



<p><b>EYFS DEVELOPMENT MATTERS</b>          Development Matters and Statutory ELGs are not the EYFS curriculum This outlined a top-level view of how children develop and learn. Children’s early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child’s level of development and make informed decisions about what a child needs to learn and be able to do next.</p>	
<p><b>Children in Nursery will be learning to:</b></p>	
<b>UW</b>	<ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Use all their senses in hands-on exploration of natural materials.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>
<p><b>Children in Reception will be learning to:</b></p>	
<b>UW</b>	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing.</li> </ul>
<p><b>Statutory Framework Early Learning Goals</b></p>	
<b>UW</b>	<p>People Culture and Communities -</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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. The Natural World</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences</li> </ul>

<b><u>NATIONAL CURRICULUM PROGRAMME OF STUDY</u></b>	<b><u>SPECIFIC KNOWLEDGE AND SKILLS</u></b>	<b><u>TOPIC LINK/S</u></b>
<p><b><u>YEAR 1 TERM 1</u></b></p> <ul style="list-style-type: none"> <li>• To develop knowledge of the location of significant places in the context of children’s own locality.</li> <li>• To use simple observation/fieldwork skills to study the immediate surroundings in the context of children's own locality.</li> <li>• To understand sense of place in relation to home and school in the context of children’s own locality/school.</li> <li>• To use simple fieldwork and observation skills to study the school.</li> <li>• To use simple fieldwork and observation skills to study the school.</li> <li>• To describe the location of features and routes on a map in the context of children’s own locality/school.</li> <li>• To develop and follow directional vocabulary in the context of children's own environment.</li> <li>• To recognise a range of map symbols and understand their use.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recognise familiar places in their local area</li> <li>• Use maps and plan a route</li> <li>• Use simple compass directions (NESW)</li> <li>• Use aerial photographs to recognise basic human and physical features</li> <li>• Recognise basic map symbols and begin to understand the need for a key</li> <li>• Use simple fieldwork skills to study the geography of the school</li> <li>• Make simple observations about the geography of the classroom and school</li> <li>• Ask simple geographical questions</li> </ul>	<p><b><u>OUR SCHOOL</u></b></p> <p>This unit will teach the class about the world, starting with their immediate environment and building on the firm foundations from the Early Years Foundation Stage.</p> <p>Children will explore their school environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork</p>
<p><b><u>YEAR 1 TERM 2</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate the world’s seven continents and five oceans.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain where Rio is located in the world and find Brazil on a world map or globe.</li> <li>• Draw a map of Rio and locate the capital city.</li> <li>• Understand what some aspects of life is like in Rio.</li> <li>• Describe some differences and similarities between Rio and the London.</li> <li>• Begin to understand the importance of tourism to Rio.</li> <li>• Identify animals that live in Rio and begin to explain the concept of “endangered species”.</li> <li>• Comparing London to the Rio.</li> <li>• Ask geographical questions – Where is it? What is this place like? How near/far is it?</li> </ul>	<p><b><u>RIO</u></b></p> <p>Children are taken on to journey to Rio! Join explorers as they visit Rio and meet the people, wildlife, and landscapes. Your class will learn where Rio is on a map and undertake a variety of fun activities to help them learn more about Rio and compare it to the UK, specifically London.</p>

<p><b><u>YEAR 1 TERM 6</u></b></p> <ul style="list-style-type: none"> <li>• To identify daily weather patterns.</li> <li>• To understand seasonal weather patterns.</li> <li>• To identify daily weather patterns in the UK (Weather Forecasting).</li> <li>• To identify daily weather patterns (dangerous/adverse weather).</li> <li>• To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.</li> <li>• To understand the human/physical geography of a cold area of the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Name weather types in the UK.</li> <li>• Identify daily changes in weather.</li> <li>• Identify seasonal changes across a year.</li> <li>• Recognise weather symbols.</li> <li>• Use world maps and globes to identify the UK and begin to locate other countries.</li> <li>• Explain some dangers of the weather.</li> <li>• Locate hot and cold countries of the world.</li> <li>• Make comparisons between different places studied.</li> <li>• Make simple observations about the weather in the UK.</li> <li>• Use basic subject specific vocabulary.</li> <li>• Ask simple geographical questions.</li> <li>• Develop presentation skills.</li> </ul>	<p><b><u>WEATHER</u></b></p> <p>This unit will teach your class about the different types of weather in their immediate environment. The children will then build on this and knowledge of the four seasons. The pack will introduce them to hot and cold areas of the world and the impact of different weather types. Children will have opportunities to observe and record the weather, present their own weather forecasts, and make valuable links with Science, Computing, Numeracy and Literacy from across the curriculum.</p>
<p><b><u>YEAR 2 TERM 1</u></b></p> <ul style="list-style-type: none"> <li>• To devise simple maps; and use and construct basic symbols in a key.</li> <li>• To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</li> <li>• To use atlases and globes to identify the UK and its countries.</li> <li>• To use atlases and globes to identify the UK and its countries.</li> <li>• To name and locate the world's seven continents and five oceans.</li> <li>• To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• To 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.</li> <li>• To use basic geographical vocabulary to refer to key human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Name different types of maps and explain some key features of maps.</li> <li>• Draw a simple sketch map of the school and local area.</li> <li>• Name the four points of a compass.</li> <li>• Plan a simple route around the local area using key vocabulary.</li> <li>• Identify map symbols.</li> <li>• Use an atlas to locate the four countries of the UK, capital cities and other key places.</li> <li>• Use an atlas to locate the seven continents of the world.</li> <li>• Use an atlas to locate the five major oceans of the world.</li> <li>• Use aerial photographs to 'view from above' and recognise basic human and physical features</li> <li>• Ask geographical questions – Where is it? What is this place like? How near/far is it?</li> </ul>	<p><b><u>MAPPING</u></b></p> <p>This unit will teach your class to develop key map skills through a range of engaging geographical skill-based activities. Children will explore a range of maps at a local, national, and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions, and develop key geographical vocabulary throughout the unit.</p>

<p><b><u>YEAR 2 TERM 2</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and other countries and continents around the world.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area of a non-European country (Didcot and Kenya).</li> <li>• Use basic geographical vocabulary to refer to key physical features.</li> <li>• Use simple compass directions (NSEW) and locational and directional language (near, far, left, right) to describe the location of features and routes on maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain where Kenya is located in the world and find Kenya on a world map or globe.</li> <li>• Draw a map of Kenya and locate the capital city, some main cities, and oceans.</li> <li>• Understand what some aspects of Kenyan life are like.</li> <li>• Identify the features of a national park and begin to explain the difference to a game reserve.</li> <li>• Describe some differences and similarities between Kenya and the UK.</li> <li>• Begin to understand the importance of tourism to Kenya.</li> <li>• Draw a freehand map of Kenya.</li> <li>• Draw a map of a national park and begin to consider the location of key features.</li> <li>• Identify animals that live in Kenya and begin to explain the concept of "endangered species".</li> <li>• Confidently use compass directions to move around a map.</li> <li>• Use an atlas/globe to locate accurately places and landmarks in Kenya.</li> <li>• Ask geographical questions – Where is it? What is this place like? How near/far is it?</li> </ul>	<p><b><u>AMAZING AFRICA</u></b></p> <p>Children are taken on safari to Africa! Join explorers as they visit Kenya and meet the people, wildlife, and landscapes. Your class will learn where Kenya is on a map and undertake a variety of fun activities to help them learn more about Kenya and compare it to the UK.</p>
<p><b><u>YEAR 2 TERM 5</u></b></p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• 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.</li> <li>• 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.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical</li> </ul>	<ul style="list-style-type: none"> <li>• Locate castles in the United Kingdom and explore the characteristics of the cities they are built.</li> <li>• Discuss the geographical surroundings of a castle.</li> <li>• Use basic geographical vocabulary to refer to human physical features including beach, cliff, coast, forest, hill and mountain.</li> <li>• Use world maps, atlases, and globes to identify the UK and its 4 countries.</li> <li>• Use aerial photographs to recognise landmarks and basic geographical features.</li> <li>• Draw a simple map with a key.</li> </ul>	<p><b><u>CASTLES</u></b></p> <p>Throughout this topic your class will investigate the physical and geographical features that were considered when building castles. Children will look at photographs of different castles in the UK and explore the characteristics of the land around them. Learning is embedded with an exciting trip to Warwick Castle!</p>

<p>features; devise a simple map; and use and construct basic symbols in a key.</p>		
<p><b><u>YEAR 2 TERM 6</u></b></p> <ul style="list-style-type: none"> <li>• To name and locate the world’s seven continents and five oceans.</li> <li>• To use world maps, atlas, and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage.</li> <li>• To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole.</li> <li>• To use aerial photographs to recognise landmarks and basic human and physical features.</li> <li>• To use basic geographical vocabulary to refer to key physical and human features.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the world is spherical.</li> <li>• Name the seven continents and five oceans of the world correctly.</li> <li>• Use an atlas to accurately locate the continents and oceans of the world.</li> <li>• Locate continents, oceans including their own continent and country using a world map.</li> <li>• Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary.</li> <li>• Locate hot and cold areas of the world.</li> <li>• Use and follow simple compass directions (NESW).</li> <li>• Follow routes on a map.</li> <li>• Use aerial photographs and satellite images to recognise basic human and physical features.</li> <li>• To ask geographical questions – Where is it? What is this place like? How near/far is it?</li> </ul>	<p><b><u>OUR PLANET</u></b></p> <p>This topic will teach your class the about the location of countries, continents, and oceans of the world in relation to the position of the United Kingdom and children’s own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world. Children continue to build on their map skills developed in Year 1 using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks.</p>
<p><b><u>YEAR 3 TERM 1</u></b></p> <ul style="list-style-type: none"> <li>• To 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.</li> <li>• Observe, measure, and record the human and physical features around Stonehenge responding to a range of geographical questions.</li> <li>• Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences</li> <li>• Recognise that archaeology has long benefited from aerial photography, revealing sites which are difficult or even impossible to see at ground level.</li> <li>• Types of settlement and land use, economic activity</li> </ul>	<ul style="list-style-type: none"> <li>• Observe, measure, and record the human and physical features around Stonehenge responding to a range of geographical questions.</li> <li>• Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences.</li> <li>• Recognise that archaeology has long benefited from aerial photography, revealing sites which are difficult or even impossible to see at ground level.</li> <li>• Understand that Neolithic, Bronze Age, and Iron Age sites can be seen on aerial photographs and survive above ground as stone structures and earthworks.</li> <li>• Use Google Earth to investigate aerial views of archaeological earthworks.</li> <li>• Identify how people both damage and improve the environment e.g., Stonehenge is now roped off.</li> </ul>	<p><b><u>TRIBAL TALES</u></b></p> <p>During this term children will be taught about fieldwork, human and physical geography and how to use maps and aerial images effectively and accurately.</p>

<p>including trade links, and the distribution of natural resources including energy, food, minerals, and water.</p>	<ul style="list-style-type: none"> <li>• Locate appropriate information needed for a task from a source material e.g., aerial photographs and maps.</li> </ul>	
<p><b><u>YEAR 3 TERM 4</u></b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• 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.</li> <li>• Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>• Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Where is the source of a river? What are the sides of the river called? What do we call smaller rivers flowing into another river? What is erosion? Can you name a world river? Where is the source of a river? Can you name a type of soil?</li> <li>• Use a UK map to find a local or nationally significant town or city sited next to or on a river and use the web and historical source materials to find out why it grew as a settlement.</li> <li>• Settlements often grew as water was needed for drinking, industry, farming, and transport and sometimes defence.</li> <li>• Work in small groups to investigate why people historically settled by rivers. Discuss, share, and compare ideas.</li> <li>• Search for and know the world's major rivers on a world map or globe.</li> <li>• Complete a table to represent world river data using the headings: Know of River; Hemisphere; Continent; Countries; Outflow. (Sea, ocean)</li> <li>• Work in research groups to find out more about a particular world river.</li> <li>• Look at books and photographs showing several leisure activities associated with rivers, classify the activities into their own groupings (activities might include sailing, wind surfing, walking, fishing, canoeing, water skiing and swimming).</li> <li>• List the positive and negative impact of leisure activities on local communities and the environment.</li> <li>• Look in detail at a popular river tourist attraction, such as the Norfolk Broads or the Caledonian Canal in Scotland.</li> </ul>	<p><b><u>FLOW</u></b></p> <p>In this topic the children could visit a local river to find out what lives there, where the river is going and how fast it's travelling. Collect water and soil samples and catch river creatures. Examine the samples at school to investigate how clean the water is. Pupils will investigate the water cycle and use natural materials to make models that demonstrate river formation. Map reading and research skills will be used to find out about world famous rivers.</p> <p><b><u>Principle Rivers of the World</u></b> Sepik, the Mississippi, the Volga, the Zambezi, the Mekong, the Ganges, the Danube, the Yangtze and the Amazon.</p>

<p><b><u>YEAR 3 TERMS 5 &amp; 6</u></b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe: (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• Name and locate counties and cities, 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.</li> <li>• Describe and understand key aspects of: mountains, volcanoes and earthquakes 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.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and explain how the physical processes of erosion, transportation and deposition affect the environment.</li> <li>• Survey the local area to assess how different types of rock are used.</li> <li>• Highlight the differences between man-made and natural building materials like cement and brick which can be confused with rock.</li> <li>• Use models and diagrams to find out about the Earth's layers. Use various resource materials to learn about each layer and present this verbally to the class.</li> <li>• Use a world map, globe, or atlas to identify the locations of volcanoes, including the remarkable 'Ring of Fire'.</li> <li>• Famous volcanos to locate might include Mount Vesuvius, Krakatoa, Mount St Helens, Mount Tambora, Mauna Loa, Eyjafjallajökull, Mount Pelée, Thera, Nevado del Ruiz and Mount Pinatubo.</li> <li>• Find out what causes a volcano to erupt.</li> <li>• Draw sketch maps and plans using agreed symbols for a key.</li> <li>• Study and discuss a range of images of earthquake damage. Describe what happens during and after an earthquake including the effect on people and the environment.</li> </ul>	<p><b><u>ROMANS ROCK!</u></b></p> <p>Children will learn about what happens when the Earth shakes and volcanoes erupt in the context of Roman era Pompeii. Investigate the Earth's layers and the location of volcanoes, discovering what causes them to erupt. Locate Mount Vesuvius on a map and find out what it was like to live in Pompeii during the eruption. Using our model making skills, we'll build earthquake-proof structures and test them out. We'll also use different modelling materials to create a volcano. Looking at geology children will learn about tectonics, rock samples, and different types of rocks and sort them according to their properties.</p> <p><b><u>Key Vocabulary</u></b>  Lava, magma, force, gas, mantle, crust, effusive and explosive eruptions, pyroclastic flow, ash clouds, lava flow, mudflow, magma, parasitic cone, sill, vent, flank, crater, conduit, summit and throat, seismic, tectonic plate, crust, fault, intensity, liquefaction, magnitude, Richter scale.</p>
<p><b><u>YEAR 4 TERM 1</u></b></p> <ul style="list-style-type: none"> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and time zones.</li> <li>• Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest which source material to use for a specific task, locating the information needed.</li> <li>• Locate Asia on a world map, globe, or satellite map, identifying its position in relation to the Equator, Northern Hemisphere, Southern Hemisphere, the Tropic of Cancer and Capricorn.</li> <li>• Compare and contrast how areas of the world have capitalised on their physical or human features.</li> <li>• Research some of the most famous physical features in Asia.</li> </ul>	<p><b><u>ROAD TRIP ASIA</u></b></p> <p>This term we explore Asia together as we use travel brochures and the internet to research places and write postcards! We use maps to locate key locations and find out all about them. The children fully immerse themselves in Asia when creating a trip for tourists</p>

<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at aerial views of each landmark and think about how they might have been formed.</li> <li>• Find out what tourist activities and opportunities are available at each place.</li> </ul>	<p>to take, create models of local landmarks and cook delicious dishes!</p>
<p><b><u>YEAR 4 TERM 3</u></b></p> <ul style="list-style-type: none"> <li>• To 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 in the context of the needs of early settlers.</li> </ul>	<ul style="list-style-type: none"> <li>• To explain what a settlement is.</li> </ul> <p>Identify important features of a settlement site. Sort settlers' needs by importance. Identify reasons settlers have chosen a site.</p>	<p><b><u>ANGLO SAXONS AND VIKINGS</u></b></p> <p>Children will learn that many of the places people live today have existed for hundreds or even thousands of years. They will discover that they were created by early settlers to the UK, such as the Romans, the Vikings and the Anglo-Saxons. Children will also understand other places have been built more recently to provide houses for the growing population or to replace houses that had been damaged.</p>
<p><b><u>YEAR 4 TERM 4</u></b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw sketch maps and plans using standardised symbols and a key.</li> <li>• Use maps, including those online, to locate 'Saxon shore forts', built by the Romans in the middle of the 3rd century to repel the seaborne Saxon raiders.</li> <li>• Make a sketch map of Britain showing the shore forts as well as identifying nearby towns, rivers, estuaries, and other significant geographical features.</li> <li>• Locate and know geographical features on an Ordnance Survey map.</li> <li>• Use Ordnance Survey maps of the southwest of England to locate the following sites (use the key to identify specific sites and features): Cadbury Castle, the Shropshire village of Wroxeter,</li> </ul>	<p><b><u>TRADERS AND RAIDERS</u></b></p> <p>Using online maps, we will plot the location of Roman shore forts and draw our own sketch maps. This term we will identify the places where the invaders came from and locate Viking invasion sites.</p>



<ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>• 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.</li> <li>• Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>Mitchell's Fold Stone Circle, Glastonbury Tor, Tintagel in Cornwall and Slaughterbridge.</p> <ul style="list-style-type: none"> <li>• Find out where the Saxon invaders settled in Britain, searching for towns and villages that have names derived from Saxon words.</li> <li>• To trace Saxon settlements is through place names such as -burh, -feld, -ing, -ton, -wick, -den and -ham.</li> <li>• Use maps of Europe to identify countries that the Viking raiders came from.</li> <li>• Draw a sketch map of Europe to show their findings.</li> <li>• The importance of the city of York.</li> <li>• Suggest which source material to use for a specific task, locating the information needed.</li> <li>• Identify on a map the main 9th century kingdom in Britain, including Danelaw, Mercia, Wessex, Northumbria, Dalriada, the Pictish kingdoms, Gwynedd, Dyfed, Powys, and Viking settlements in Ireland, including Dublin.</li> <li>• Identify the territory to which their local town would have belonged and establish which side they would have fought for.</li> </ul>	
<p><b><u>YEAR 4 TERM 5</u></b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate maps of ancient Greece, noting how the country was once divided into a collection of smaller city-states.</li> <li>• Make a simple sketch map to show the states of ancient Greece including important geographical features such as islands, seas, and mountains.</li> <li>• Look at pictures and photographs of the Greek landscape, making judgements about physical aspects of its geography including weather, terrain, and settlements.</li> <li>• Plot the journey made by Icarus and Daedalus from the island of Crete to Sicily.</li> <li>• Contrast and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features e.g., look at and investigate the island of Crete and the Palace of Knossos using world maps.</li> <li>• A simple sketch map to show the shape of the island and use travel brochures and websites to find out why it is popular with today's travellers.</li> <li>• Sketch maps and plans using agreed symbols for a key.</li> </ul>	<p><b><u>GREEKS</u></b></p> <p>Children will learn about the land of Greece, where the sun scorches the wings of Icarus and Helen of Troy inspires the launch of a thousand ships. On maps of Greece, students will plot the journeys made by ancient Greek characters.</p>

<p><b><u>YEAR 4 TERM 6</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>• 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.</li> <li>• Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, globes, aerial images and atlases to identify the world's oceans and seas.</li> <li>• Identify their position in relation to the Equator, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles.</li> <li>• Use websites and information books to find out features of the different seas and oceans, recording their findings in a table or spreadsheet.</li> <li>• Research the following information about each sea or ocean: depth, area covered, bordering continents, hemisphere, special features and climate.</li> <li>• Draw sketch maps and plans using standardised symbols and a key.</li> <li>• Locate the Great Barrier Reef on the globe using maps and satellite images.</li> <li>• Research how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.</li> <li>• Use a range of geographical source materials to find out about several environmental issues linked to the oceans, such as overfishing, oil spills, coastal erosion, tourism and pollution. Know that these not only threaten marine life but also our own way of life.</li> </ul>	<p><b><u>BLUE ABYSS</u></b></p> <p>Using maps, globes, and atlases we will identify the world's oceans and seas. Together we will locate the Great Barrier Reef on a map and learn about the risks it faces.</p>
<p><b><u>YEAR 5 TERMS 1 &amp; 2</u></b></p> <ul style="list-style-type: none"> <li>• Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>• 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.</li> <li>• Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare land use and geographical features on different types of maps.</li> <li>• Locate Egypt on a world map.</li> <li>• Use online maps and other information sources to describe Egypt's landscape, surrounding countries and seas, climate, and significant geographical features, such as the river Nile.</li> <li>• Locate important places, such as Cairo, Giza, and the Valley of the Kings, where Tutankhamun's tomb was found.</li> <li>• Make a sketch or digital map of Egypt, mark its significant features and add a key for reference.</li> <li>• Explain how things change by referring to the physical and human features of the landscape.</li> <li>• Discuss how the Nile flooded to create a rich and fertile land and compare how people used the river then with how it is used today -</li> </ul>	<p><b><u>ANCIENT EGYPT</u></b></p> <p>Children will travel back 5000 years to ancient Egypt. Cruising along the Nile, detailing key monuments and locations that they would recommend visiting. Include information about the climate, currency, leisure activities and language.</p>

	<p>the ancient Egyptians lived and farmed along the Nile, using the soil to produce food for their families and animals</p> <ul style="list-style-type: none"> <li>• Daily life in ancient Egypt revolved around the Nile and the fertile land on its banks, which forms a green valley across the desert to this day.</li> <li>• Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places.</li> </ul>	
<p><b><u>YEAR 5 TERM 3</u></b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of earthquakes.</li> <li>• Understand some of the effects of plate tectonics.</li> <li>• Understand effects of seismic waves.</li> <li>• Describe and understand key aspects of mountains.</li> <li>• Understand how different types of mountains are formed.</li> <li>• To know about and name the layers of the Earth.</li> <li>• To begin to understand how volcanoes are formed and why they erupt</li> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world.</li> <li>• Identify human and physical characteristics, key topographical features and land-use patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>• Understand how tectonic plates move.</li> <li>• Identify the layers of the earth and how earthquakes occur.</li> <li>• Consider the effects felt at the surface of the Earth when tectonic plates move.</li> <li>• Understand what happens when tectonic plates move.</li> <li>• Understand what seismic waves are and what effect they have during an earthquake.</li> <li>• Understand how seismic waves are recorded and measured through the making of their own seismograph.</li> <li>• Understand how different types of mountains are formed.</li> </ul> <p>Identify and name the layers of the Earth.</p> <ul style="list-style-type: none"> <li>• Understand how tectonic plates work.</li> <li>• Explain the link between plate tectonics and the formation of volcanoes.</li> </ul>	<p><b><u>EXTREME EARTH</u></b></p> <p>During this topic children will investigate earthquakes and understand why they occur and the impact this has on our earth. Children will also spend time looking at mountains and the different geographical features of a mountain range. During different sessions throughout the term our map reading skills will be put to the test as we use the eight points of a compass to tell direction and create our own maps using symbols and keys.</p>

<p><b><u>YEAR 5 TERM 4</u></b></p> <ul style="list-style-type: none"> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and time zones.</li> <li>• Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>• 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.</li> <li>• Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest which source material to use for a specific task, locating the information needed.</li> <li>• Locate USA on a world map, globe, or satellite map, identifying its position in relation to the Equator, Northern Hemisphere, Southern Hemisphere, the Tropic of Cancer and Capricorn.</li> <li>• Compare and contrast how areas of the world have capitalised on their physical or human features.</li> <li>• Research some of the most famous physical features in USA.</li> <li>• Look at aerial views of each landmark and think about how they might have been formed.</li> <li>• Find out what tourist activities and opportunities are available at each place.</li> </ul>	<p><b><u>ROAD TRIP USA</u></b></p> <p>This term we take a road trip through the USA. Children will travel from the North to the South exploring the features of the land and using their map reading skills. Together we will identify and research some of the most famous physical features across America.</p>
<p><b><u>YEAR 6 TERM 1</u></b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• 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.</li> <li>• Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the web and satellite mapping tools to find out and present geographical information about a place.</li> <li>• Use world maps and satellite images to locate Mexico, identifying which hemisphere it is in and the countries that surround it. Show aspects of human and physical geography, including major cities, surrounding seas, mountain ranges, airports, and tourist resorts.</li> <li>• Use a range of maps, books and travel brochures.</li> <li>• Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America.</li> <li>• Use maps, atlases and globes to locate the Chihuahuan Desert.</li> <li>• Know that the Chihuahuan is the largest desert in North America. Compare the physical geography of the Chihuahuan Desert with a region in the UK and Europe.</li> <li>• Use a range of non-fiction books to find out about daily life in Mexico, especially what it's like for children of a similar age. Answer questions such as: What is a typical day like for a Mexican child?</li> <li>• Compare life in cities to more rural areas.</li> <li>• Compare their findings with the human geography of a region in the UK and one in Europe.</li> </ul>	<p><b><u>CONTINENTS AND COUNTRIES: UK STUDY (HOLA MEXICO)</u></b></p> <p>Using maps, the children will locate Mexico and explore its natural features. The children will discover what daily life is like and how it has changed over time.</p>

<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate some of the main cities of the ancient Maya civilisation (Uxmal, Chichén Itzá, Tulum, Tikal Guatemala, and Copán, Honduras) on a map of North America. Note their positions in relation to the Northern Hemisphere, the equator and countries of North America.</li> <li>• Use a range of sources to find out about regional climates.</li> <li>• Know that each of the great Maya cities is next to a cenote, or natural well. The cave water was essential because, although the Maya lived in a tropical forest, fresh surface water was rare.</li> </ul>	
<p><b><u>YEAR 6 TERM 4</u></b></p> <ul style="list-style-type: none"> <li>• Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>• 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.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Use an atlas to find countries of the world where rainforests are found and give details.</li> <li>• Find the tropics of Cancer and Capricorn on a map.</li> <li>• Rainforests are found between the tropics of Cancer and Capricorn.</li> <li>• The plants found in each layer.</li> <li>• Animals that live in each layer, their locations and adaptations.</li> <li>• The difference between weather and climate.</li> <li>• Understand why deforestation is a problem.</li> <li>• Choose the best method of recording observations and measurements including sketch maps, plans, graphs and digital technologies.</li> <li>• Use search engines, index, contents and other research techniques to locate and interpret information.</li> <li>• Produce own scaled maps.</li> <li>• Use technical vocabulary.</li> </ul>	<p><b><u>RAINFORESTS, BIOMES AND CLIMATES</u></b></p> <p>Children will learn about the habitats, ecology and fragility of our planet and the importance of the rainforests.</p>
<p><b><u>YEAR 6 TERM 6</u></b></p> <ul style="list-style-type: none"> <li>• Know and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</li> <li>• Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe ways Didcot and farming has changed over time (e.g. GWP used to be farmland).</li> <li>• Draw simple sketch map using major landmarks.</li> <li>• Identify landmarks using a key.</li> <li>• Draw a simple sketch map to show buildings in an area.</li> <li>• Annotate a map to show major landmarks.</li> <li>• List land uses in urban and rural areas.</li> <li>• Identify rural and urban areas in the UK and explain their uses (crop, livestock)</li> <li>• Explain what a settlement is and look at important features.</li> </ul>	<p><b><u>LOCAL STUDY: DIDCOT</u></b></p> <p>This unit on land use provides children with the chance to take a careful look at the places around them and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the locality.</p>

<ul style="list-style-type: none"><li>• Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</li><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Identify and discuss pros and cons of a settlement.</li><li>• Identify patterns of historical settlement using maps.</li><li>• Describe directions of travel using the eight compass points.</li><li>• Find a location on a page by using simple co-ordinates.</li><li>• Find locations and use six-figure coordinates.</li><li>• Give four-figure co-ordinates for a location.</li><li>• Find similarities between maps of the same location.</li><li>• Suggest what the differences they have seen might tell them about why a place has changed.</li></ul>	
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