

Early Years Foundation Stage

	Autumn TOPIC 1 OUR SCHOOL	Spring TOPIC 2 FARMS	Summer TOPIC 3 HOT & COLD PLACES
Prior Knowledge	<i>DM- Understanding the world (Birth to 3)</i> Explore and respond to different natural phenomena in their setting and on trips. Explore and respond to the environment- jumping in puddles, finding minibeasts	<i>DM- Understanding the world (Birth to 3)</i> Show interest in different occupations e.g. farmer. Explore the natural world around them	<i>DM- Understanding the world (Birth to 3)</i> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Key Questions	<ul style="list-style-type: none"> ✔ What is a map for and what does it show? ✔ How do you show a real-life object on a map? ✔ Which words help us to use maps? ✔ How do you follow and use maps? ✔ How can you create a map? What does it need? 	<ul style="list-style-type: none"> ✔ What do farmers do and why do they do it? ✔ What can you find on a farm and what is it for? ✔ Why are farms important? ✔ Can you describe the route the burglars took to reach the prize cow? (What the Ladybird Heard? Around the farm) ✔ What's different from a farm and our school environment? Can you name/describe/compare the things in around you in the environment? 	<ul style="list-style-type: none"> ✔ What are all the types of weather? Where would you find them in the world? ✔ Which words can we use to describe hot and cold places? What do they look like? ✔ How are hot and cold places different? Are they always like that? ✔ How does being hot/cold impact life in these places? ✔ How do we choose which clothes to wear?
Key Vocabulary <i>Intentional and related vocabulary to be taught throughout the unit</i>	Forwards, backwards, left, right, through, under, over, next to, behind, path, bridge, pond, playground, woods, trees, bench, bushes, road, gate, roundabout, road sign, pavement, kerb, gravel, fence post, Arborfield, village, town, community, names of plants and animals spotted	Occupation, farmer, distribute, tractor, machinery, stable, crop, scarecrow, fence, barrel, coop, wheelbarrow, field, hay bale, farm, local, place, hill, river/stream, road pond, tree, fence, shed, house forest, tree root, bush, trunk, vista, scenery	Hot, cold, season, seasonal, warm, temperate, chilly, cool, climate, cloud, near, far, sun, snow, rain, Spring, Summer, Autumn, Winter, location, weather, temperature, contrast, similarities, differences, region, desert, savannah,
DM Taught Curriculum <i>Substantive knowledge taught and covered in KOs</i>	<i>DM- Understanding the world</i> Draw information from a simple map	<i>DM- Understanding the world</i> Draw information from a simple map Recognise some environments that are different to one that they live	<i>DM- Understanding the world</i> Recognise some environments that are different to one that they live. Understand the effect of changing seasons on the natural world around them. <i>ELG</i> -Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories non- fiction texts and when appropriate maps.
Learning Experiences <i>How will children experience the learning? What will they produce?</i>	<ul style="list-style-type: none"> ✔ Look at different types of map and how places are represented in different ways (including satellite maps/bird eye/photos/ symbols) ✔ Explore different types of land use using maps (city/village/farmland) 	<ul style="list-style-type: none"> ✔ Compare different images of different farms/ activities a farmer does ✔ Visiting a local farm and look at machinery/ equipment ✔ Learn about a food chain from farm to plate 	<ul style="list-style-type: none"> ✔ Observe daily weather changes and over a period of time ✔ Teach children about a range of contrasting environments within both their local and national region (e.g. What is the weather in Scotland today?)

	<ul style="list-style-type: none"> ✔ Zoom into a simple map of the local area and explore how objects are represented. Compare this to real-life photos. ✔ Look at a compass and follow/give simple directions ✔ Explore the immediate environment (school grounds) and compare to a simple map ✔ Draw/ create simple maps of classroom/ library/ outdoor area ✔ Create a map by taking and using photographs to represent a birds-eye view of the classroom 	<ul style="list-style-type: none"> ✔ Learn and use positional language to describe local environment/ describe places on a map ✔ Re-creating a farm using small world play and junk modelling ✔ Explore and compare different locations using photos/ descriptions and drawings ✔ Use Rosie’s Walk and Coombes Woods as stimulus for children to create own map book using geographical and positional language. 	<ul style="list-style-type: none"> ✔ Discuss and select clothing options for different weathers ✔ Role play- clothing shop linked to weather/ location ✔ Review different weathers around the world- showing them on maps ✔ Learn about the equator and the temperature changes closer/further from it ✔ Locate countries close to the equator and suggest/ look at weather ✔ Make links to own experiences with holiday photos/ descriptions ✔ Locate and look at Kenya- weather and its impact on food, travel, housing and animals ✔ Compare UK and Kenya by sharing similarities and differences ✔ Look at other African countries and nature- e.g. water holes, savannah, cold temperatures at night in desert ✔ Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
<p>Eco / Outdoor Learning Opportunities</p> <p>Where appropriate</p>	<ul style="list-style-type: none"> ✔ Welly walk around the school perimeter and through the woodland path ✔ Pupil led photography of different areas around the school ✔ Matching photographs to outdoor areas/ landmarks ✔ Walk to the local park 	<ul style="list-style-type: none"> ✔ Visit a farm- prepare and ask questions about occupation of farmer ✔ Take photos geographical features in Coombes woods 	<ul style="list-style-type: none"> ✔ Discussion and selecting different clothes for different weathers
<p>Other cross-curricular learning links</p> <p>Where appropriate</p>	<p><i>DM- Mathematics:</i></p> <ul style="list-style-type: none"> ✔ Understand position through words alone – for example, “The bag is under the table,” – with no pointing. ✔ Describe a familiar route. ✔ Discuss routes and locations, using words like ‘in front of’ and ‘behind’. ✔ Compare length, weight and capacity <p><i>English Unit-</i> All about me and my community</p>	<p><i>DM- Mathematics:</i></p> <ul style="list-style-type: none"> ✔ Positional language ✔ Counting-how many sheep? How many pigs? ✔ Shape, space and measure- can you build a farm big enough for ...animals. <p><i>English Unit-</i> What the Ladybird Heard/ Rosie’s Walk.</p>	<p><i>English Unit-</i> In the Savannah</p> <ul style="list-style-type: none"> ✔ Non-fiction texts that offer an insight into contrasting environments <p><i>EYFS Autumn Term DT-</i> exploring materials appropriate for different uses</p>

	Linked text – We're Going on a Bear Hunt		
Key Outcomes <i>To be used for assessment of learning</i>	<ul style="list-style-type: none"> ✔ Identify, locate and correctly place photos of items in the on a simple map of a familiar place in school ✔ Follow a series of simple directions to a location within school ✔ Use appropriate vocabulary to give a series of simple directions to a location within school ✔ Identify and use simple symbols/key on a map ✔ Follow a simple map to a location in school 	<p>Describe key features of a farm</p> <p>Giving a series of simple directions to a location within the school (The Coombes woods and Rosie's Walk)</p> <p>Creating a simple map from What the Ladybird Heard? and giving directions</p> <p>Identify and use simple symbols/key on a map</p>	<ul style="list-style-type: none"> ✔ Describe weather in different locations around the world ✔ Discuss and compare seasonal weather ✔ Use terms to describe the weather and seasons around the world (e.g. equator, season, hot climate) ✔ Locate hot and cold countries on a simple map ✔ Select and describe why certain clothing is appropriate to different countries around the world.

Year 1			
	Autumn TOPIC 1 LOCAL AREA STUDY	Spring TOPIC 2 THE UNITED KINGDOM	Summer TOPIC 3 HUMAN & PHYSICAL GEOGRAPHY IN THE UK
Prior Knowledge	<i>DM Understanding the World (3-4 years) Autumn Term</i> Talk about what they see, using a wide vocabulary <i>EYFS Term 1</i> Locational knowledge of the school -simple map making using photographs to create birds eye view of classroom	<i>EYFS Term 2</i> -Explain some similarities and differences between life in this country and life in other countries <i>DM- Understanding the world</i> Draw information from a simple map	<i>DM Understanding the World (3-4 years) Spring Term</i> Know there are different countries in the world and talk about differences they have experienced or seen <i>Year 1 Term 2</i> – Characteristics of the UK
Key Vocabulary <i>Intentional and related vocabulary to be taught throughout the unit</i>	City, town, village, centre, countryside, wood, forest, symbol, key, direction, shop, house, human, physical, feature, surrounding environment, similarities, differences, fieldwork	City, town, village , port, harbour, shop, capital city, country, sea, ocean, England, Wales, Scotland, Northern Ireland, Republic of Ireland, Belfast, London, Cardiff, Edinburgh, English channel, North/Irish/Celtic sea, North, South, East, West, direction, compass, compass points	Landmarks, Edinburgh, London, Belfast, Cardiff, North Sea, Irish Sea, Celtic Sea, Human geography, Physical geography, region, production, landmark, turbine, port, harbour
NC Taught Curriculum <i>Substantive knowledge taught and covered in KOs</i>	<i>Human & Physical Geography- using geographical vocabulary to refer to human features- town, village, farm, house, shop</i> <i>Geographical skills & fieldwork- using aerial photos to recognise</i>	<i>Locational knowledge- name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</i>	<i>Geographical skills & fieldwork- using aerial photos to recognise landmarks and basic human & physical features</i> <i>Locational knowledge- name, locate and identify</i>

	<p>landmarks and basic human & physical features</p> <p><i>Geographical skills & fieldwork-</i> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><i>Geographical skills & fieldwork-</i> use simple compass directions and locational and directional language to describe features</p>	<p>characteristics of the four countries and capital cities of the UK and its surrounding seas</p> <p><i>Human & Physical Geography-</i> using geographical vocabulary to refer to human & physical features</p>
<p>Key Questions</p>	<ul style="list-style-type: none"> ✔ What is in our local area? How do these look in photographs and real life? ✔ What is the difference between a human and physical feature? Which symbols are used on maps? ✔ Which vocabulary can you use to describe the local area and the human and physical features in it? (observations) ✔ How does the local area look on a map? How has this changed when looking at older maps of the area? ✔ How can you represent what you know about Arborfield (the local area) using symbols for human/physical features? 	<ul style="list-style-type: none"> ✔ Which country do we live in? What makes England unique? ✔ Who are our neighbours? (Wales, Scotland/Northern Ireland, including the seas that surround us/ compass points) ✔ What are the key cultural characteristics of each country? ✔ What are the similarities and differences between England, Wales, Ireland and Scotland? ✔ Where would you like to visit and why? 	<ul style="list-style-type: none"> ✔ What are the significant human and physical geographical features in each country in the UK? (rivers, seas, coastlines, landmarks, aerial view maps) ✔ What are key landmarks across the 4 countries of the UK (Focus on- Energy production e.g. Wind turbines in North Sea, Angel of the North, Stonehenge, Cardiff Castle, Giants Causeway) ✔ What are the key similarities and differences between Arborfield and London?
<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> ✔ Observations of the local area through walk/ tally chart to identify human/ physical features and use vocabulary ✔ Learn new vocabulary relating to land use in the local area ✔ Review simple maps to learn about representations of human/physical features ✔ Compare maps of the local area over time- review sources and vocabulary ✔ Comparison of photographs, aerial photos, google earth and drone footage to local area <p>Create a local area ‘messy map’ using lego which includes consistent symbols for human/</p>	<ul style="list-style-type: none"> ✔ Create representations of the UK flags using 2d shapes- discuss how the Union Jack combines 4 countries ✔ Sort and compare significant characteristics of UK- traditions including patron saints, food, outdoor activities ✔ Research and celebrate traditions of each country in the UK – compare and look at regional traditions ✔ Locate capital cities and borders of countries on different map representations of the UK ✔ Watch advertising videos e.g. Visit Wales and take 	<ul style="list-style-type: none"> ✔ Review satellite images, photos and google earth images of areas of the UK- define human and physical features ✔ Research and question what and why landmarks are significant ✔ Make links between photos, aerial photos, maps and drawings of features and famous landmarks of the 4 UK countries ✔ Create playdough/salt dough models of UK landmarks to place on a 3d aerial map ✔ Create a 3d aerial map of the UK (with salt dough landmarks and consistent

	physical features (park, farm, road, school, walkway)	notes about features of each country <input checked="" type="checkbox"/> Re-create a 'Visit ...' video, advertising the country by demonstrating known knowledge	'symbols' representing human /physical features and a key)
Eco / Outdoor Learning Opportunities <small>Where appropriate</small>	<input checked="" type="checkbox"/> Recognise 'landmarks' of the school and field by walking through it and comparing photos to real life observations <input checked="" type="checkbox"/> Experience of different parts of the school outdoor environment		<input checked="" type="checkbox"/> Locate and identify human/physical features of the school environment <input checked="" type="checkbox"/> Task children to identify and photograph human/physical features of their home location (town/village etc) to share with class
Other cross-curricular learning links <small>Where appropriate</small>	<i>Maths- Autumn 2 Week 3</i> Describe position and direction using common words (including half turns	<i>Maths- Autumn 2 Week 5</i> Recognise, name and describe 2d shapes <i>English- Autumn 1 Week 3-5</i> Persuasion writing	Leading into <i>Computing Summer 1</i> - Representing information
Key Outcomes <small>To be used for assessment of learning</small>	<input checked="" type="checkbox"/> Name, identify and discuss human and physical features in the local area <input checked="" type="checkbox"/> Describe how Arborfield has changed and how they know this from maps and photographs of the local area <input checked="" type="checkbox"/> Select and use correct vocabulary when describing human/ physical features <input checked="" type="checkbox"/> Represent the local area on a self-designed map using consistent symbols to indicate human/physical features	<input checked="" type="checkbox"/> Name and describe features of the 4 UK countries that are typical to their national identity <input checked="" type="checkbox"/> To name and locate 4 UK countries and their capital cities on a map or atlas <input checked="" type="checkbox"/> Use and apply accurate geographical terminology when describing the UK <input checked="" type="checkbox"/> Describe each area of the UK in terms of its traditions and characteristics	<input checked="" type="checkbox"/> Locate geographical features of a UK location on a map and justify why they are human or physical <input checked="" type="checkbox"/> Describe each area of the UK in terms of its human and physical features <input checked="" type="checkbox"/> Identify, use and create simple maps with consistent symbols to represent features

Year 2			
	Autumn TOPIC 1 HUMAN & PHYSICAL GEOGRAPHY ACROSS THE WORLD	Spring TOPIC 2 WEATHER PATTERNS	Summer TOPIC 3 COMPARISON OF GEOGRAPHICAL SETTINGS ACROSS THE WORLD
Prior Knowledge	<i>Year 1 Term 1</i> – Human and physical features in the local area <i>Year 1 Term 3</i> - human and physical geography of the UK	<i>EYFS Term 3</i> - Hot and cold places <i>Year 1 Term 1</i> – Observing the weather. 4 seasons and the changes within them. <i>Year 1 Term 2</i> – Seasonal changes	<i>Year 1 Term 3</i> – Human and physical features
Key Vocabulary <i>Intentional and related vocabulary to be taught throughout the unit</i>	Map, atlas, globe, countries, continents, oceans, Asia, Africa, North/South America, Antarctica, Australia/ Oceania, Europe, arctic, southern, Pacific, Atlantic, Indian, ocean	Weather, atlas, globe, equator, poles, biomes, temperate, hot/cold desert, tundra, forest, Savanna, rainforest, Taiga, forecast	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop, comparison, lifestyle, finances, landscape, skyscrapers
NC Taught Curriculum <i>Substantive knowledge taught and covered in Kos</i>	<i>Human & Physical Geography</i> - Use basic geographical vocabulary to refer to human and physical features <i>Geographical skills & fieldwork</i> - Use world maps, atlases and globes to identify the countries, continents and oceans <i>Locational knowledge</i> - Name and locate the world's seven continents and five oceans	<i>Geographical skills & fieldwork</i> - Use simple fieldwork and observational skills <i>Human & Physical Geography</i> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<i>Place knowledge</i> - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Tokyo) <i>Human & Physical Geography</i> - Use world maps, atlases and globes to identify the countries, continents and oceans <i>Geographical skills & fieldwork</i> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
Key Inquiry Questions	<ul style="list-style-type: none"> ✔ What is the difference between a continent and a country and how is the world made up of them? ✔ How are maps, globes and atlases used to show countries and continents across the world? 	<ul style="list-style-type: none"> ✔ How can we observe the weather? ✔ What are the seasons and daily weather patterns in the United Kingdom? ✔ What is a weather forecast and why it is helpful to us? 	<ul style="list-style-type: none"> ✔ What are the different types of geographical settlements and what do they look like on a map? ✔ What can we find out from maps of an area? ✔ What geography is around us?

	<ul style="list-style-type: none"> ✔ What are the oceans of the world and where are they? What are the main human and physical landmarks across the world? Why are they important? 	<ul style="list-style-type: none"> ✔ What are the different symbols in a weather forecast? ✔ Who needs to know the weather forecast? And why? ✔ Where are the locations of hot and cold areas of the world in relation to the Equator and the North and South Poles? 	<ul style="list-style-type: none"> ✔ How can we use maps, globes and atlases to find out more information about different places across the world? ✔ Where is Tokyo and what can we learn about it? ✔ How is Tokyo the same or different to Wokingham?
<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> ✔ Create a class puzzle of the world by putting a world atlas back together correctly (referred to in term 2) ✔ Explore representations of continents, oceans, countries on maps/globes and atlases ✔ Use research to learn about landmarks of the world ✔ Geo guesser (online)- chn work out the place by the clues given. ✔ Create a quiz for peers about continents, countries, oceans and landmarks from around the world 	<ul style="list-style-type: none"> ✔ Take reading from weather station for a week i.e. rain gauge, thermometer, wind direction, comparing temperatures around the world- present this in graph/tables ✔ Learn about and use weather symbols and associated vocabulary ✔ Create sensory representations of weather patterns around the world (e.g. sand on deserts, cotton wool on for snow) ✔ Use digimaps/drone footage to explore other countries and compare/contrast different locations and/or times of the year ✔ Research average temp in each season in 4 countries, then produce a living graph (placing the average temperature of 4 countries across 4 seasons and noticing patterns). ✔ Role play broadcast of weather broadcast using maps 	<ul style="list-style-type: none"> ✔ Review different types of maps (including those from history) to identify representations of settlements ✔ Explore different images of Wokingham (drone/ photo/ globe/ atlas/ road map) and discuss symbols and information represented ✔ Exploring satellite maps of Tokyo- comparing map symbols and what human and physical features can be seen ✔ Review location of Tokyo and compare/contrast location/population/ settlement use/ seas/coasts etc to Wokingham ✔ Explore Wokingham and Tokyo maps over time (50 years), discussing the changes to the human and physical features over time (compare village vs city) ✔ Children create a digital quiz representing the information they have learnt
<p>Eco / Outdoor Learning Opportunities</p> <p><i>Where appropriate</i></p>	<ul style="list-style-type: none"> ✔ Walk around the school grounds – what human and physical features can they identify? 	<ul style="list-style-type: none"> ✔ Take reading from weather station for a week i.e. rain gauge, thermometer, wind direction, comparing temperatures around the world ✔ Create sensory representations of weather patterns around the world 	<ul style="list-style-type: none"> ✔ Explore the local area of Arborfield – a field trip to The Coombes Woods, Arborfield Church etc.

The Coombes

Curriculum Map: GEOGRAPHY

		<p>outside using natural materials</p> <ul style="list-style-type: none"> ✔ Research average temp in each season in 4 countries, then produce a living graph in playground (placing the average temperature of 4 countries across 4 seasons and noticing patterns). 	
<p style="color: green;">Other cross-curricular learning links</p> <p style="color: green;">Where appropriate</p>			<p style="color: green;"><i>History Spring Term-</i> Understanding the impact of Queen Victoria and the industrial revolution on the local area (Reading)</p> <p style="color: green;"><i>Computing Summer Term-</i> Creating digital quizzes</p>
<p style="color: green;">Key Outcomes</p> <p style="color: green;"><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ Identify and name continents and oceans of the world ✔ Be able to use an atlas, a globe and a world map (including electronic versions) to locate and name continents, oceans and countries ✔ Identify and name some key human and physical landmarks across the world 	<ul style="list-style-type: none"> ✔ Identify and describe seasonal and daily weather patterns in the United Kingdom ✔ Identify the location of hot and cold areas on a map and a globe of the world in relation to the Equator and the North and South Poles and use appropriate vocabulary in relation to it ✔ Use basic geographical vocabulary to refer to key physical features, including: season and weather 	<ul style="list-style-type: none"> ✔ Use a map by identifying the scale, key and type of map ✔ Explain the use of different map symbols and identify their meaning ✔ Discuss human and physical features of the local area ✔ Describe the similarities and differences between the UK and Tokyo in terms of settlement, land use, key human & physical features ✔ Accurately use vocabulary relating to human and physical features

Year 3			
	Autumn TOPIC 1 THE UNITED KINGDOM	Spring TOPIC 2 ENVIRONMENTAL REGIONS OF THE UK	Summer TOPIC 3 THE UK AND EUROPE
Prior Knowledge	Year 1 Spring term- The United Kingdom Year 1 Summer Term- Human and physical features of the UK	Year 2 Spring Term- - Weather patterns Year 2 Summer Term- Comparison of geography across the world – knowledge of local area	Year 1 Spring/ Summer term- The United Kingdom Year 2 Autumn term- Continents and countries
Key Inquiry Questions	<ul style="list-style-type: none"> ✔ What is a county? Where are they across the UK? What makes a county? ✔ What is important about counties across the UK and how are they different to cities? ✔ How can I locate and use maps to find and identify cities across the UK? ✔ What is a topographical feature? How are counties and cities represented in maps and atlases (including electronic)? 	<ul style="list-style-type: none"> ✔ What do you know about the UK and how it has changed geographically over time? ✔ What are the UKs natural biomes? ✔ When and why were forests cut down in the UK and what land use replaced them? ✔ What are the main, land uses we can find within 5km of The Coombes? ✔ How has the proportion of forest and woodland changed over the last 10,000 years (since the last Ice Age)? 	<ul style="list-style-type: none"> ✔ Where is Europe and which countries are included in it? ✔ How does the UK compare geographically to Europe? ✔ Why is Wokingham twinned with Viry-Chatillon and Ersftadt? ✔ What would it be like to visit Viry-Chatillon and Ersfstadt? ✔ How are Wokingham and its twinned towns similar and different?
Key Vocabulary <i>Intentional and related vocabulary to be taught throughout the unit</i>	Human, physical, features, locate, county, city, region, hill, mountain, coast, river, comparison	Human, physical, features, biome, tundra, broad-leaved forest, population, settlement, land use, pre-historic, crops, heritage, sea-level, climate, sediment, woodland, native, threats, timber, industry, hunting	Twinned town, comparison, France, French, moat, walled, outskirts, mining industry, festival, cultural, lake, fountain, names of local towns/ rivers
NC Taught Curriculum <i>Substantive knowledge taught and covered in KOs</i>	<i>Locational knowledge- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</i>	<i>Locational knowledge- Understand how some aspects (of the UK) have changed over time</i> <i>Geographical skills & fieldwork- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including</i>	<i>Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</i> <i>Geographical skills & fieldwork- Use maps, atlases, globes and digital/computer mapping to</i>

		<i>sketch maps, plans and graphs, and digital technologies.</i>	<i>locate countries and describe features studied</i>
<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> ✔ Explore the counties of the UK in various visual forms ✔ Explore the history of counties and how they were formed ✔ Use maps and atlases to compare how cities are represented and compare how they look to photos ✔ Use aerial photos and electronic representations (drone images/ GoogleEarth) to 'visit' topographical areas of the UK and place and locate them on maps ✔ Use research to identify and explore counties of the UK ✔ Visitors brochure to detail topographical features of a chosen county of the UK 	<ul style="list-style-type: none"> ✔ Look at different sources of evidence, including photos, maps and articles, to understand and create a timeline of the geography of the UK ✔ Research and compare the natural biomes of the UK and place them on a UK map ✔ Review the different lifestyles of key periods of history and review how that impacted the geography of the UK – considering human geography (e.g. population, land-use, political standing) ✔ Visit, explore and note take the school grounds- question what is natural, what is man-made, what is typical to this area, what isn't and how has it got there? ✔ Use maps and electronic resources to understand the range of local land uses over time ✔ Use graphs and charts to document changes over time. ✔ Explanation of changes to woodland cover in the local area. 	<ul style="list-style-type: none"> ✔ Use research using a variety of sources to look at Europe as a continent and politically – compare Europe to other continents of the world ✔ Using maps and atlases, compare the UK to Europe- looking at rivers, mountains, cities, coast lines and bordering countries ✔ Learn about twinning of towns and locate both twinned towns on maps ✔ Use Google Earth / connections with locals to 'explore' and make notes about our twinned towns ✔ Use research, maps and photographs to create a comparison poster describing similarities and differences between Wokingham and a twinned town
<p>Eco / Outdoor Learning Opportunities</p> <p><i>Where appropriate</i></p>		Explore the school grounds, what is natural, what is man made, how has it got there?	
<p>Other cross-curricular learning links</p> <p><i>Where appropriate</i></p>		<i>Year 3 Autumn/Summer term History</i> – Stone Age to Bronze Age/ Romans	<i>Year 3 MFL</i> - French Greetings

<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ To be able to identify and describe the key differences between counties and cities ✔ To be able to name and locate (on a map/atlas), key counties and cities across the UK and their topographical features ✔ To be able to use correct vocabulary to explain and describe topographical features of all areas of the UK and their locations 	<ul style="list-style-type: none"> ✔ To be able to articulate how the UK has changed geographically over time in reference to land-use, human and physical features ✔ To identify how history (including 'age's) has had an impact on the geography if the UK ✔ To explain the main land-use within 5km of The Coombes and how this has changed over time ✔ To accurately describe the local area using correct geographical terminology 	<ul style="list-style-type: none"> ✔ To name and locate some countries in geographic Europe ✔ To describe the UK, France and Germany using human/physical features (e.g. names of mountain ranges) and locate them on a map/ atlas ✔ To explain the similarities and differences between Wokingham and twinned towns
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Year 4			
	Autumn TOPIC 1 LOCAL AREA STUDY	Spring TOPIC 2 RIVERS	Summer TOPIC 3 HUMAN GEOGRAPHY ACROSS THE WORLD
Prior Knowledge	<i>Year 1 Autumn Term- The Local Area</i> <i>Year 2 Summer Term- Comparison of local area to Tokyo</i>	<i>Year 3 Spring Term – Environmental regions of the UK</i>	<i>Year 4 Spring Term – Rivers</i>
Key Vocabulary	Grid reference, compass point, north, south, east west, (and combinations of these), ordnance survey, locate, digital mapping, symbols	Gradient, velocity, flood plain, river bank, river bed, valley, source, estuary (mouth), distributary, ox bow lake, meander, locks, canal, dredge, weir, Thames Valley, residential, rural, water table	Landmarks, irrigation, land-use, settlement, remote, urban. Landscape, rural, dispersed, compact, metropolis, density, population, linear, transport links, power supply, defence, materials, green space, exposed, protected, flooding, shelter, agriculture, industrial/industry, retail, business, leisure, migration, distribution Precipitation, condensation, evaporation, minerals
NC Taught Curriculum	<i>Geographical skills & fieldwork- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i>	<i>Geographical skills & fieldwork- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i>	<i>Locational knowledge- Land-use patterns; and understand how some of these aspects have changed over time</i> <i>Human & Physical Geography –</i>

	<p>Geographical skills & fieldwork- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Human & Physical Geography – Describe and understand key aspects of rivers</p> <p>Locational knowledge- Key topographical features (including hills, mountains, coasts and river) and understand how some of these aspects have changed over time</p>	<p>Physical- To describe and understand key aspects of the water cycle</p> <p>Human- types of settlement and land-use</p>
<p>Key Inquiry Questions</p>	<ul style="list-style-type: none"> ✔ What are the eight compass points and how can we use them to describe the wider world? ✔ What is in the Berkshire? How can we use compass points to help locate these places? ✔ What is a grid reference and how is it used on maps, atlases and ordnance survey maps? What other symbols are used? ✔ How can we describe Berkshire using grid references and compass points? 	<ul style="list-style-type: none"> ✔ What are the components of a river and their key topographical features? ✔ What is the impact of rivers on their immediate physical geography? ✔ What can we find in our local area (Arborfield/ Wokingham)? ✔ What impact have rivers had on the landscape over time? ✔ Can we identify rivers on maps? 	<ul style="list-style-type: none"> ✔ What makes a good settlement? How has this changed over time? ✔ What natural resources can be found next to settlements across the world? ✔ How can we recognise land-use on a map? ✔ How does the water cycle impact land use across the world?
<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> ✔ Understand and use compasses ✔ Give and receive directions using compasses and in relation to describing the local area ✔ Collect observations of the local area (Reading/ Wokingham) using ordnance survey maps ✔ Compare ordnance survey maps of the United Kingdom, looking at human and physical features and referring to grid references ✔ Explore and create digital maps ✔ Create a digital map representation of an area of the UK and present a verbal description of it 	<ul style="list-style-type: none"> ✔ Understand the features of a river and name the importance of each of the components ✔ Describe the features of land around rivers and compare these of different rivers in the UK ✔ Complete a local area physical study- visit and identify which part of the local river was visited observe ✔ Compare rivers and their use in the area over time using ordnance survey maps ✔ Create a physical model of a river from mouth to source- including information by comparing rivers in our local area 	<ul style="list-style-type: none"> ✔ Discuss needs of people over time in terms of the places they live in ✔ Compare different locations around the UK and their suitability/ success in being a good location to settle ✔ Compare suitability to locations of cities and industries across the UK ✔ Review the human/physical resources (ports/harbours, wind turbines, coasts lines, energy/power supply) around the UK on maps and photographs ✔ Discuss and compare different locations and their locality to natural resources, discussing pros/cons

	using grid references and compass points		<ul style="list-style-type: none"> ✔ Review different locations of the world on maps and in photos, identifying the benefits/limitations of natural resources despite the settlements (cities in central Africa/ in areas where natural disasters occur) ✔ Discuss the impact of the water cycle and weather on more remote settlement types
Eco / Outdoor Learning Opportunities <small>Where appropriate</small>		River walk locally reviewing the land around the river	
Other cross-curricular learning links <small>Where appropriate</small>	<p><i>Maths Autumn 1 Week 6-</i> measuring and converting units of lengths</p> <p><i>Maths Autumn 2 Week 4-</i> measuring and drawing angles and using the radius of a circle</p>	<p><i>Science Autumn 2 –</i> Water cycle</p> <p><i>Geography Autumn 1 –</i> The local area</p> <p><i>Maths Autumn 1 Week 6 –</i> Measuring and converting units of lengths</p>	<i>Science Autumn 2-</i> The water cycle & states of matter
Key Outcomes <small>To be used for assessment of learning</small>	<ul style="list-style-type: none"> ✔ To be able to name the eight compass points and how to use a compass for directions in the local area and across the UK ✔ To find and use grid references and keys on Ordnance Survey maps ✔ To create a digital map ✔ To have a growing knowledge of regions of the wider world 	<ul style="list-style-type: none"> ✔ Describe and explain the key components of a river from source to mouth ✔ Identify and locate rivers across the UK on a map ✔ Explain the different uses for rivers, including over time ✔ Name and locate rivers in our local area ✔ Explain how land around the river is impacted by the presence of the river itself 	<ul style="list-style-type: none"> ✔ Describe and explain the different settlement types ✔ Name and locate on a map/atlas some different locations of the world that have different land-use/settlements ✔ Describe the needs of settlements

Year 5			
	Autumn TOPIC 1 PHYSICAL GEOGRAPHY OF THE WORLD	Spring TOPIC 2 NATURAL DISASTERS AND THEIR IMPACT	Summer TOPIC 3 THE UK AND NORTH AMERICA
Prior Knowledge	<i>Year 3 Spring term-</i> Biomes of the UK <i>Year 4 Term 3-</i> Human geography of the world	<i>Year 2 Term 1-</i> Geography Across the World <i>Year 5 Term 1 –</i> Physical Geography of the World	<i>Year 2 Summer Term-</i> Comparison of UK to non-European country <i>Year 4 Summer Term-</i> Human geography across the world
Key Vocabulary <small>Intentional and related vocabulary to be taught throughout the unit</small>	Climate zone, vegetation belt, polar, tropical, savannah, temperate, arid, tropical, mountain/mountainous, situated, tundra, deciduous, desert, coniferous, adaptations, weather conditions, climate change, fertile land, woodland, grassland, eco-system, organism, species	fault lines, biomes, climate zones, tectonic plates, hazards, hurricane, drought, earthquake, tsunami, shock waves, epicentre, aftershock, magnitude, Richter scale, foreshock, main shock, extinct, magma, chamber, lava, crater, ash, cloud, active, dormant, eruption, pyroclastic flow,	
NC Taught Curriculum <small>Substantive knowledge taught and covered in KOs</small>	<i>Human & physical geography-</i> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountain <i>Locational knowledge-</i> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	<i>Locational knowledge-</i> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America <i>Human & physical geography-</i> Describe and understand key aspects of physical geography, including volcanoes and earthquakes	<i>Locational knowledge-</i> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <i>Place knowledge-</i> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America <i>Human & physical geography</i> Describe and understand key aspects of human geography, including trade links
Key Inquiry Questions	📌 How can we use geographical vocabulary to describe the parts of the world?	📌 What is a natural disaster? 📌 Where do natural disasters occur around the world and why?	📌 What do we know about different areas of the UK? 📌 What do we know about North America?

	<ul style="list-style-type: none"> ✔ What is the difference between a climate zone and biome? Where are they in the world? ✔ What are vegetation belts and how are these impacted by climate zones across the world? <p>Why are time zones different around the world? What is the effect of time zones?</p>	<ul style="list-style-type: none"> ✔ How are volcanoes formed? How do they affect the landscape? Where are volcanoes located? ✔ How do earthquakes occur? Where are the fault lines? ✔ How do natural disasters affect the geography of the world? 	<ul style="list-style-type: none"> ✔ How do the physical features of the UK compare to the physical features of North America? ✔ How do the human features of London compare to the human features of Washington D.C., Ottawa, Mexico City? ✔ What is a trade link? Which trade links are common between UK and North America?
<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> ✔ Explore and compare facts and photographs of the different vegetation belts ✔ Research and discuss the different plants that grow in different climate zones/belts ✔ Discuss and identify pros/cons of living in each type of area- which is best and for which purpose ✔ Compare what people around the world will be doing at the 'same time' as 12pm GMT- compare how this will impact businesses ✔ Explore the impact of the distance/ number of countries within a time zone and the benefits/ consequences of this (e.g. 5 times zones in US) ✔ Research and present a persuasive 'mood board' on a chosen location, explaining why it is desirable considering its climate zone/ vegetation belt/ time zone 	<ul style="list-style-type: none"> ✔ Compare different features of and classify natural disasters ✔ Review the geographical make up/hazards of areas prone to natural disasters around the world (tectonic plates/climate & weather/ coastline etc) ✔ Gain a good understanding of world geography and locational knowledge of countries across the world ✔ Research and observe (video/physical mode/ photographs/ representations) volcanoes and understand their impact and timeline ✔ Research and use knowledge of earthquakes to create an earthquake proof structure and compare to settlements in areas prone to earthquakes ✔ Explore the economic and social impact to the countries that natural disasters occur in (E.g. tsunami (Thailand, Japan), earthquake (Turkey, Haiti), volcanoes (Iceland, Pompeii), hurricanes (New Orleans), flooding (Sheffield)) 	<ul style="list-style-type: none"> ✔ Identify and locate the 23 countries that make up North America (on maps, globes, atlases, virtual maps) ✔ Compare human/physical areas of the UK (vegetation, topographical, road systems, population etc) with areas of North America ✔ Review maps and satellites of the London area- gain knowledge of geographical structure of London ✔ Complete research and similar review of areas of North America ✔ Use knowledge of trade links to trade as different countries
<p>Eco / Outdoor Learning Opportunities</p> <p><i>Where appropriate</i></p>	<ul style="list-style-type: none"> ✔ Find and capture evidence to support research as to which climate/ vegetation belt we live in 		

<p>Other cross-curricular learning links</p> <p>Where appropriate</p>	<p><i>Maths- Autumn 1 Week 5&6-</i> Telling the time to 12 hour and 24 hour clock</p>	<p><i>DT – Autumn 2 - Structures</i></p>	<p><i>Summer 1 Week 1 – Money</i> <i>Maths- Summer 2- Week 4</i> Area & perimeter</p>
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ To be able to name and describe the difference between a biome and a climate zone and the impact on vegetation belts across the world ✔ To be able to identify explain how time zones work (including GMT) ✔ To be able to identify and explain the significance of the equator, hemispheres and tropics 	<ul style="list-style-type: none"> ✔ To be able to apply and understand a widening range of geographical terms such as mountains, volcanoes and earthquakes ✔ To be able to name and describe different features of different natural disasters ✔ To be able to explain geographically how volcanoes, earthquakes, hurricanes and tsunamis occur ✔ To describe the impact of a natural disaster on the human and physical geography of an area 	<ul style="list-style-type: none"> ✔ To be able to identify the physical characteristics and key topographical features of the countries within North America ✔ To be able to describe using geographical terminology, how the UK is similar/ different to North America ✔ To be able to compare the physical features of a region of the UK and a region in North America, identifying similarities and differences.

Year 6			
	Autumn TOPIC 1 WHAT IMPACT DID WORLD WAR 1 HAVE ON EUROPE?	Spring TOPIC 2 CLIMATE CHANGE	Summer TOPIC 3 SOUTH AMERICA AND BRAZIL
Prior Knowledge	<i>Year 6 - Studied across Autumn 1 and Autumn 2</i> in History, English Writing, Art and Reading	<i>Year 4 - Summer 2 -</i> There's a Ran-tang in my bedroom (deforestation) <i>Year 3 – Spring term –</i> Changes in the UK over time.	<i>Year 5 Summer Term-</i> UK and North America
Key Inquiry Questions	<ul style="list-style-type: none"> ✔ What is the impact of WW1 on our local area? ✔ Compare an area of land in France now and from WW1? ✔ What was the impact on natural resources? ✔ How long did it take to restore the environment to its original state? 	<ul style="list-style-type: none"> ✔ What is a biome? ✔ What is deforestation? Why does it occur? ✔ What is the impact of deforestation on the environment and human/animal life? ✔ What is meant by climate change? ✔ What is the impact of climate change on the Arctic region? 	<ul style="list-style-type: none"> ✔ Where is Brazil and what are its key characteristics? ✔ What is the climate of Brazil? ✔ What are the push and pull factors associated with urbanism? ✔ Why can Brazilian cities be considered to have 2 halves?

		<ul style="list-style-type: none"> ✔ What is the impact of climate change on Southern California? ✔ Is it as much of a problem as the media portrays? 	
<p style="text-align: center;">Key Vocabulary</p> <p><i>Intentional and related vocabulary to be taught throughout the unit</i></p>	Territorial changes, erosion, soil degradation, ecological damage, industrialised war far, bombardment, renewable, non-renewable,	Biome, deforestation, tundra, ecosystem, logging, felling, flooding, renewable energy, conservation, drought, carbon footprint, emissions	Equator, hemisphere, time zone, Andes, population, favela, urban, Rio de Janeiro, Christ the Redeemer, agriculture, rural, poverty, inequality, capoeira, quilombos, cuica, bossa nova
<p style="text-align: center;">NC Taught Curriculum</p> <p><i>Substantive knowledge taught and covered in KOs</i></p>	<i>Human & physical geography Describe and understand key aspects of human geography, including settlements, land-use, distribution of natural resources including energy, food, minerals and water</i>	<i>Human & physical geography Describe and understand key aspects of human geography, including settlements, land-use, distribution of natural resources including energy, food, minerals and water</i>	<p><i>Place knowledge- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America</i></p> <p><i>Locational knowledge- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</i></p> <p><i>Human & physical geography Describe and understand key aspects of human geography, including settlements, land-use, distribution of natural resources including energy, food, minerals and water</i></p>
<p style="text-align: center;">Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> ✔ Review and understand the significance of Arborfield to the WW1 defence strategy ✔ Compare photos over time depicting people from the local area contributing efforts to WW1 ✔ Compare maps and ordinance survey maps or Arborfield (and wider local area including London) over time- specifically observing directly before/ after war ✔ Review and discuss aerial images to show the scale of 	<ul style="list-style-type: none"> ✔ Testing glaciers – large ice blocks and using different heating tools to test how much it melts by. ✔ Research topics into climate change – David Attn, Websites, Photos ✔ Look at the impact of deforestation on Indonesia. Studying before and after maps photos. ✔ Hearing from personal experiences of locals. 	<ul style="list-style-type: none"> ✔ Explore locational knowledge of countries and capitals in South America ✔ Identify and represent climate ✔ Identify and describe what the push and pull factors are in Brazil ✔ Identify similarities and differences between two locations in Brazil ✔ Research lifestyles of indigenous people of Brazil ✔ Create a brochure on Brazil using knowledge learnt

	<p>the destruction before and after the war</p> <ul style="list-style-type: none"> ✔ Watch videos with superimposed images of war to show the devastation ✔ Use atlases and globes to identify countries involved in the war and locate places of significance (e.g Somme/Ypres) ✔ Review physical features of areas from WW1 and discuss how the war impacted natural resources- research what was needed/ common at the time ✔ Research and create a 3d map of a WW1 battlefield/area- detailing how to area was rebuilt after devastation 	<ul style="list-style-type: none"> ✔ Study news articles from California pulling out data for the impact of fires 	
<p>Eco / Outdoor Learning Opportunities</p> <p>Where appropriate</p>	<ul style="list-style-type: none"> ✔ Visit the war memorial at Arborfield Cross ✔ Growing a plant in damaged soil 	<ul style="list-style-type: none"> ✔ Tree count of school grounds 	
<p>Other cross-curricular learning links</p> <p>Where appropriate</p>	<ul style="list-style-type: none"> ✔ <i>Writing</i> – WW1 ✔ <i>Reading</i> – War Horse ✔ <i>Art</i> – WW1 artwork 	<ul style="list-style-type: none"> ✔ <i>Science</i> – collecting data, conducting experiments and making observations 	<ul style="list-style-type: none"> ✔
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ To understand the impact of war on the natural environment ✔ To understand how long restoration of a land can take after such devastating impacts 	<ul style="list-style-type: none"> ✔ To understand the impact of climate change not only on the environment but also human and animal life ✔ To understand why people seek to manage and sustain the environment 	<ul style="list-style-type: none"> ✔ Compare and understand human and physical similarities/differences of the UK and a South American country