name and locate the main rivers in the United Kingdom. (Y4) To know types of settlements in the UK. To explore how settlements have changed over time.</p> <p>Resources</p> <p>https://www.rgs.org/schools/teaching-resources/the-united-kingdom/</p>	<p>Concept: Physical Geography Enquiry Question: What is physical geography?</p> <p>To know and label the main features of a river. To know the name of and locate a number of the world's longest rivers. To know the names of a number of the world's significant mountain ranges. To explain the features of the water cycle. To know what is meant by biomes and what are the features of a specific biome.</p> <p>Resources</p> <p>https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/ https://www.rgs.org/schools/teaching-resources/60-second-guide-to-cold-desert-biome/ https://www.rgs.org/schools/teaching-resources/60-second-guide-to-hot-desert-biome/</p> <p>(Other resources also available on this sight) Rivers-on-maps</p>	<p>Concept: Comparing countries in different regions Enquiry Question: How can maps and technology help us to locate places?</p> <p>To use maps to locate European countries and capitals. (Y3) To know and name the eight points of a compass. (Y3) To know how to use four figure grid referencing. To recognise and identify keys and symbols on maps. To use maps, atlases and globes and digital / computer mapping to locate countries and describe features.</p> <p>Resources</p> <p>RomanSites https://www.historyhit.com/the-best-roman-sites-in-britain/ https://heritagecalling.com/2020/09/11/9-ancient-roman-ruins-you-need-to-visit/ https://www.geography.org.uk https://www.rgs.org</p>
<p>Opportunities for deepening learning</p> <p><i>Know more and remember more.</i></p>	<p>In History, they are learning about the Stone, Bronze and Iron Age. In science the children will be studying plants, living things and their habitats.</p> <p>In DT the children shall be exploring Healthy and Varied diets – food we eat where it comes from. In Art the children will be exploring cave painting.</p>	<p>In History the children shall be learning about The Shang Dynasty.</p> <p>In Science the children will be learning about solid liquids and gases thus connecting with geography and rivers.</p>	<p>In History the children are learning about the Romans and the impact on the Roman Empire on Britain.</p> <p>Educational visit to Chester Museum/ City Walls and Roman sites.</p>

	Class visit to Oswestry Old Iron Age Hillfort and Park Hall Experience (Iron Age Round House).	Nantwich River Walk	
Key Figure			Julius Caesar Cleopatra Spartacus (Gladiator)
Vocabulary	United Kingdom Great Britain, Counties of England, landscape, land use, compare/contrast, similarities/differences county, country, continent, atlas, map, globe, Function of land - what it is used for, variations, varies, rural areas (countryside) forestry, farming, urban areas, towns, cities, housing or industry etc. The five most common uses of land: recreational, transport, agricultural, residential and commercial.	Climate, climate zones, climate types, weather, tropical, dry, temperate, continental, polar, desert, coniferous & deciduous forest, mountainous Mediterranean, biomes, equator, estuary, source, mouth, stream, tributary, channel, meander, water cycle, evaporation, transpiration, condensation, precipitation, collection, solid, liquid, gas, run off, underground water Andes, Alps, Himalayas, Karakoram (K2)	environment, equator, country, continent, globe, characteristics, surrounding seas, England, Scotland, Wales, N.Ireland, Belfast, Cardiff, Edinburgh, London, North/ Irish/ Celtic Seas, Northumberland English Channel beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, capital city, vegetation, urban, rural
Quick Quiz	Can you name 4 counties in England? How many cities can you name? Name the main mountain regions in the UK. Name the main rivers in the UK. What types of settlements were in the U.K.?	Name the features of a river. Name some of the world's longest rivers. Name some of the world's longest mountains ranges. What does biome mean?	Where is Hadrian's wall? Quiz on capital cities of countries in Europe. Name the eight points of a compass. What is a four-figure grid reference? Draw some key symbols you may find on a map.
Discussion question/point:	Discuss how settlements changed from the Stone Age through to the Iron Age.	What would happen if the world's greatest rivers dried up?	Why do we use four figure grid referencing?
Impact			

Geography

Base 4 – Year 4/5

Whole School Theme	Here we are.	Water	Powerful People
What does this mean to me? Why does this matter?			
Unit of Work	Geographical Skills and fieldwork	Locational Knowledge	Place Knowledge

National Curriculum	Using 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.	Name and locate counties and cities of the United Kingdom (BO previous), 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.	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 (Northumbria/Newfoundland/Norway)
Prior Learning	<p>In 2021/2022 Y4 as Y3 studied farming in the UK the local area.</p> <p>In 2020/2021 Y4 as Y3 studied the local area focusing on canals and used fieldwork to observe, record and present human features in the local area using maps, plans, digital technology etc.</p> <p>In 2019/20 Y4 as Y2 – used mapping skills/making maps- following a map/drawing a route, aerial photographs, compass directions, and drew simple features.</p> <p>In 2019/2020 Y5 as Y3 explored mapping skills, making maps.</p>	<p>In 2019/2020 Y4 students as Y2 – studied coastal towns and villages made comparisons to Wrenbury. They worked on naming, locating and identifying characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>In 2021/ 2022 Year 4 as Year 3 identified different farming regions in the UK, naming some counties and cities using points of the compass to locate.</p> <p>In 2021/22 Y5 as Y4 students (Base 4) – studied rivers and features of a river, subsistence farming- land use, trade links and economic activity.</p>	<p>In 2021/22 Y4 as Y3 students, (Base 2)- Study of UK compared with Greece.</p> <p>In 2021/22 Y4 as Y3(Base 3) – Study of Mexico</p> <p>In 2021/22 Y5 as y4 students (Base 4) – Study of Brazil</p> <p>In 2020/2021 Y5 as Y3 learnt about settlements and land use in the UK compared to Orkney and Scara Brae.</p>
Why this, why now?	<p>By studying our local area of Wrenbury, it allows children to become more knowledgeable, engaged with and perhaps respectful of their local environment and community – from its historical geography to the current social, environmental and economic processes shaping the place they live in.</p> <p>Y4’s study of the local area - canals, land use, farming etc. allows them to bring their prior knowledge of the village/canals/ to the learning journey and build upon this.</p> <p>Y5 having previously explored mapping skills will deepen their base knowledge.</p>	<p>Y4 will be able to build upon and secure their knowledge of the counties and cities of the United Kingdom.</p> <p>Y4 will be able to draw upon their study of farming in the UK and embed this when exploring land use patterns and how these have changed over time.</p> <p>Y5 will be able to draw upon their knowledge of rivers and features of a river, land use, trade links and economic activity and gain a deeper understanding.</p> <p>The previous terms study of the “Water Cycle” and changes in state in science will also assist in deepening the children's learning as we explore</p>	<p>Y4 made comparisons between the UK a Mediterranean region (Greece) and North American (Mexico), Y5 studied Brazil (South America) this allows them to compare, make connections and draw upon their prior learning adding it to the new knowledge of a North American region ,Newfoundland , Norway and Northumbria and widen their knowledge base of areas outside of the UK. Last term in geography the children learned about topographical features, these form the basis of identifying similarities and differences between places allowing them to use this knowledge in their comparison work.</p>

<p>Know more and remember more.</p>	<p>In Art the children will be using Wrenbury Train station as a stimulus.</p> <p style="text-align: center;">Wrenbury Station Crewe Railway Heritage Centre Science and Industry Musuem Manchester TBD</p>	<p>The children will look at how this landscape has changed over time which again impacted on the use of Beeston Castle drawing on what they are learning in History to complement their learning in Geography.</p> <p>The children can use their previous knowledge from last terms study of the local village and land use and surrounding areas when learning about the landscape surrounding Beeston Castle. And use comparisons.</p> <p>In computing the children shall be working on designing quizzes – they will be able to base the quiz questions on this term's studies.</p> <p style="text-align: center;">Trip to Beeston Castle.</p>	<p>creating their Sprites based on Anglo Saxon characters and backdrops for games they'll be designing.</p>
<p>Key Figure</p>	<p style="text-align: center;">Isambard Kingdom Brunel George Stephenson</p>		
<p>Vocabulary</p>	<p>6 figure grid reference, observe, measure, record, environmental, region, compass points, ordnance survey map, scale, contours, symbols trade, derelict, economy, urban, country, county, trade, energy, landscape, rural, differences, similarities, compare, contrast city, continent, atlas, map, globe, village, suburb, function, housing types, land use,</p>	<p>River, stream, canal, reservoir, lake, sea, source, channel, tributary, mouth, confluence, meander, estuary, water cycle, evaporation, condensation, precipitation, collection Physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, marine human features, city, town, village, factory, farm, house, office, port, harbour, shop, capital city, country, vegetation, urban, rural challenge, diverse places, resources</p>	<p>Types of settlement, land use, economic activity, population, trade links, natural resources including energy, food, minerals and water, deforestation, derelict, economy, region, county, energy, landscape, rural, differences, similarities, compare, contrast City, country, continent, Atlas, map, globe Physical features, human features, compass points environment, equator, hot/cold, direction, country, continent, globe, characteristics, surrounding seas, climate, Place Knowledge Asia, Africa, North America, South America, Canada, Newfoundland, Northumbria, Antarctica, Australia, Europe, Arctic, Southern, Pacific, Atlantic, Indian England, Scotland, Wales, N.Ireland, Belfast, Cardiff, Edinburgh, London, North/ Irish/ Celtic Sea, English Channel</p>

Quick Quiz	<p>Why is Wrenbury classified as a village? What types of building did we find in Wrenbury? What are they used for? What different types of land use did we find? Can you tell me some of the physical features and human features that we found during our study of Wrenbury? How and what has changed in Wrenbury? Why do you think these changes have taken place? What was Wrenbury like in the past? Why was Crewe chosen for HS2 development?</p>	<p>Which continent is United Kingdom part of? Name the countries which make up the United Kingdom – name the capital of each. What type of climate is the UK considered to have? Which UK country has the largest population? Which is the longest river in the UK? Name the highest mountain in Scotland. How many UK rivers can you name? How many mountain ranges can you name that are in the UK? Can you name the main features of a river.</p>	<p>What is the capital of Norway/Newfoundland? What is the population of Norway/Newfoundland/ Northumbria? What language is spoken in Norway/Newfoundland? Describe two geographical physical differences between Norway and Newfoundland? Which continent are they positioned on?</p>
Discussion question/point:	<p>Do the benefits of railway construction (HS2) outweigh the environmental impact whilst constructing? - Discuss</p>	<p>Discuss the reasons behind building Beeston Castle where it was built. What changes have taken place to the surrounding landscape?</p>	<p>Discuss the differences and similarities between Northumbria, Newfoundland and Norway. Discuss the changes that have occurred in these areas since early settlements.</p>
Impact			

Geography

Base 5 – Year 6

Whole School Theme	Her We Are	Water	Powerful People
What does this mean to me? Why does this matter?			
Unit of Work	Geographical Skills and Fieldwork	Human and Physical Geography	Locational Knowledge and Geographical Skills and Fieldwork
National Curriculum	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.	Describe and understand key aspects of human geography including, types of settlements and land use, Describe and understand key aspects of human geography including economic activity, including trade	Use the eight points of a compass, to build their knowledge of the United Kingdom and the wider world. GMT and Time Zones

	Describe and understand key aspects of human geography, including types of settlement and land use.	links, and the distribution of natural resources including energy, food, minerals and water.	
Prior Learning	<p>In 2021/2022 Year 6 as Year 5 in Base 5 used road maps to plan a journey in the UK.</p> <p>In 2021/22 Y6 as Y5 studied biomes and vegetation belts, subsistence farming as well as land use and economic activity. They also studied the main human and physical differences between developed and third world countries – types of settlements.</p> <p>In 2019/2020 Year 6 as Year 4 (some of) used four figure grid references to identify features on a map, they also explored places connected to Anglo Saxons and Viking settlements within the UK. (Connections to current history)</p>	<p>In 2021/2022 Year 6 as Year 5 in Base 5 – Farming Topic - connecting to their work in history looked at trade links, it's importance- specifically ports.</p> <p>In 2021/22 Year 6 as Year 5 in Base 5 The Americas topic studied earliest civilisations – Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China – with a specific focus on farming/ land use.</p> <p>In 2021/2022 Year 6 as Year 5 in Base 4 as part of Farming topic explored biomes and vegetation belts around the world - focus on Africa - learnt about subsistence farming in Africa focusing on land use, trade links and economic activity. In History - they also explored farming in the Kingdom of Benin.</p> <p>In 2021-2022 Year 6 as Year 5 in Base 4(The Americas) - Brazil study, focused on Rio de Janeiro.</p> <p>In 2021/2022 Year 6 as Year 5, Base 5 (The Americas) studied biomes and rivers- Great Lakes of North America, The Mackenzie River, the Boreal Forest of Canada.</p> <p>In 2021/2022 Year 6 as year 5 in Base 4 studied rivers and their features, mountains their formation -building upon their prior knowledge of the water cycle and canals.</p>	<p>In 2021/2022 some Year 6 as Year 5 in Base 5 used road maps to plan a journey in the UK.</p> <p>In 2021/2022 some Year 6 as Year 5 in Base 5 learnt about time zones and working out differences.</p> <p>In 2019 – 2020 some of Year 6 as Year Y4- worked on compass points , worked on naming and locating Europe on a map/globe.</p>
Why this, why now?	<p>Yr 6 will build on their knowledge of road maps and four figure grid referencing taking it to six figure grid referencing. They will also expand upon their previous study of the Anglo Saxons and Viking settlements.</p> <p>Y6 will also be able to draw upon their previous study of land use and types of settlements from when they compared a developed and third world country.</p>	<p>The children will be able to draw upon the previous terms learning in Geography, History and Science (William Armstrong (Lord Armstrong) Hydraulics etc.) for elements of this unit of work.</p> <p>Some of Year 6 have studied Brazil and as they are now learning about the Bruma Dinho Dam in Brazil, it allows part of the class to revisit their prior knowledge of Brazil and expand upon it.</p> <p>Some of the children have previously explored the early civilization; The Indus Valley, this will allow them to use their knowledge of land use and settlements in this unit of work.</p>	<p>The children will be using Ancient Greece as their starting point in this unit of study. The character in the text for this term is the daughter of a cartographer therefore the text will link to Geography. Learning in geography focuses on time zones and we will use this to help secure knowledge of where the Greek Civilisation was on the globe.</p> <p>IN DT the children shall be sewing into maps again connecting with Geography.</p>

			Studying time zones – GMT- And using Greece as the starting point- exploring time Zones and the character in the story is a cartographer so the science links to the story – sewing into maps in DT as the Character is a cartographer
Core Learning:	<p>Concept: Mapping Enquiry Question: How is six grid referencing help me read a map, get around the world?</p> <p>To understand the purpose of grid references. To use four figure and six figure grid references to locate features on a map. To apply the use of four figure and six figure grid references to an OS map. To know what most of the ordnance survey symbols stand for. To locate certain local landmarks/ features using four figure and six figure grid references. To use grid referencing to locate and investigate given areas. To understand how and why settlements were made and changed over time.</p> <p>Resources</p> <p>https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-six/</p>	<p>Concept: Study of Dams Enquiry Question: What is a dam? What is it used for?</p> <p>To be able to make general geographic distinctions between a town’s past, present and future industrial activities. To identify future uses of dams in response to climate change and changes in population and economic activity. To consider natural and human factors that affect changes in types of settlements, land use, and economic activity. To describe some wider impacts due to town expansion, including infrastructure projects, such as dams, that may alter the landscape and natural patterns and processes. To locate some famous dams in the UK and abroad. To explore some real river systems and valleys in the UK and consider their suitability. To use information from our local water company, identify the reservoirs that serve our community and where these are found in relation to urban developments. To recognise possible consequences of the use of dams e.g. Whaley Bridge.</p> <p>Resources</p> <p>Water Resources: Why Do We Build Dams? - Lesson - TeachEngineering https://www.geography.org.uk/teaching-resources/dam-planning-and-construction/bds lesson 1 - new dam.pdf (www.geography.org.uk) Water Transfer in the UK - Internet Geography</p>	<p>Concept: Time Zones Enquiry Question: How can you work out the time in Australia?</p> <p>To know about time zones and work out differences. To explain how the world is divided into different time zones. To identify key lines of longitude, e.g. Prime Meridian (0°) and the International Date Line (IDL) (180°). To use various resources for schools to investigate time zones and record answers to questions proposed. To mark on the flight path from their selected airport in the United Kingdom to another destination within the world and add an annotation to indicate how long the flight takes and through how many different time zones it passes. To locate the city shown in the webcam on a world map. To compare the time in the city shown in the webcam with the current time in the United Kingdom and calculate the difference. To outline some of the advantages and disadvantages of having different time zones. To know that China has one time zone across the whole country, whereas Russia has several time zones.</p> <p>Resources</p> <p>Exploring timezones - KS2 - Resource 9 (edina.ac.uk)</p>

		reservoir National Geographic Society Dams National Geographic Society Reservoirs Research (Years 5-6) CGP Plus (You can get a free 30 day trial and it has a lot of lessons PPT on dams and reservoirs etc for additional information)	Discover Time Zones · Universe in the Classroom
Opportunities for deepening learning <i>Know more and remember more.</i>	<p>In History, the children will be learning about the Anglo-Saxons and Vikings with a key focus on Northumbria - (Cragside) a key location of the Anglo- Saxons thus connecting to our geography.</p> <p>In Science the children shall be exploring Cragside in Northumbria and Lord Armstrong's innovations using hydroelectric power again connections to our geography learning and extending the children's knowledge of this area.</p> <p>In DT the children shall be designing an electrical system for Cragside which will deepen their knowledge of the area being studied .</p>	<p>In History the children shall be learning about the Indus Valley and the Bronze age, land use and settlements – linked to Geography.</p> <p>In DT the children will be exploring Frames Structure - Building dams and stronger houses again linking to Geography and other areas.</p> <p>The children will be learning about Whaley Bridge – natural disaster – flooding caused damage to the dam at Toddbrook Reservoir and this will link with their previous learning of the Bronze Age and Anglo Saxons.</p> <p>In art the children will be exploring a mixed media representation of water; its power, colour and its movement.</p>	<p>The learning in geography focuses on time zones, locating countries etc. and we will use this to help secure knowledge of where the Greek Civilisation was on the globe thus connecting to our history. In art we will be looking at exploring and deepening our understanding of how key figures were portrayed though art/ sculpture in Ancient Greece again connecting with our geographical knowledge.</p> <p>Our English text is based on that of a cartographer's daughter so will connect with geography and mapping skills.</p>
Key Figure	Lord and Lady Armstrong		Anaximander was the first of the ancient Greeks to draw a map of the known world, and, as such, he is considered to be one of the first cartographers.
Vocabulary	Ordnance Survey, map, key, scale, symbols, compass, North, Northeast, South, Southeast, East, Northeast, West, Northwest, human features, physical features, four figure grid reference, six figure grid reference, landmarks, village, urban, rural, urbanisation, land use, greenbelt, city, village, settlement, economy, population, resources, natural resources, services, positive, negative, fieldwork, measure,	Dam, reservoir, particles, chlorine, fertiliser, pollution, settlements, land use, economic activity, port, trade, trade links, transport, natural resources, landscapes, processes, river systems and valleys, material/ resources used in building dams and reservoirs, infrastructure, landscapes, economic activity, urban, rural, positive, negative impacts, hydropower, hydraulics	atlas; world; world map; globe; latitude; longitude; vertical; International Date Line (IDL); Greenwich Mean Time (GMT); Prime Meridian; time zones; Earth; rotation; day; night; light; dark; season; time; clock; watch; hours; north; east; south; west; Northern Hemisphere; Southern Hemisphere

	observe, record, distance, location. Invention, hydroelectric, hydraulics, system, National Trust		
Quick Quiz	<p>How do you find a six figure grid reference? What is the purpose of grid referencing? How can we locate places on Ordnance Survey maps? What is a six-figure grid reference? How can we read them? How is distance represented on a map? Using this map, can you find X using these references? Can you draw some of the OS symbols? What do they stand for? Who are Lord and Lady Armstrong? Why are they significant? How did the geography of Holy Island affect the people there?</p>	<p>What have dams been used for in the past? What are they used for today, and what will they be used for in the future? What were they made of then and now? What's the impact on water or energy demand if you use more or less? What if many people use more or less? What choices and actions link 'Us' to 'The planet' via climate change? Where was the Brumadinho dam built? What type of industry was nearby? What happened to the dam?</p>	<p>What does GMT mean? Where is the equator? Explain lines of latitude and longitude. What are they used for? What are the eight compass points? What is the Prime Meridian? What is the Prime Meridian also known as? Why is the Prime Meridian important? Where is the meridian line? Where does a day start on Earth? What is the shape of a meridian? What country is 24 hours ahead of us? What country is 12 hours ahead/ behind? Why does China only have one time zone?</p>
Discussion question/point:	Why do I need six figure grid referencing as opposed to four figure grid referencing?	Dam building damages the environment- Discuss .	What are the advantages/ disadvantages of time zones. Discuss
Impact			