



Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Additional Events	
<p>Nursery</p>	<p>All about me Celebrations</p>		<p>Once upon a time Spring has sprung</p>		<p>In the garden It's a pirate's life</p>		<p>On-site learning Outdoor play Off-site learning Geographical features at Ropner Park and in the local area e.g. plants and the streets, shops and natural objects in the Oxbridge area. Industrial use and habitat around e.g. railway lines, local businesses Hardwick Hall</p> <p>Visitors Park keeper Shop/business owners</p>	
	<p style="text-align: center;">The World People and Communities</p>							
	<p>Rationale - Geography is taught through child interest led activities. Children will be encouraged to show interest and question their local area around Oxbridge Lane Primary School and where they live and areas which are familiar to them. They will be asked to remember and talk about significant places in their lives as well as special places they have visited e.g. relatives local areas, holiday destinations, parks or activity centers. Children will learn about different locations around school and further afield. They will also learn about things that make our local area special and unique they will be encouraged to talk about their similarities and differences in relation to locations using geographical vocabulary that is familiar while being introduced to new vocabulary regularly. Children will be encouraged to talk about aspects of their familiar world such as the park and the shops at Oxbridge. As many of our pupils have little or no access to outside space in their homes Oxbridge learning will endeavor to provide unique and stimulating learning both inside and outside of the classroom which will include trips and visitors.</p>			<p><u>Skills</u> – To understand the changes that happen in Autumn in their local area. To discuss the changes through first hand experiences.</p>		<p><u>Skills</u> – To develop an interest and love of the natural and human geographical world.</p>		
	<p><u>Vocabulary</u> - street, woods, park, trees, rain, Autumn, grow, leaves, changing, wind, zebra crossing, transport, railway</p>			<p><u>Vocabulary</u> - grow, change, seed, plant frost, mini-beast, wings, legs, warm, road, street, pavement, path</p>		<p><u>Skills</u> – To be able to experience and discuss physical features of summer. To be able recognize and discuss features found in their local environment.</p> <p><u>Vocabulary</u> - travel, car, bus, sun, shade, different, same, shop, garage, house, flat same , different</p>		
<p><u>Knowledge:</u> The children will learn about their community and the world in which they live. They will develop their understanding of similarities and differences. They will begin to talk about their environment and make observations of the place they live and their environment. They will begin to ask questions, explore, investigate and make comparisons. Children will notice detailed features of objects in their environment. Children will talk about some of the things they have observed such as plants, animals, natural and found objects. Children will look closely at similarities and differences, patterns and change. Children will enjoy playing with small world models such as farm, a garage or a train track. Children will use positional language</p>								

Reception	Nursery Rhymes	Toy story	Fairy Tales	Creepy Crawlies	Superheroes	Dinosaurs	On-site learning
<p style="text-align: center;">The World People and Communities</p> <p>Children will know about similarities and differences between themselves and others, and among families, communities and traditions. Children will learn about similarities and differences in relation to places, objects, materials and living things. They will with a growing confidence talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Rationale - Geography is taught through child interest led activities. Children will experience visits and picnics at Preston Park and Hardwick Park. These are designed to give children a range of life experiences to excite and stimulate in a way they may not be able to access at home. Children will develop and reinforce previous vocabulary and geographical knowledge through first-hand experience and talking about similarities and differences of the local area and further develop a knowledge and appreciation of their local geographical diversity.</p>							<p>Off-site learning Trips to Ropner Park, walks around the local streets to study house and shops. Preston Park Visitors Mountain Rescue assembly</p>
<p><u>Skills</u> – recognise and name some geographical physical features.</p>							<p><u>Skills</u> – To talk and make observations about an environment further afield.</p>
<p><u>Skills</u> – To explore and make comparisons between seasons.</p>		<p><u>Skills</u> – To begin to understand the wider world and use some simple geographical vocabulary.</p>		<p><u>Skills</u> – To talk and make observations about an environment further afield.</p>		<p><u>Skills</u> – To learn about their community and the world in which they live. To be able to compare and contrast locations</p>	
<p><u>Vocabulary</u> - Forest, river, hill, stream, tree, lake, parkland,</p>		<p><u>Vocabulary</u> - Weather seasons, clouds, temperature</p>		<p><u>Vocabulary</u> – Environment, mountain, world, park, tree, lake,</p>		<p><u>Vocabulary</u> – plan, city, town, village, countryside</p>	
<p><u>Knowledge:</u> The children will learn about their community and the world in which they live. They will develop their understanding of similarities and differences. They will begin to talk about their environment and make observations of the place they live and their environment. They will begin to ask questions, explore, investigate and make comparisons. Children will be able to use everyday language to talk about positions and distance to solve problems. Children will describe relative position such as behind or next to? Children will make observations of the environment and explain why some things occur and talk about changes. Children will talk about the features of their own immediate environment and how environments might vary from one another. Children will talk about similarities and differences in relation to places, objects, materials and living things.</p>							

Year 1	Geography Features	Atlases and Maps	Seasonal Weather	Stockton Past and Present	4 UK Countries and Capitals	Physical Features	On-site learning
	<p><u>Rationale</u> - This topic has been chosen to as it links with a visit to Ropner Park. Children are to talk about the natural environment and raise questions on what they have experienced and find the answers and share with others. Children will learn that there are different cultures and people and other ways of living often linked to geographical factors.</p>	<p><u>Rationale</u> - Links to 'Paws, claws and whiskers' topic. Study animals and habitats around the world and place on maps. This topic will ignite and desire to study other places further afield from Stockton which children may not have seen or visited.</p>	<p><u>Rationale</u> - This topic has been chosen as it links to art and science topics this term. Links to be made to science during the study of weather and plants. Art links include clouds and textures. Children will learn geography encompasses many areas of life and is not a standalone subject.</p>	<p><u>Rationale</u> - This topic links to the overall theme of 'Memory Box' and the history past and present topic. Children need to understand their local environment and name various geographical features. Children will see geographical features but may not realise what they are this allows them to use first and second hand (old maps, aerial photos) study techniques.</p>	<p><u>Rationale</u> - This topic links to the overall theme of 'Bright lights big cities' as well as history 'Cities and royals'. Geography with look at the major cities of the UK and the four countries and their links to royals. This will allow children who have visited other larger cities or countries to share their knowledge with their peers. Children will study how the UK has a diverse human and physical geographical make-up.</p>	<p><u>Rationale</u> - This topic links to the overall theme of 'Enchanted Forest'. Children will be able to use the key vocabulary when discussing physical features they see and research. Our local park Ropner Park is an ideal location to bring to life the diverse range of vegetation. Children will understand other ways of living often linked to geographical factors.</p>	<p>Outdoor learning – positional language, direction skills. Off-site learning Park to observe seasonal changes. Walk around local area. Visit to Ropner park Visitors Talk from a woodland worker Mountain Rescue assembly</p>
	<p><u>Skills</u> – I can talk about a natural environment, naming its features using some key vocabulary. I can locate places on a map of the local area using locational and directional language.</p>	<p><u>Skills</u> – I can draw a simple map. I can recognise and name some continents and oceans on a globe or atlas.</p>	<p><u>Skills</u> – I can show awareness that the weather may vary in different parts of the UK and in different parts of the world.</p>	<p><u>Skills</u> – I know about the local area and can name key landmarks, e.g. the nearest local green space. I can talk about a human environment, such as the local area or a UK city, naming some features.</p>	<p><u>Skills</u> – I can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. I can show awareness of my locality and identify one or two ways it is different and similar to a distant place.</p>	<p><u>Skills</u> – I can talk about a natural environment, naming its features using some key vocabulary.</p>	

	<p><u>Vocabulary</u> - vegetation, season and weather city, town, house near and far; left and right</p>	<p><u>Vocabulary</u> - maps, atlas, globe, countries North, South, East and West near and far, left and right, compass directions, near and far</p>	<p><u>Vocabulary</u> - season and weather related, climate</p>	<p><u>Vocabulary</u> - city, town, village, river, house, map, aerial Landmarks, physical, human,</p>	<p><u>Vocabulary</u> - city, capital, town, countries, England, Scotland, Wales, Northern Ireland, United Kingdom, Great Britain, British Isles London, Belfast, Edinburgh, Cardiff</p>	<p><u>Vocabulary</u> - forest, wood, mountain, lake, hill, river, stream, soil, vegetation</p>	
	<p><u>Knowledge:</u> Children will be able to about Ropner Park discussing the natural features such as trees, lake and recreation. Children will be able to locate Ropner Park on a simple map and describe using simple language its location to school. Children will begin to locate and name the seven continents and five oceans of the world.</p>		<p><u>Knowledge:</u> Children will be able to describe various forms of weather including rain, snow, sunny and how the weather differs at different times of year. Children will be able discuss the weather is different in parts of the UK and in parts of the world referencing how weather patterns to their location to the Poles and Equator. Children will be able to name their local park Ropner and other local green spaces, River Tees. Children will be able to name and discuss some of the human characteristics of Stockton and Oxbridge such as shops, parks, housing and work places.</p>		<p><u>Knowledge:</u> Children will locate the four counties and their capitals of the UK. Children will state how Stockton is different and similar to other cities like London. Children will be able to describe and discuss key features of a forest using language such as hill, soil and vegetation.</p>		

Year 2	I am a Superhero	All Ablaze	Planet Earth		To Infinity and Beyond	On-site learning Superhero day Off-site learning Planetarium The Deep Ropner Park visit Visitors Mountain Rescue assembly
	Where do I come from?		Looking at the world around us – continents and ocean	Comparing UK with another small area or Non-European country	Human and Physical Features - around the world and use maps, globes and atlas	
	<p><u>Rationale</u> - Links to 'I am a super hero'. To learn about heroes from their local area. This will allow children to study local people and realise they have an opportunity to achieve great things with their lives and that geographical location will not stop them from fulfilling their ambitions. Children will learn that there are different cultures and people and other ways of living often linked to geographical factors within their own diverse community.</p>	<p><u>Rationale</u> - Links to the overall topic of planet Earth. Children will study the continents and oceans of the world allowing them to see a world beyond Stockton and the UK. Children who have travelled further afield or have moved from another country will be able to share their experiences and allow other children to question and develop an enquiring geographical mind which understands a diverse physical and human environment.</p>	<p><u>Rationale</u> - Links to the overall topic of planet Earth. Children will look at how their country differs and has similarities with that of a different country. This allows our children who may have limited experience of travel to be able to see the wonders of physical and human features around the UK and the world. They will be able to contrast and compare diverse global regions.</p>	<p><u>Rationale</u> - Links to the overall topic of 'To infinity and beyond'. Children are to explore the wider world and look at a range of geographical features using maps, atlases and digital media. Children will be given access to a range of resources including maps and atlases which they may not have at home and be allowed to develop a love of world geography. They will gain an understanding of human and physical features that they will be able to use in school but also hopefully inspire them to visit or study further when they are older.</p>		
<p><u>Skills</u> – I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. I know about the local area, and can name and locate key landmarks. I can describe a journey on a map of the local area using simple compass directions and locational and directional language.</p>	<p><u>Skills</u> – I can name and locate the seven continents and five oceans on a globe or atlas.</p>	<p><u>Skills</u> – I can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there. I can describe my locality and how it is different and similar to a distant place.</p>	<p><u>Skills</u> – I can describe which continents have significant hot or cold areas and relate these to the Poles and Equator. I can recognise a natural environment and describe it using key vocabulary I can draw a simple map with a basic key of places showing landmarks.</p>			
<p><u>Vocabulary</u> – symbols, city, town, village, factory, farm, house, office, port, compass</p>	<p><u>Vocabulary</u> - continents, seas, oceans, Atlas, North, South, East, West locate</p>	<p><u>Vocabulary</u> – country, continents, seas, oceans, atlas, compare, similar, different</p>	<p><u>Vocabulary</u> - Equator and the North and South Poles, atlas, globe, map, digital mapping</p>			

Knowledge:

Children will locate and name England, Scotland, Wales and Northern Ireland and their capitals.

Children will be able to locate and name the North Sea, English Channel and Irish Sea.

Children will be able to locate and name some major areas of Teesside including Stockton, Middleborough, Yarm, Stockton and Hartlepool and also name local landmarks such as Roseberry Topping, Transporter Bridge, and River Tees.

Children will be able to describe a local journey using language such as left, right, NSEW, ahead, near, far while also describing some of the geographical features they would see such as city, town, village, factory, farm, house, office, port, harbor and shop

Knowledge:

Children will locate and name the seven continents and five oceans.

Children will be able to compare their local area to that of a difference place.

Children will be able to state some of the geographical activities that take place in our local area such as industries, housing, shopping and recreational.

Knowledge:

Children will be able to name the continents that are general hot or cold and state where they are located in relation to the Equator.

Children will be able to describe and locate a natural environment.

Children will draw a simple map which includes a key and NSEW directions and has landmarks and places included.

Year 3	Europe					On-site learning Outdoor learning MUGA Off-site learning Visit to a local landmark – for example captain cooks monument. Visitors Mountain Rescue assembly
<p>Journeys Consider the journey of a stone age person and compare to one today.</p>	<p>Journey from Rome to Stockton -mapping; Rome v Stockton: climate; human/physical features.</p>	<p>Physical and human features. Map journey round major European cities (incl of the UK) to visit famous landmarks.</p>	<p>World's Oceans and Specific Features - eg, Great Barrier Reef Mapping.</p>	<p>Endangered species/ conservation</p>		
<p><u>Rationale</u> - Links to the topic of early human life. Children will consider how terrain and other geographical features have changed over time</p>	<p><u>Rationale</u> - Links to the overall theme of I am a warrior. History Romans: where from? Art - Roman clay pots. Children will learn how conquering armies often used indigenous people to further their own needs.</p>	<p><u>Rationale</u> - Links to the topic of Euro Road Trip. Children will travel around the major countries and cities of Europe. To help children realise there are a variety of different and interesting areas away for the local community and that their cultures and ways of life may be different but equally as important as ours.</p>	<p><u>Rationale</u> - Links to the overall topic of Blue Abyss. Study of the world's oceans. To allow children access to information on areas of natural beauty which they may not be exposed to in their home lives. For us to help children appreciate the beauty and fragile state of environments from around the world and be aware of what we are able to do to save them while instilling a love of the natural environment.</p>	<p><u>Rationale</u> - Links to science topic Animals including humans studying endangered species from around the world. To help children understand how animals and humans are linked and that a diverse range of species and climates are needed to ensure species and the environment continue to thrive.</p>		
<p><u>Skills</u> – I can use a simple letter and number grid and give direction instructions up to four compass points. I can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere; I can locate the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles.</p>	<p><u>Skills</u> – I can describe where the UK is located, and name and locate its four countries and some counties; locate where I live in the UK. I can locate the UK's major urban areas; locate some physical environments in the UK. Children will be able to discuss</p>	<p><u>Skills</u> – I can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city. I can recognise the main land uses that occur in different settlements using a range of key vocabulary.</p>	<p><u>Skills</u> – I can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles I can recognise different natural features such as a mountain and river and describe them using a range of key</p>	<p><u>Skills</u> – I can, in a group, carry out fieldwork in the local area and present information.</p>		

		positive and negative impacts of Romans with regards to their use of indigenous labour.	I can locate countries in Europe and North and South America on a map or atlas.	vocabulary.		
	<u>Vocabulary</u> - land use, natural resources, trade, settlement, energy, food, minerals and water	<u>Vocabulary</u> - Rome, Italy, Europe, climate, hills, mountains, rivers, maps, climate, land use, settlement	<u>Vocabulary</u> – Climate, United Kingdom, Europe, hills, mountains, coasts, rivers, trade, diverse	<u>Vocabulary</u> – Atlantic, Pacific, Indian, Southern, Artic, coast	<u>Vocabulary</u> – Climate, zones, Biomes, Vegetation, belts, human, natural, trade, economic, deforestation, global warming, conservation	
	<u>Knowledge:</u> Children will be able give and follow directions using NSEW. Children will be able to identify and discuss the poles, Equator, Northern/Southern Hemisphere, Tropics of Cancer/Capricorn the Arctic and Antarctic Circles.	<u>Knowledge:</u> Children will be able to state where the UK is in relation to Italy and state the countries the Romans will have travelled through to reach the UK. Children will be able to locate and describe where they live using terms such as North of England. Children will be able to name major urban areas such as London, Newcastle, Middleborough, Cardiff, and Edinburgh and locate them on a map. Children will be able to name some seas around the UK (North Sea), Pennines and moors. Children will be able to state and describe major landmarks of some European cities e.g. Colosseum in Rome, Buckingham Place London, Eiffel Tower Paris.	<u>Knowledge:</u> Children will be able to locate and discuss the position of the Great Barrier Reef and relate it to its position in relation to the Equator and Poles. Children will be able to a range of natural resources associated with The Great Barrier Reef. Children will be able to state the oceans Atlantic, Pacific, Indian, Southern and Artic. Children will be able to work together to carry out and investigation relating to conservation and present their findings in simple formats such as charts and graphs.			

Year 4

Our World

Equator, North and South America, Arctic, Antarctic

Rationale - Links to the overall topic of the western World. Children will study a range of countries using mapping skills both digital and in atlases. Children are to gain a knowledge key geographical features which will lead to further study in Years 5 and 6. Children will have the opportunity to study countries and geographical areas they may not have heard of or seen while understanding how they link to other areas of the world.

Skills – I can use simple geographical vocabulary to describe significant physical features and talk about how they change. I can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. I can locate some countries in Europe and North and South America on a map or atlas. I can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. I can locate and describe some human and physical characteristics of the UK. I can describe the characteristics of settlements with different functions, e.g. coastal towns. I can describe where the UK is located, and name and locate some major urban areas; locate where I live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.

Vocabulary - Equator, continents, compass points, grid reference, Greenwich, Meridian, time zones

Geographical skills, compasses, 4 figure grid references, Contrasting localities

Rationale - Links to the history topic of The Egyptians. Children will use a range of maps, atlases and digital resources to help them give directions and work out grid references. Children will be able to identify key characteristics of urban and rural areas and locate a countries on a map to develop further geographical skills and knowledge. Children will be given opportunity to use geographical skills in in real life. Children to be given opportunity to understand and discuss how Egyptians used slave labour and link it to other societies and discuss the reasons for it and what we think about this now.

Skills – I can use four-figure grid references and give direction instructions up to eight compass points. I can locate some countries in Europe and North and South America on a map or atlas. I can make a map of a short route with features in the correct order and in the correct places. I can use the zoom function of a digital map to locate places. I can use vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.

Vocabulary – North, South, East, West, grid reference, desert, locality, contrast, Nile, industrial, farming, forestry, recreational, housing slave, labor, rights

On-site learning

Outdoor learning – linked to battles and direction.

Off-site learning

Yorvik center – focus on where Vikings came from (location)

Visitors

Mountain Rescue assembly

Knowledge:

Children will understand and use the geographical terms equator, continents, North, South, East and West, and time zones.

Children will be able to explain the water cycle using a range of geographical language.

Children will be able to locate the UK, France, Spain, Italy, USA and Brazil on a map.

Children can locate the Prime/Greenwich Meridian and explain the significance of longitude and latitude.

Children will be able to locate and discuss key physical and human features of our local area and compare them with other areas of the UK.

Children will be able to describe where the UK is located while stating some of our local counties e.g. Durham and Yorkshire.

Knowledge:

Children will be able to draw simple maps and use the compass directions NSEW and NE NW SE SW these will link to the Egyptian topic.

Children will use digital mapping to locate areas in Europe, North America and South America.

Children will use geographical vocabulary such as industrial, farming, forestry, recreational, housing.

Year 5	What Makes Teesside, Teesside?		Survival Across the World	Building Our Future	On-site learning Orienteering Off-site learning Fieldwork at various point on the River Tees Sketching bridges – River Tees trip. Visitors Mountain Rescue assembly
	River Tees – Source to Mouth	Captain Cook – Hero or Villain?	Grid References (4 figure)	Comparison – North America Stockton vs Stockton now – What will they look like in 5 yrs time?	
	<u>Rationale</u> - Links to overall topic of 'What makes Teesside, Teesside'. Children will study the River Tees and locations along the river including a field work visit. Children will see how the region fits into the UK in regards human and physical geography. To give children the opportunity to experience the beauty of their local geographical area and inspire them to look at other aspects of geography close to home and further afield.	<u>Rationale</u> - Links to overall topic of 'What makes Teesside, Teesside'. Also links with inspirational Teessiders. Children to study the influence and journey of a famous Teessider across the globe studying many geographical features. Children to debate the merits of Captain Cook especially his influence/effects on indigenous people. Children will be given the opportunity to see that Teessiders can be successful and many have influenced people and history across the world.	<u>Rationale</u> - Links to the overall topic of Survival across the world. Also links with PE orienteering. Children will carry out orienteering activities in PE and look at local maps to identify grid references to ensure they have basic survival skills and are able to read a map. To allow children to practice first hand skills they have developed in the classroom over a period of time and may not get an opportunity to use in their home life.	<u>Rationale</u> - Links to the overall topic of 'Building for the future'. Children will study Stockton UK and Stockton USA both past and present and look at geographical similarities and differences. Children are to see that their local town has an influence in North America and countries across the world. To give children an opportunity to discover a world which is beyond their local area and realise that Stockton (UK) has had an influence on regions around the world.	
<u>Skills</u> – I can use digital maps to identify human and physical features. I can describe different types of Industry currently in the local area. I can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers	<u>Skills</u> – I can use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and Longitude I can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their	<u>Skills</u> – I can use four-figure grid references.	<u>Skills</u> – I can know the journey of how one product gets into their home in detail. I can understand that climate and vegetation are connected in an example of a biome, and food is grown in many different countries because of their climate. I can know and share information about a European region and a region in North or South America, and Understand that a region is unique. I can describe some key physical and human characteristics of Europe and North and South America.		

	<p>and mountains. I can locate the UK's regions and major cities.</p>	<p>latitude and longitude.</p>			
	<p><u>Vocabulary</u> – source, mouth, erosion, meander, water fall, rapids, flow, Stockton, Yarm, High Force, Tees, Port, rural, urban, land use, natural world, diversity</p>	<p><u>Vocabulary</u> - latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, study, fieldwork, indigenous,</p>	<p><u>Vocabulary</u> - six points of a compass, four and six-figure grid references, symbols</p>	<p><u>Vocabulary</u> - physical and human characteristics, countries and major cities latitude, longitude, Northern Hemisphere, similarities and differences, digital/computer mapping</p>	
	<p><u>Knowledge:</u> Children will be able to describe the key physical features of the River Tees from source to mouth. Children will carry out a fieldwork trip, plan, and carry out an investigation into speed and depth of the river. Children will also sketch physical features of the river such as High Force. Children will be able to locate key places on the River Tees using a variety of maps. Children will use atlases and digital media to locate and track the journey of the famous Teessider Captain Cook.</p>	<p><u>Knowledge:</u> Children will be able to give compass direction including N S E W and NW NE SE SW. Children will use four figure grid references to locate place of geographical interest. Children will recognize simple map symbols and create their own keys.</p>	<p><u>Knowledge:</u> Children will be able to describe using geographical language the journey of a product from its origin to their home in Stockton. Children will describe the climate and vegetation of our local area and mention similarities and differences between Stockton in the USA. Children will be able to name key physical and human features of Stockton UK and Stockton USA such as rivers, mountains, continents they are in.</p>		

Year 6	Conflicts				On-site learning Orienteering MUGA Off-site learning High Adventure Visitors Mountain Rescue assembly
	European Human / Physical	Litter Pick / Beach Clean	Geographical Skills	Japan	
	<p><u>Rationale</u> - Links to overall topic of War & Conflict. Looking at human and physical features of Europe pre/post WW1 & WW2. Children will identify countries on a map and note political changes to maps over time. To understand that a diverse population and countries fought in the war to the allies. To show how migration from war or famine is not new and that people in our local area may be living here for these very reasons.</p>	<p><u>Rationale</u> - Links to the overall topic of Challenges Facing the World, linking to PSHE caring for the world. Children to understand the differences between UK localities and how human impact has caused these areas to change. To help children appreciate the beauty and fragile nature of our local natural environment and to encourage them to take responsibility for maintaining and improving our local and global environment.</p>	<p><u>Rationale</u> - Using geographical skills gained at High Adventure in Autumn 1 term when completing map work and fieldwork. To read a compass using figure references. To allow children to enhance skills they have learnt through first hand experiences and may not otherwise get in their home lives.</p>	<p><u>Rationale</u> - Current world events as Japan hosting 2020 Olympic Games. Links to current affairs and this gives our children a chance to broaden their knowledge of a geographical location which has similarities and many differences to ours.</p>	
	<p><u>Skills</u> – I can locate cities, countries and regions of Europe and North and South America on physical and political maps. I can describe key physical and human characteristics and environmental regions of Europe and North and South America.</p>	<p><u>Skills</u> – I can locate and describe several physical environments in the UK, and how they change. I can recognise broad land-use patterns of the UK I can understand how a region has changed and how it is different from another region of the UK. I can know information about a region of Europe and North or South America, its physical environment and climate, and economic activity.</p>	<p><u>Skills</u> – I can find six-figure grid references. I can make sketch maps of areas using Symbols, a key and a scale and I can use digital maps to investigate features of an area. I can plan and carry out a fieldwork Investigation in a rural area using appropriate techniques.</p>	<p><u>Skills</u> – I can describe what the climate of a region is like and how plants and animals are adapted to it. I can describe and understand a range of key physical processes and the resulting landscape features. I can understand how a mountain region was formed.</p>	
	<p><u>Vocabulary</u> - Human/physical features, atlas, digital mapping, Europe, migration</p>	<p><u>Vocabulary</u> – environment, destruction, global warming, plastic pollution, sea level, change, melting ice caps, deforestation</p>	<p><u>Vocabulary</u> – mapping, orienteering, symbols, compass points, grid references</p>	<p><u>Vocabulary</u> – Asia, Tokyo, Pacific Ocean, Islands, Urban, Economic, Trade, Similarities, customs, Mount Fuji, infrastructure</p>	

Knowledge:

Children will be able to locate and name several major cities and counties in Europe. Children will be able to list physical and human geography similarities and differences between a region from the UK and a region in Europe. Children will be able to use atlases and digital programs to locate several key countries in Europe. Children will be able use and understand the terms human and physical in their work.

Knowledge:

Children will be able to state physical features found at a local beech. Children will measure levels of pollution/litter and record findings in graphs or charts. Children will sketch local environments. Children will understand and describe land use of a certain area around Stockton. Children will be able to state some physical changes at the beech such as erosion.

Knowledge:

Children will understand and use six figure grid references to locate features and their location while on a field visit. They will also be able to sketch and label a range of geographical features and describe them using some geographical knowledge. Children will be able to describe both physical and human features of Japan. Children will be able to describe how the Japanese Alps were formed.