



	Unit 1	Unit 2	Unit 3
EYFS	Understanding the world		
Year 1	Where do I live?	Weather Patterns	At the Farm
Year 2	Map Makers	Around the World	Comparison: Jungle and Wyre Forest
Year 3	Settlements	Local Area: Canals	Rivers – The Nile and River Severn
Year 4	Volcanoes and Earthquakes <i>(For 24-25 the topic will be Rivers as Volcanoes and Earthquakes was taught to this cohort in Year 3)</i>	Where does our food come from?	Our European Neighbours – Greece and Scandinavia
Year 5	The United Kingdom	Mountains (incl Rivers)	North America
Year 6	Rainforests	Coastal Erosion and Climate Change	Natural Resources

Aims

At Saint Wulstan's Catholic Primary School, the rationale of the Geography Curriculum is to ensure **breadth and ambition** alongside developing readiness for ensuring pupils are **ready for the next stage of their Geography** studies at Secondary School.

At its simplest, Geography enables children to make sense of their world. A carefully planned curriculum, enables children to understand how **different views, values and perspectives influence and affect places and environments at different scales**. It helps explain why places are changing, how they are interconnected and why patterns of inequality exist at both local and global scales.

At Saint Wulstan's Catholic Primary School, we have designed a curriculum to **stimulate curiosity and provide answers to questions about the natural and human aspects of the world**. We want our pupils to have secure knowledge of the world, as well as their place in it. Developing knowledge and skills that are transferable to other curriculum areas is a core strength of our design in order for pupils to apply their knowledge and skills to promote their spiritual, moral, social and cultural development.

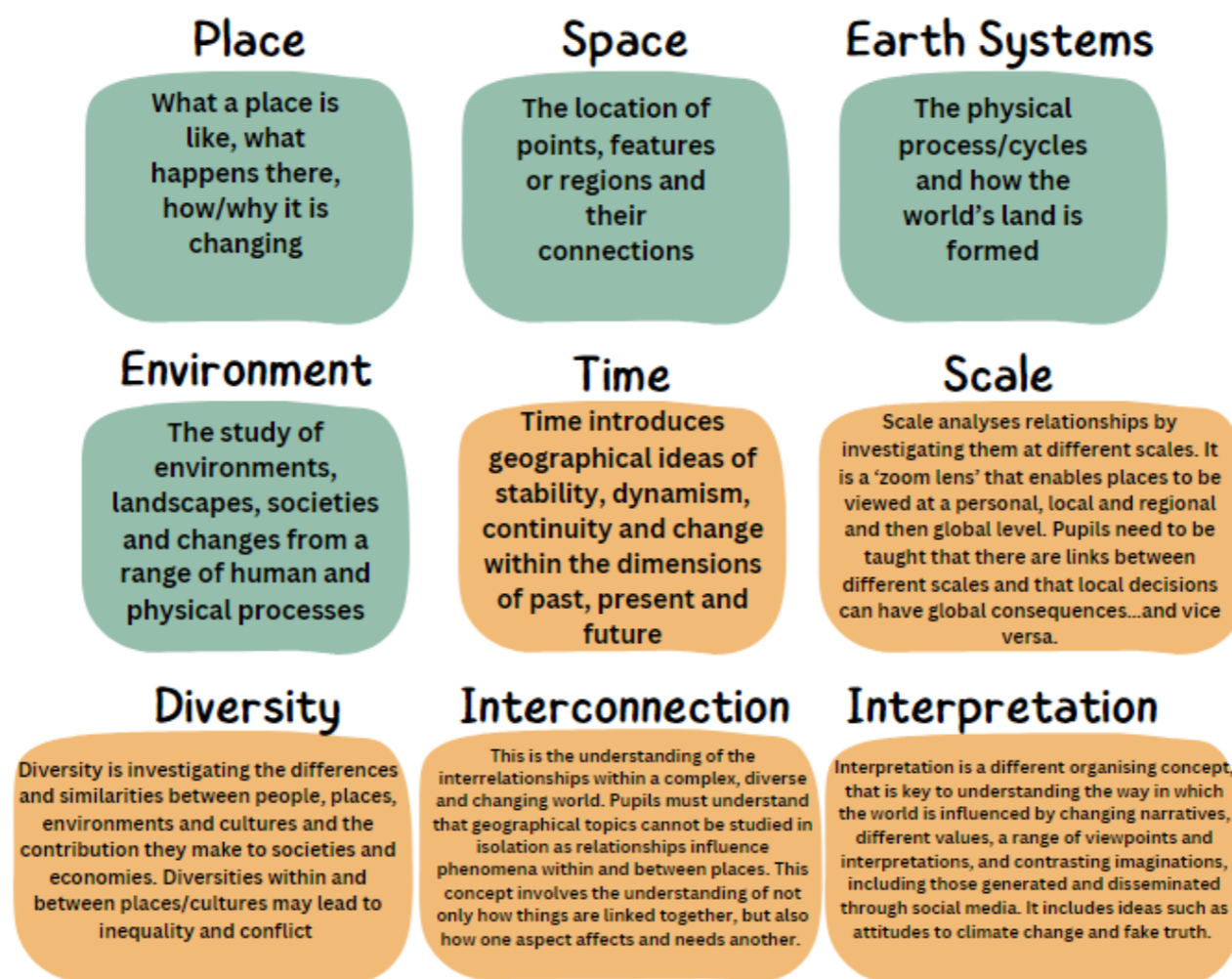
As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of diverse places, people, resources and environments, together with the Earth's key physical and human processes. At the end of their journey at Saint Wulstan's, our pupils will have a secure foundation of knowledge and skills to support them in their future studies as Secondary School and beyond.

At Saint Wulstan's Catholic Primary School, we follow the National Curriculum. As part of the National Curriculum in England, pupils develop different forms of geographical knowledge. These are:

- **Substantive knowledge**, which includes factual knowledge of the world around us (e.g. locational knowledge of places); as well as knowledge about geographical phenomena (e.g. physical processes and economic systems). Substantive knowledge is established fact that is not open to debate.
- **Disciplinary knowledge**, which is described by Ofsted (2023) as the 'knowledge of how geographical knowledge is formed, debated and contested'. It is knowledge about the discipline of geography, and it is through disciplinary knowledge that students learn the practices of geographers. These include:
 - knowing how geographers think; students need to know the key geographical concepts and conceptual frameworks that help us to make sense of the world and generate new geographical ideas
 - knowing how geographers work and find out; students need to know about working 'like a geographer' as well as developing their own capabilities through practice This includes skills and techniques such as using maps, critical thinking and debates, geographical enquiry and fieldwork. The term procedural knowledge is often used to describe the knowledge and skills required 'to do geography' and carry out geographical practices
 - knowing how to make use of geography; this is the application of geographical knowledge and understanding to everyday experiences and real-world issues. Geographical application involves applying knowledge learnt in different scenarios and contexts.

At Saint Wulstan's Catholic Primary School, we ensure the coverage of the National Curriculum through our **Geography Pillars**. The pillars for the curriculum are the key concepts as outlined by the Geography Association, which the school is a member of. The key concepts provide an underlying structure which helps to give an order to the geography studies. This ensures our pupils develop a geographical understanding and not simply an accumulation of facts and content. The key concepts support pupils to develop schema and achieve a greater depth and breadth of understanding. The curriculum is organised to provide opportunities for our pupils to interpret information, give information and to think abstractly within the secure foundation provided by the key concepts. **The green coloured concepts are based on Geographical knowledge. The orange coloured concepts are organisational - these are the concepts which really support our pupils to 'think like a geographer'.**

The pillars (key concepts) are:




Enquiry Questions

High-quality enquiry questions enable pupils to develop both substantive and disciplinary knowledge simultaneously. Lessons with a good question at their heart are focused and purposeful. Good key questions should:

- Capture the interest and imagination of students
- Focus on an aspect of geographical thinking or investigation
- Result in challenging activities that achieve substantial learning.

	Unit 1	Unit 2	Unit 3
Year 1	Is the United Kingdom one country?	Is a hat just for winter?	Tell me why you would prefer to live in a town or on a farm?
Year 2	What makes a good map?	Why is the equator important?	How is a jungle forest different to the Wyre Forest?
Year 3	What makes a good place to settle?	Why build canals?	Is the Nile the same as the River Severn?
Year 4	How do tectonic plates affect the world around them?	What would our diet be like without trade?	Are all countries in Europe like the United Kingdom?
Year 5	Are England's counties divided fairly?	Is it good to live by a mountain?	Would you rather live in the United Kingdom or North America?
Year 6	If you were in charge of rainforests, what would you change?	How can we protect the coastlines of the UK?	Why is the energy crisis a global issue?

EYFS	Understanding the world: Geography in the Early Years	Skills	Core vocabulary	Resources	By the end of this stage.
	<p>At Saint Wulstan's Catholic Primary School, we know providing opportunities for pupils to take on the role as a Geographer, to explore, discover and begin to make sense of the world around them is an essential part of our foundation to Geography. These opportunities are built into the seven areas of interconnected learning and development which are integral to the EYFS Framework. Throughout their time in the Early Years, pupils are offered opportunities to explore their physical world, as well as the local community and beyond. The experiences are first hand and imaginary, practical and involving rich vocabulary. These will be evident in the learning through as visits to local places of significance, exploring the school grounds alongside weather, seasons and times. There will also be opportunities to interact with local people who help us. Role play, small world play, manipulatives alongside mark making allow imaginary work with a geographical basis. This is further developed through contraction and exploring places and people through fiction and non-fiction.</p>	<p>Early Learning Goals:</p> <ul style="list-style-type: none"> • Know about similarities and differences in relation to places, objects, materials and living things. • Talk about features of their own immediate environment and how environments might vary from one another. • Make observations of animals and plants and explain why some things occur and talk about changes. • Children will develop an understanding of places around the world through story time. • Children will develop and understanding of the similarities and differences of some physical features. • Children will develop and understanding of features of their local environment (school and local area) • Children will be exposed to human and physical features within their local environment and will begin to develop vocabulary to discuss this. • Children will explore their local area and begin to use this information to create maps. • Children can identify the difference between seas/ oceans and land on maps. 	<p>Environment Place Stourport World Town Grounds St. Wulstan's Home Park Road School House Shop Hospital Café Weather – rainy, sunny, cloudy, storm, snowy, windy, hot, cold, Seasons – summer, spring, autumn, winter Mountain Sea Beach Cliff Map Atlas Globe Photographs Directions – forwards, backwards, up, down</p>	<p>Literacy in Geography EYFS</p> 	<ul style="list-style-type: none"> • Children will develop understanding and vocabulary in relation to homes. They will discuss similarities and differences.. • Children will know that people around the world have different religions, and that Diwali is celebrated by other faiths. • Children will be exposed to map reading and globes through provision and through targeted input. • Children will know what a globe is and how to identify the land and sea. • Children will know we live in a country called England. • Children will know there are other countries around the world, and these can be identified on a map / globe. • Children will know the town that they live in. • Children can begin to discuss their local area. • Children will explore their local area through visits and trips. • Children will create their own maps (messy maps) and use vocabulary to explain these. • Children will use directional language to discuss their maps and journeys taken. • Children will use BeeBots in provision and will use directional and positional language to develop their skills. • Children will be able to make comparisons between England and Africa using Handa's surprise as a comparison text. - locality homes – seasons. • Children will know that we can only grow certain fruit/vegetables in England. • Children will identify typical weather in Summer. • Children will know the features of a seaside town and compare it to the town we live in.

Year 1	Core knowledge	Core skills	Core Vocabulary	Resources – hyper link to folder	By the end of this unit
<p>Unit 1: Where do I live?</p>	<ul style="list-style-type: none"> Know that the Earth is split up into continents. Know that the continents are surrounded by oceans. Begin to name and locate the continents and oceans. Know that I live in England which is part of the United Kingdom. Know that the UK is made up of England, Scotland, Wales and Northern Ireland. Know that the capital cities in the UK are London, Edinburgh, Cardiff and Belfast. To know characteristics of the countries of the United Kingdom – the national flags of each country. To know that the UK is an Island and that we are surrounded by a coastline. Know that the UK is bordered by four seas: the English Channel, North Sea, Irish Sea and Atlantic Ocean. 	<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> Investigate places within the UK and environments by asking questions, making observations and using a simple source such as maps (UK), atlases, globes. <p><u>Map Skills</u></p> <ul style="list-style-type: none"> Recognise that a map shows a place (UK). Use relative vocabulary of scale (e.g., bigger/smaller). Spatially map places (e.g., recognise the UK on a small (map of UK)- and large (map of world) scale map. <p><u>Suggested outcomes:</u></p> <ul style="list-style-type: none"> Label countries on a map of the UK. Label the four seas on a map of the UK. Create a simple fact file for each country including the capital city. Label a map of UK with major capital cities. Investigate using aerial photographs where each country is and make simple comparisons 	<p>City, capital city, sea, island, ocean, United Kingdom, England, Northern Ireland, Wales and Scotland, coast, Edinburgh, Belfast, England, Cardiff, English Channel, North Sea, Atlantic Ocean, Irish Sea.</p> <p><u>Fieldwork vocabulary</u> scale, bigger, smaller</p>	<p><u>Fiction</u> Katie in Scotland by James Mayhew A Walk in London by Salvatore Rubbino</p> <p><u>Non-fiction</u> Maps of the United Kingdom by Rachel Dixon & Ms. Livi Gosling A Street Through Time by DK & Steve Noon</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> locate the UK on a map. name the surrounding seas of the UK. name the countries of the UK and their capital cities.
<p>Unit 2: Weather</p>	<ul style="list-style-type: none"> Know that the four seasons are spring, summer, autumn and winter. Know that in the UK, autumn and winter are colder, and spring and summer are warmer. Know that the equator is an imaginary line around the Earth that goes exactly midway between the North Pole and the South Pole and divides it into two equal halves, the Northern Hemisphere and the Southern Hemisphere. (children do not need to use these terms. Reference point only.) Know that not all countries have four seasons. Know that weather differs around the world. Know what weather forecasts show. Know the effect of the equator and the poles upon the weather. 	<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> Investigate environments by asking questions e.g., about the weather and making observations. To compare weather between the United Kingdom and Singapore <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> Record observations (weather chart) in simple ways, including pictures. Remember and talk about what was seen- what is the weather like today? Collect simple statistics about the weather- e.g., rainfall in a week/ month. <p><u>Suggested outcomes:</u></p> <ul style="list-style-type: none"> Complete an investigation into rainfall over the course of a week. Measure the rainfall over the week e.g., how long it has rained for each day and collect this information in a table. Create an information poster about extreme weathers. 	<p>Winter, Spring, Summer, Autumn, season, weather, meteorologist, wind, snow, rain, sun, hot, cold, heatwave, rainfall, flood, gale, storm, monsoon, hurricane.</p> <p><u>Fieldwork vocabulary</u> Collect, record observations, observe same, different, similar, compare, contrast</p>	<p><u>Fiction</u> Froggy Day by Heather Pindar & Barbara Bakos Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup</p> <p><u>Non-fiction</u> Why Do Leaves Fall from Trees? by Ruth Owen First Facts: Seasons by DK</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> name the four seasons. describe how weather can vary within them. explain the effect of the equator and poles on the weather. read and interpret simple weather symbols.

<p>Unit 3: At the Farm</p>	<ul style="list-style-type: none"> • Know what a farm is. • Know that different types of farms are used for different purposes? • Know why farms are important? • Know what is meant by a rural area • Know what is meant by and urban area. • Know differences between life on a farm and life in a city. • Know what a physical feature is • Know what a human feature is? • Know how the seasons affect a farm • Know which map symbols can be used to navigate a farm. 	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> • Investigate places and environments (rural areas) by asking questions, making observations and using a simple source such as maps (UK), atlases, globes. <p>Geographical understanding</p> <ul style="list-style-type: none"> • Show an understanding by describing places and features they study, using some geographical vocabulary (stated in vocabulary list). <p>Map skills</p> <ul style="list-style-type: none"> • Recognise that a map shows a place-rural locations • Locate a place- Malvern Hills • Use relative vocabulary of scale (e.g. bigger/smaller). <p>Suggested outcomes:</p> <ul style="list-style-type: none"> • Compare aerial photographs of rural and urban areas. • Label a diagram of the key features of a rural location with both human and physical features. • Visit a farm and create a geography drift detailing human and physical features. 	<p>City, Country, rural, urban, map, map symbols, seasons, Autumn Winter Spring Summer, domestic cultivate, farmhouse, barn, store, fields, rotate, physical features, human features, aerial photographs,</p>	<p>Fiction Martha maps it out The streets beneath my feet Rosie’s Walk by Pat Hutchins Belonging (2004) Walker Books – Jeannie Baker</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • discuss the purposes and importance of a farm. • identify human and physical features. • discuss differences between urban and rural areas.
<p>Year 2</p>	<p>Core knowledge</p>	<p>Core skills</p>	<p>Core Vocabulary</p>	<p>Resources</p>	<p>By the end of this unit</p>
<p>Unit 1 Map Makers</p>	<ul style="list-style-type: none"> • Know which is N, E, S and W on a compass • To know what a compass is for. • To know compass directions: North, East, South and West. • To know what a map is • To know what we need maps for. • To know how to create a simple map. • To know what a key is. • To know what we use keys for. • To recognise simple map symbols: Parking, Forest, River, School. • To be able to create a simple key. • To know that an aerial photograph is taken from above. • To recognise some human and physical features on aerial photographs. 	<p>Geographical understanding</p> <ul style="list-style-type: none"> • Observe and identify some similarities, differences and patterns in the local area e.g., houses. • Talk about their journey to and from school. <p>Map Skills</p> <ul style="list-style-type: none"> • Use a map to identify a place e.g., Elmfield Walk, Stourport, Bewdley, Kidderminster • Draw a map of their home (real or imaginary). • Use own symbols on an imaginary map. Direction and Location □ • Follow directions (up, down, forward, backwards, left, right) <p>Suggested outcomes:</p> <ul style="list-style-type: none"> • Create a map of the local area with simple symbols. • Annotate a simple map of your area with key features. • Draw and label different house types. • Write a letter home and post. • Collect simple data about the different houses. 	<p>Compass, direction, North, South, East, West, advantage, disadvantage, city, village, capital cities</p>	<p>Fiction Martha maps it out My Map Book by Sarah Fanelli The Lonely Beast by Chris Judge Dinosaurs’ Day Our by Nick Sharratt The Journey - Neil Griffiths and Dr. Scott Mann Where the Bugaboo Lives (2015) by Sean Taylor, Neal Layton A Balloon for Grandad by Nigel Gray We’re Going on a Bear Hunt by Michael Rosen/ Helen Oxenbury</p> <p>Non-fiction The Picture Atlas Simon Holland & Jill Calder Maps Aleksandra Mizielska, Daniel Mizielski</p>	<p>Children will:</p> <ul style="list-style-type: none"> • know and be able to use four compass points. • be able to create and read simple maps with keys. • be able to identify features on aerial photographs. • be able to discuss human and physical features.

<p>Unit 2 Around the World</p>	<ul style="list-style-type: none"> • Know that a continent is a land mass, and an ocean is a large body of water. • Know that there are seven continents – Asia, Africa, North America, South America, Antarctica, Europe and Australia • Know what an ocean is. • Know that there are five oceans – Pacific, Atlantic, Indian, Southern and Arctic. • Know that people live in different sizes of place, including villages, towns and cities. • Know that the Equator is an imaginary line drawn around the Earth, an equal distance from the North and South poles. • Know that the North and South poles are at the ends of the Earth’s axis. • Know the location of hot (Africa) and cold (Arctic) areas of the world in relation to the Equator and the North and South Poles. 	<p><u>Geographical Understanding</u></p> <ul style="list-style-type: none"> • Identify some similarities and differences between a hot place e.g., Africa and a cold place- Arctic or Antarctica based on climate. <p><u>Map Skills</u></p> <ul style="list-style-type: none"> • Use a simple atlas/globe to locate hot and cold places (Africa, Arctic, Antarctica) and continents. • Use a key on a map (world). <p><u>Suggested outcomes:</u></p> <ul style="list-style-type: none"> • Locate the Arctic and Antarctica on a map as well as the equator. • Create an information sheet of the characteristics of a hot place and compare to those of a cold place – climate, population, jobs. • List comparisons of where we live (England) to both the Arctic and Africa. 	<p>Climate, equator, continents, weather, seasons, North Pole, South Pole, climate, contrast, equator, hemisphere, longitude, latitude, compare, sea.</p> <p><u>Fieldwork vocabulary</u> Atlas, globe, North, East, South, West, key.</p>	<p><u>Fiction</u> The penguin who wanted to find out by Jill Tomlinson Poles apart by Jarvis</p> <p><u>Non-fiction</u> See Inside Weather & Climate by Katie Daynes Antarctica by Karen Romano Young</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • name the 7 continents. • locate the 7 continents. • locate the 5 oceans. • name the 5 oceans. • discuss the effect of the equator and poles on the weather. • discuss climate in relation to the poles and the equator.
<p>Unit 3: Let’s go to the jungle</p>	<ul style="list-style-type: none"> • Know that a mountain, lake island, valley, river, cliff, beach and forest are physical features • Use maps to name and locate the continents. • Know that different countries have different seasons. • Know that in the rainforest there is a wet and a dry season. • Know what a cloud forest is. • Describe the location of a cloud forest using directional language. • Know what a mangrove is. • Describe the location of a mangrove using directional language. • Know how plants grow using wet / dry seasons. 	<p><u>Geographical Understanding</u></p> <ul style="list-style-type: none"> • Identify some similarities and differences between a jungle and a local woodland. <p><u>Map Skills</u></p> <ul style="list-style-type: none"> • Use a simple atlas/globe to locate the seven continents. • Use a key on a map (world). • Use directional language to describe a route on a map. <p><u>Suggested outcomes:</u></p> <ul style="list-style-type: none"> • Create an information sheet of the characteristics of a jungle and compare to those of a local woodland – plants seasons, weather, animals. • Draw and label a simple map of a jungle. • make a cloud forest terrarium • Create mini books. 	<p>Jungle, wet season, dry season, mangrove, cloud forest, tropical forest, tropical forest region, region, near and far; left and right</p>	<p><u>Fiction</u> The Great Kapok tree. Lynne Cherry Where the forest meets the tree – Jeannine ~Baker What the Macaw saw - Charlotte Guillain & Sam Usher Little, Brown nut - Mary Auld & Dawn Cooper</p> <p><u>Non-Fiction</u> Expedition diaries: Borneo Rainforest - Simon Chapman</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • name and locate the seven continents. • discuss the effect of seasons on plant growth. • discuss how seasons differ around the world. • Children will be able to compare a jungle with the Wyre Forest.

Year 3	Core knowledge	Core skills	Core Vocabulary	Resources	By the end of this unit
<p align="center">Unit 1 Settlements</p>	<ul style="list-style-type: none"> • Know the definitions of ‘settlement’ and ‘land use’ and know some ways that land use is different in a city than in their local area/countryside. • To understand the needs of early settlers. • To know how and why settlements have changed over time. • Know the names of the different settlement types hamlets, villages, towns and cities. • Know that Worcestershire is a county in the countryside and develop understanding of the cities having different geographical features- cathedral, centre, larger population, larger settlements. • To know that symbols are used on maps. • To recognise some of the OS symbols listed • below. • To know that grid references are used on maps. • To read 3 figure grid references. • Know that some areas of Worcestershire are rural, and some are urban. • Know that land is used in different ways in my local area- farming animals, agriculture, housing, parks etc and compare this to land use and settlements in a city (Worcester). 	<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> • Investigate places beyond their immediate surroundings, starting to consider settlements and land use in London. • Use a range of sources -atlases, pictures, photos/pictured and internet to gather information about population/landmarks/rivers Begin to initiate/ask geographical questions-linked to the local area and farming. <p><u>Map skills</u></p> <ul style="list-style-type: none"> • Locate places (- rural and non-rural areas) on a scale map (UK). • Follow a route on a map with accuracy travelling from a rural to a non-rural area. • Use an atlas to identify human features-settlements and different areas for land use. Location and Direction • Use letter/no. co-ordinates to locate features (settlements) on a map of England. • Use 4 compass points to follow/give directions. <p><u>Suggested outcomes:</u></p> <ul style="list-style-type: none"> • Create a key vocabulary sheet with definitions- land use, settlement, diversity, urban, rural. • Use aerial photos to locate key areas of land and explain how the land is used and the types of settlements they see. • Annotate a map of the locale area with the key landmarks and how the land is used. Research local famous landmarks and write information about these alongside annotating key landmarks on a map. • Look at pictures and labelled diagrams of different historical settlements over time • Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? 	<p>similarities, differences, Skara Brae, UK Land use, farming, comparison, settlement, hamlets, village, city, town, map, locate, landmarks, countryside, county, urban, rural, hamlets, community, market town, economy, county</p> <p><u>Fieldwork vocabulary</u> Compass points: N, N, S, S, map/ Scale, Symbols. Coordinates, atlas, directions.</p>	<p><u>Fiction</u> Farm Boy by Michael Morpurgo</p> <p><u>Non-fiction</u> Discover and learn: The United Kingdom by CGP Population and Settlement by Izzi Howard England's Villages: An Extraordinary Journey Through Time by Ben Robinson</p>	<p>Children will:</p> <ul style="list-style-type: none"> • know the definitions of ‘settlement’ and ‘land use’. • know some ways that land use is different in a city than in their local area/countryside. • know what a settlement is and be able to discuss the needs of early settlers. • know how and why settlements have changed over time. • know the names of the different settlement types hamlets, villages, towns and cities. • know that symbols are used on maps and be able to recognise some of the OS symbols. • know that grid references are used on maps and be able to read these. • know that some areas of Worcestershire are rural, and some are urban, that Worcestershire is a county in the countryside and develop understanding of the cities having different geographical features- cathedral, centre, larger population, larger settlements. • know that land is used in different ways in my local area- farming animals, agriculture, housing, parks etc and compare this to land use and settlements in a city (Worcester).

<p style="text-align: center;">Unit 2 Our Local Area Canals</p>	<ul style="list-style-type: none"> • Know that I go to school in Stourport and that Stourport is a town in Worcestershire. • Know the differences between physical and human features. • know that England is divided up into areas which are called counties. • know that the county we live in is Worcestershire. • know that England is made up of, cities, towns and villages. • know that Worcester is the closest city to us. • know the eight, compass points: North, North East, East, South East, South, South West, West, North West. • I know what a canal is? • I know that a canal is man made as opposed to a river which is natural. • I know that canals have features (Basins, Locks, Severn Trows) • I know that the canals were built in Stourport in 1772 • I know how a canal is built. • I know why canals were built in this area. • I know where the canals in Stourport are. 	<p><u>Geographical understanding</u> Recognise the different buildings (houses, shop, farms etc.) on their journey.</p> <p><u>Map Skills</u> Describe and follow a route on a map (e.g., to and from school/around the school grounds). Use a simple atlas to locate places (e.g., where they live/where school is). Use a basic key on maps (for their home, school, shops). Use class-agreed symbols to make a simple key. Draw a map of the route they follow to school (add detail to a sketch map from an aerial photograph).</p> <p><u>Location and Direction</u> Use and follow directions, including NSEW.</p> <p><u>Fieldwork</u> Use tally charts and simple tables to collect information to compare e.g., types of houses.</p> <p><u>Suggested outcomes:</u> Draw a map of their journey to and from school adding simple symbols. Walk around the school grounds identifying key features. Label our school on a map and other schools in Emmaus MAC. Label key hills and rivers near us on a map and annotate key features in the area and area of a different school.</p>	<p>settlement population urban rural suburban density port resort and use zone political map physical map aerial photograph scale cardinal point key routes network Ordnance Survey</p>	<p><u>Fiction</u> Jess Carter and the Bolinder Geoffrey Lewis One Summer on the Cut Graham Beard Remus the Narrowboat – His First Adventure Susan Molly Lewis, Brian Evans Timecruiser Chris Crowther</p> <p><u>Non Fiction</u> The Atlas of Great Journeys: The Story of Discovery in Amazing Maps Philip Steele & Christian Gralingen</p> <p><u>Poetry</u> Canal Life by Ian McMillan</p> <p><u>Online resources</u> 41063-stourport-on-severn-fact-file.pdf (canalrivertrust.org.uk)</p> <p>Canal & River Trust learning bundles Canal & River Trust (canalrivertrust.org.uk)</p>	<p>Children will:</p> <ul style="list-style-type: none"> • know that they go to school in Stourport and that Stourport is a town in Worcestershire. • be able to describe the differences between physical and human features. • know that England is divided up into areas which are called counties and that the county we live in is Worcestershire. • know that England is made up of, cities, towns and villages. • know that Worcester is the closest city to us. • know and be able to use the eight, compass points: North, North East, East, South East, South, South West, West, North West.
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<p style="text-align: center;">Unit 3 Rivers</p>	<ul style="list-style-type: none"> • Know that a river is a moving body of water that drains the land. • Know that a river flows from its source on high ground, across land, and then into another body of water. This could be a lake, the sea, an ocean or even another river. • Know that rivers are an important part of the water cycle and responsible for transferring water to oceans. • Know that rivers are found on every continent and on nearly every kind of land. Some flow all year round. Others flow seasonally or during wet years. • Know that erosion, deposition and transportation are all river processes. • Know that deposition is the process in which a river loses energy (e.g. when you enter a shallow area) and can no longer hold all its material such as rocks, sand and silt. • Know that rivers erode in four ways: Abrasion, Attrition, hydraulic action and Solution or Corrosion. • Know that transport refers to the movement of rocks, sand, and silt by the river. • Know that upper course river features include the source, V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges. • Know that middle course river features include wider, shallower valleys, meanders, and oxbow lakes. • Know that lower course river features include wide flat-bottomed valleys, floodplains and deltas at the estuary or river mouth and usually begins in upland areas and flows downhill. 	<p><u>Geographical understanding</u></p> <ul style="list-style-type: none"> • Investigate places beyond their immediate surroundings, considering human and physical features and patterns. • Consider how places change over time, and some links between people and environments. Location and Direction • Use 4 compass points to describe the direction water flows in. • Begin to use 8 compass points. <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> • 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><u>Suggested outcomes:</u></p> <ul style="list-style-type: none"> • Complete key vocabulary sheet- condensation, evaporation, transpiration and precipitation. • Draw and annotate diagram of the water cycle offering explanations of the process independently whilst being able to articulate knowledge. • Complete own water cycle using- a large transparent bowl, a small transparent bowl, hot water, a few cubes of ice, spoon, cling film, salt, a large sheet of paper, felt tip pens, coloured pencils or quality crayons. • Study key known rivers in the world such as The Nile and Amazon (world's longest). 	<p>Water cycle, transpiration, precipitation, evaporation, vapour, condensation, runoff</p> <p><u>Fieldwork vocabulary</u> 8 compass points- N, E, S, W, NE, SE, NW, SW observe, measure, graphs</p>	<p><u>Fiction</u></p> <p><u>Non-fiction</u> Rivers (Where on Earth?) by Susie Brooks Song of the River by Gill Lewis</p>	<p>Children will:</p> <ul style="list-style-type: none"> • know that a river flows from its source on high ground, across land, and then into another body of water. • know that rivers are responsible for transferring water to oceans. • know that rivers are found on every continent and on nearly every kind of land. • Know that some flow all year round. Others flow seasonally or during wet years. • be able to discuss features and processes of rivers.
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Year 4	Core knowledge	Core skills	Core Vocabulary	Resources	By the end of this unit
<p>Unit 1: Volcanoes and Earthquakes</p>	<ul style="list-style-type: none"> • Know what a natural disaster is. • Know that the Earth is made up of different layers – the core, the mantle and the crust. know that the crust is made up of plates. • Know that the earth's crust is split into tectonic plates. • Know that volcanoes are openings in the Earth's crust. • Know that a volcano is a type of mountain. • Know that there are- active, extinct and dormant volcanoes. • Know that when the plates move in different directions over time, this can create so much energy an earthquake occurs. <p>Know the advantages of living near a volcano- link to sustainability- crops grow well due to the nutrients from volcanic ash in soil.</p>	<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> • Carry out their own investigations independently choosing geographical sources and using a range of questions and skills. • Express their own opinions and recognise why others may have different points of view. • Understand in some detail what several places are like, why they are similar and different, and how and why they are changing. • Show an understanding of the links between people, places and environments. <p><u>Suggested outcomes:</u></p> <ul style="list-style-type: none"> • label the layers of the Earth- core- inner and outer, mantle, crust etc. • Research key terminology- plate tectonics, volcano, crust, mantle etc and write about the link between plate tectonics and the formation of volcanoes. Label key features of a volcano. • Stick key elements of volcano accurately together. <p>Use an atlas to identify well known volcanos- including Mount Fuji (Japan), Mount Pinotubo (Philippines), Aconcagua (Argentina) and Mount Etna (Italy). Label the Earth's tectonic plates using a standard map of tectonic plates to help them.</p>	<p>Volcano, earthquake, tectonic plates, continental, settlements, magma, lava, dormant, extinct, chamber, eruption, tremor, climate,</p>	<p><u>Fiction</u> The Firework Maker's Daughter by Philip Pullman</p> <p><u>Non-fiction</u> Volcanoes and Earthquakes KS2 Geography by CGP Volcano and Earthquake by DK Earthquakes and Tsunamis by Ben Hubbard Natural Disasters by Johanna Haney</p>	<p>Children will:</p> <ul style="list-style-type: none"> • know that the Earth is made up of layers. • know the name of a movable land mass that moves and can prompt an earthquake or volcano. • know where an earthquake can happen. • be able to give reasons for living near an active volcano.

<p>Unit 2 Where does our food come from</p>	<ul style="list-style-type: none"> To know that food is produced globally. To Know that food is distributed around the world. To Know what climate zones are and their features To Know what a biome is To know what hemispheres, longitude and latitude are. To know how to use hemisphere, longitude and latitude to describe location To know what the tropics are To know how land is used to produce food To compare how food is produced in Italy to how food is produced in the UK 	<p><u>Geographical Understanding</u></p> <ul style="list-style-type: none"> Investigate places beyond their immediate surroundings, considering human and physical features and patterns. Consider how places change over time, and some links between people and environments. Location and Direction <p><u>Map Skills</u></p> <ul style="list-style-type: none"> Use maps, globes and Google Earth to locate Equator and Tropics Identify the continent of North America and locate Mexico Looking at a map of climate zones, children to use prior knowledge of the world to contrast with temperate climatic zone in England 	<p>Equator Tropics Tropic of Cancer Tropic of Capricorn conclusions Climate Zones Biome Trade Distrusted globally Hemisphere Longitude Latitude</p>	<p><u>Fiction</u> Reading Planet KS2: The Food in Your Fridge - Mercury/Brown Faruq and the Wiri Wiri Sophia Payne & Sandhya Prabha Welcome to Our Table: A Celebration of What Children Eat Everywhere Laura Mucha, Ed Smith & Harriet Lynas World of Food Sandra Lawrence & Violeta Noy The Farm That Feeds Us: A Year in the Life of an Organic Farm Nancy Castaldo & Ginnie Hsu</p> <p><u>Non-Fiction</u> Where Does Food Come From? PM Plus Non Fiction Level 14&15 Green</p>	<p>Children will:</p> <ul style="list-style-type: none"> know that food is produced globally and is distributed around the world. know what climate zones are and their features. know what a biome is and be able to discuss what hemispheres, longitude and latitude are. know how to use hemisphere, longitude and latitude to describe location know what the tropics are. know how land is used to produce food and be able to discuss how this has changed over time. be able to compare how food is produced in Italy to how food is produced in the UK.
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<p style="text-align: center;">Unit 3 Europe</p>	<ul style="list-style-type: none"> • Know that the Northern Hemisphere is found north of the Equator, and the Southern Hemisphere is found south of the Equator. • Know that the Tropics of Cancer and Capricorn are the boundaries for the Tropics. • Know that Europe is in the northern hemisphere (and be able to give examples of countries that are in the north, east, south and west of Europe, including the location of Russia). • Know that France, Spain, Italy, Greece and Germany are found in Europe. • Understand the term climate zones and how these link to lines of latitude. • Know the 5 major lines of latitude- Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, and the Antarctic Circle. • Know why different parts of the world have different time zones. • Know prime meridian is the imaginary line that divides Earth into two equals called the Greenwich meridian. • Know Athens/ Greece is in Europe. • Know that in the South of Europe, you can find the Mediterranean countries, around the Mediterranean Sea. • Know the definitions of weather and climate. • Know that we use lines of latitude to find out how far north or south a place is. Know There are five major lines of latitude: The Arctic Circle (the North Pole), the Antarctic Circle (the South Pole), the Tropic of Cancer, the Tropic of Capricorn, and the Equator. • Know geographical similarities and differences of weather and climate of a region in the United Kingdom and Scandinavia and Greece. 	<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> • Investigate places within Europe and environments by asking and responding to geographical questions, making observations and using sources. • Geographical Understanding • Consider how places (in Europe) change over time, and some links between people and environments. • Investigate places beyond their immediate surroundings, considering human and physical features and patterns. <p><u>Map Skills</u></p> <ul style="list-style-type: none"> • Locate places on larger scale maps. (Europe and world). • Begin to recognise symbols on an OS map. Location and direction • Use the 4 compass points well. • Begin to use 8 compass points. • Use letter/no co-ordinates to locate features on a map. Fieldwork • Offer some explanations for features seen in fieldwork. <p><u>Suggested outcomes:</u></p> <ul style="list-style-type: none"> • Use an atlas to locate and label a map of Europe with the countries within Europe, relate this to a globe and find the same locations using google maps and satellite images. • Compare and contrast mountain ranges, rivers and landmarks and record key facts. 	<p>Europe, continent, country, environmental regions, characteristics, capital city, temperate region, rivers, mountains, longitude, latitude, Northern and Southern hemisphere, equator, boundaries, Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, and the Antarctic Circle, climate zones.</p> <p><u>Fieldwork vocabulary</u> Compass points: N, E, S, W, NW, NE, SE, SW, scale, maps, ordnance survey map, symbols, coordinates, time zones</p>	<p><u>Fiction</u> Neither Here, Nor There: Travels in Europe by Bill Bryson</p> <p><u>Non-fiction</u> Discover and Learn: Europe Study Book by CGP Europe (Where on Earth?) by Vallepur Collins Map of Europe by Collins</p>	<p>Children will:</p> <ul style="list-style-type: none"> • know that the Northern Hemisphere is found north of the Equator, and the Southern Hemisphere is found south of the Equator. • know that the Tropics of Cancer and Capricorn are the boundaries for the Tropics. • know that Europe is in the northern hemisphere (and be able to give examples of countries that are in Europe. • understand the term climate zones and how these link to lines of latitude. • know the 5 major lines of latitude. • be able to discuss time zones and how these differ. • discuss what prime meridian is. • know that we use lines of latitude to find out how far north or south a place is. • know there are five major lines of latitude. • be able to compare differences of weather and climate of the UK with Scandinavia and Greece.
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Year 5	Core knowledge	Core skills	Core Vocabulary	Resources	By the end of this unit
<p style="text-align: center;">Unit 1 The UK</p>	<ul style="list-style-type: none"> • Know some key facts about the UK • Locational Geography Example- 'The UK- cities, counties and regions' • Know the relative locations of UK's capital cities and identify these on a map. • Know that a city has a Cathedral. • Know that the United Kingdom is divided into regions called counties (there are 48 in England). • Know the counties that we border with. • Know topographic features of Worcestershire. • To know that the longest rivers in the UK are the River Severn, the River Thames and the River Trent. • To know and can name significant human characteristics and physical features of UK, • Key knowledge threads- location and human and physical features. 	<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> • Investigate places beyond their immediate surroundings, starting to consider physical and human features. • Investigate how places (Wyre Forest), change over time. <p><u>Map Skills</u></p> <ul style="list-style-type: none"> • Locate places (UK, London, Edinburgh, Cardiff, Belfast, North Yorkshire etc.) on a map (UK/Europe). • Follow a route on a map with accuracy. • Use coordinate grids and refer to map features such as lines of longitude and latitude. <p><u>Suggested outcomes</u></p> <ul style="list-style-type: none"> • Label a map of the UK with capital cities, counties and regions. • Find where they live on a map of the world and a map of the United Kingdom. • Label a diagram or photograph using some geographical words of their locality/county/country- • label key topographical features. • Create information leaflets about key cities/counties/regions. 	<p>County, country, county, region, city, river, mountains, hills, topographical, physical distribution, human features. country, county, region, city, capital city, population,</p>	<p><u>Non-fiction</u> CGP The study book The United Kingdom by CGP The Big Book of the UK: Facts, folklore and fascinations from around the United Kingdom by Imogen Russell Williams</p>	<p>Children will:</p> <ul style="list-style-type: none"> • know the characteristic of cities and be able to identify these on a map. • be able to identify, locate and name the longest rivers in the UK. • know that the United Kingdom is divided into regions called counties. • be able to discuss the counties that we border with. • know and can name significant human characteristics and physical features and topographical features of UK.

<p style="text-align: center;">Unit 2 Mountains & Rivers</p>	<ul style="list-style-type: none"> • Know how mountains are formed. • Know the key features of a mountain. • Know that the highest mountains in the UK are Ben Nevis (Scotland), Snowdon (Wales), Scafell Pike (England) and Slieve Donard (Northern Ireland). • Know the highest peaks in each of the 7 continents • Denali, Mount Aconcagua, Kilimanjaro, Mount Elbrus, Mount Everest, Vinson Massif, Mount Kosciuszko using lines of longitude and latitude. • Know that water moves around the water cycle, using condensation and evaporation. • Know the terms transpiration and precipitation and their role within the water cycle. • Know that clouds are made of water droplets. • Know that when clouds get too heavy, the water droplets fall as rain. Rivers • know what elevation means in geographical terms. • know how elevation is shown on a map. 	<p>Fieldwork</p> <ul style="list-style-type: none"> • To offer explanations for features seen in fieldwork locating mountains/hills near us. Malvern Hills <p>Map Skills</p> <ul style="list-style-type: none"> • Locate mountains on larger scale maps. (Europe and world) using lines of longitude and latitude). <p>Suggested outcomes:</p> <ul style="list-style-type: none"> • Use an atlas to label large mountain ranges and the highest peaks in each continent on a map. • Create a fact file for a mountain range- including the definition of a mountain, how they are formed, how height the mountain is etc. • Create a comparisons sheet for the 7 highest peaks (choose 2/3) and offer explanations for their similarities and differences. • Research mountain expeditions and create a piece of writing on their chosen one. 	<p>Mountain, formation, summit, peak, longitude, latitude, Europe, world, continent precipitation transpiration climate,</p>	<p>Fiction</p> <p>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Alexander Stewart Asha & the Spirit Bird: winner of the Costa by Jasbinder Bilan Non-fiction Rivers and Mountains (Physical and Human Geography) by Joanna Brundle The Water Cycle (Collins Big Cat) by Alison Milford</p>	<p>Children will:</p> <ul style="list-style-type: none"> • understand how mountains are formed, and their key features. • be able to name and locate the highest mountains in the UK and the highest peaks in each of the 7 continents. • be able to discuss advantages and disadvantages of living near a mountain. • be able to describe the water cycle and the stages within it. • know what elevation means in geographical terms a • Show how elevation is shown on a map.
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<p style="text-align: center;">Unit 3 North America</p>	<ul style="list-style-type: none"> • Know the names of, and locate, a number of South or North American Countries • Know that the Americas can be split into two continents – North and South America. • Know that there are 23 countries in North America, with Canada being the biggest. • Know the relative locations of Canada, USA, Mexico and Cuba on a map of North America. • Know that the capital of Canada is Ottawa, the capital of the USA is Washington DC, and the capital of Mexico is Mexico City. • To know that the Missouri River is the longest in North America and flows through seven US states. • To know that Denali is the highest mountain in North America. • To know that Canada has many forests and 30,000 lakes which are used as a food source, to provide transport and sustain sports, all of which support the country's economy. • Know why different parts of the world have different time zones. • Know what Greenwich Mean Time (GMT) is. • Know that there are more than 24 time zones around the world. □ • Know the time zones of the UK, USA, Canada and Mexico. • Know about time zones and work out differences 	<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> • Use time zone maps to work out time differences between various locations in North America, as well as locations in North America and the rest of the world <p><u>Map Skills</u></p> <ul style="list-style-type: none"> • Use 8 compass points confidently and accurately. • Use 4-figure co-ordinates confidently to locate key areas in North America and create own maps using coordinates. • Begin to use 6-figure grid references. <p><u>Suggested outcomes:</u></p> <ul style="list-style-type: none"> • Locate and label North America on a world map as well as famous features of North America, including natural features such as the Grand Canyon and Niagara Falls. • Calculate different time zones. 	<p>Americas, North America, Continent, Country, Central America, forest, lake, river, mountain, capital, continent, topographical, mountain, lake, Prime Meridian/Greenwich Meridian, Latitude Longitude, Time zone, day, night</p> <p><u>Fieldwork vocabulary</u> 6 figure grid reference, 8 compass points, North, East, South, West, NE, SE, NW, SW, scale- larger and smaller,</p>	<p><u>Fiction</u> Holes By Louis Sachar</p> <p><u>Non-fiction</u> Living in North & North America: The USA Jen Green Close up continents Mapping North America by Paul Rockett Learning about North America by Christian Petersen</p>	<p>Children will:</p> <ul style="list-style-type: none"> • be able to name and locate several South or North American Countries. • know that the Americas can be split into two continents – North and South America. • know that there are 23 countries in North America, with Canada being the biggest. • know the relative locations of Canada, USA, Mexico and Cuba on a map of North America. • know that the capital of Canada is Ottawa, the capital of the USA is Washington DC, and the capital of Mexico is Mexico City. • know why different parts of the world have different time zones. • know what Greenwich Mean Time (GMT) is. • know that there are more than 24 time zones around the world.
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Year 6	Core knowledge	Core skills	Core Vocabulary	Resources	By the end of this unit
<p align="center">Unit 1 Rainforests</p>	<ul style="list-style-type: none"> • Know how to use graphs to record features such as temperature or rainfall across the world • Know and understand the nature of the different climate zones around the world: The polar zones, the temperate zones and the tropical zones. • Know that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water. • Know that climates become more varied in locations further from the equator. • Know that climate change has occurred naturally over millions of years. • Know that the climate of the Americas is highly varied, including rainforests, deserts, temperate and dry climates. • Know that rainforests are found around the Equator. • Know the main biomes and their features: desert, tundra, tropical, taiga/deciduous forest, grasslands, coral reefs and mountainous. • Know the biomes that the countries studied to date are. • know how the indigenous people of the Amazon Rainforest live 	<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> • Know about some of the spatial patterns in human and physical geography- link to the Amazon Rainforest vegetation/climate. <p><u>Map Skills</u></p> <ul style="list-style-type: none"> • Select the best map for a specific purpose- e.g. for identifying different climate areas, biomes and vegetation belts. • Begin to draw a variety of thematic maps based on their own data- map to show different climates/places etc. <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> • Describe best ways to collect data in fieldwork- climate change over time. □ Collect statistics about people and places- people living in different biomes- how are their lives different? • Make careful and accurate measurements. • Use a range of graphs- line/tally/ block. Draw a sketch map using symbols and a key. <p><u>Suggested outcomes:</u></p> <ul style="list-style-type: none"> • Create key vocabulary sheet for subject specific vocabulary- biomes, climate zones and vegetations belts etc. • Use iPads/computer to research different biomes. • Write a fact file about a key animal that has adapted to live in their biome e.g. in the rainforest. • Label a map of the world with different biomes. • Compare how the indigenous people of the rainforest live with their own lives 	<p>Climate zone, vegetation belt, tropics of Cancer and Capricorn, biomes (Tundra, taiga, grasslands, temperate forest, deciduous forest, chaparral, desert, desert scrub, savannah, rainforest, alpine) Climate zone (Polar, temperate, arid, tropical, Mediterranean) rainforest, canopy, desert, temperate region.</p> <p><u>Fieldwork vocabulary</u> Survey, collate, data, record, observe, data handling, graphs-line/block, charts-tally, results, compare, contrast, locality, measure, conclusions</p>	<p><u>Fiction</u> The Explorer by Katherine Rundell The Great Kapok Tree by Lynne Cherry</p> <p><u>Non-fiction</u> Amazon Adventure: Unfolding Journeys by Stewart Ross& Jenni Sparks Tree of Wonder by Kate Messner</p>	<p>Children will:</p> <ul style="list-style-type: none"> • read and use graphs to record features such as temperature or rainfall across the world. • understand the nature of the different climate zones around the world: The polar zones, the temperate zones and the tropical zones. • know that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water. • understand that climates become more varied in locations further from the equator. • be able to discuss climate change and its timescale, the impact of it. • know that the climate of the Americas is highly varied, including rainforests, deserts, temperate and dry climates. • know that rainforests are found around the Equator. • know the main biomes and their features: desert, tundra, tropical, taiga/deciduous forest, grasslands, coral reefs and mountainous. • be able to tell you about some indigenous people who live in the Amazon Rainforest

<p style="text-align: center;">Unit 2 Costal Erosion And Climate Change</p>	<ul style="list-style-type: none"> To know the features of a coastline To know that there are different types of beaches To Know how to use six-figure grid references To Know what most of the ordnance survey symbols stand for Know what is meant by coastal erosion Climate change (or global warming) is the process of our planet heating up. (Scientists estimate that since the Industrial Revolution, human activity has caused the Earth to warm by approximately 1°C. While that might not sound like much, it means big things for people and wildlife around the globe) Climate change refers to the shift in the Earth's usual weather conditions over many years. Our world has been getting hotter due to human actions, like burning fossil fuels, cutting down too many trees and over farming crops and animals. In the Earth's atmosphere there are small amounts of gases known as greenhouse gases. These include carbon dioxide (CO₂), water vapour and methane. These gases trap some of the heat radiating from the surface of the Earth, stopping it from escaping back out to space. Due to a combination of human actions, our layer of greenhouse gases has been getting steadily thicker and, as a result, the Earth has been getting hotter. This is known as global warming. Climate change is the result of these actions and it's already putting humans, wildlife and the planet at risk. 	<p><u>Geographical skills</u></p> <ul style="list-style-type: none"> Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics Use geographical symbols e.g. contours lines to identify flattest and hilliest areas of the area <p><u>Map Skills</u></p> <ul style="list-style-type: none"> Use maps to identify longitude and latitude Use 6 figure grid references to identify features around coastal location, including physical and human features <p><u>Suggested Outcomes</u></p> <ul style="list-style-type: none"> Ask questions e.g. what is this landscape like? What is life like there? Study photos/pictures/maps to make comparisons between coastal location and Stourport Understand how these features may have changed over time. 	<p>Erosion, coast, bay, shoreline, cliff, cave, dune, weathering, abrasion, coastal zones, salt marsh, Climate change, Global warming, Sustainable development, Greenhouse effect</p>	<p><u>Fiction</u> Journey to the River Sea Eva Ibbotson</p> <p><u>Non-Fiction</u> A Drop in the Ocean: The Story of Water Jacqui Bailey & Matthew Lilly What Is Climate Change? – Gail Herman The Ecology Book: Big Ideas Simply Explained – DK The Incredible Ecosystems of Planet Earth – Rachel Ignotofsky</p> <p><u>Poetry</u> Poems from a Green and Blue Planet - Sabrina Mahfouz The Listeners – Walter De La Mare</p>	<p>Children will:</p> <ul style="list-style-type: none"> be able to discuss the features of coastlines and how these have changed over time. be able to use six figure grid references and discuss the symbols on ordnance survey maps. discuss the impact of costal erosion and the impact that this has. Know what the term ~Climate change stands for. Discuss factors affecting climate change. Discuss the impact of climate change on our coastline.
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<p>Unit 3 Natural Resources</p>	<ul style="list-style-type: none"> • Know the distribution of natural resources including energy. • Know the difference between renewable and non-renewable energy. • Know that power is generated in the UK mostly by burning fossil fuels. • Know that fossil fuels are not renewable. Know that there are ways to generate renewable energy, including solar, wind and nuclear. • Know that in different countries, people have different access to resources compared to in the UK. Know some of the problems associated with resources that are not abundant • Know some of the advantages and disadvantages of renewable energy sources. 	<p>Fieldwork</p> <ul style="list-style-type: none"> • Suggest questions for fieldwork study linked to promoting natural resources. • Rank information in order of importance e.g. renewable and non-renewable resources. • State accurate conclusions, using data collected e.g. which resources are we using up, how could we generate renewable resources? • Decide best way to present data, using a range of graphs and charts. <p>Suggested outcomes:</p> <ul style="list-style-type: none"> • Match the energy-renewable and non-renewable to the correct diagram. • Create a table consisting of the advantages and disadvantages of a range of renewable and non-renewable energy. • Identify ways in which energy is created- draw and annotate. State key terms and annotate for fossil fuels, solar, wind and nuclear energy and add examples. • Annotate a world map with areas in which they generate particular energy most 	<p>Natural resource, energy, map, atlas, globes, grid reference, longitude, latitude. natural gas, nuclear energy, oil, pollution, power grid, power plant, power station, reactor, solar panel, solar power, steam turbine, scale.</p>	<p>Fiction Nature of Nature: Why We Need The Wild by Enric Sala</p> <p>Non-fiction Everything Sustainable Energy by National Geographic Kids</p>	<p>Children will:</p> <ul style="list-style-type: none"> • be able to state the difference between renewable and non-renewable energy. • be able to discuss distribution of natural resources including energy. • know that power is generated in the UK mostly by burning fossil fuels and that fossil fuels are not renewable. • know that there are ways to generate renewable energy, including solar, wind and nuclear. • know that in different countries, people have different access to resources compared to in the UK. • know some of the problems associated with resources that are not abundant. • know some of the advantages and disadvantages of renewable energy sources.
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