

Geography

GEOGRAPHY

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<ul style="list-style-type: none"> ▪ Countries and capital cities ▪ Birmingham / London ▪ Human features <p>TM: forest learning, worksheet matching cities to places in UK and identifying capital cities of countries.</p> <p>AO: Diagnostic mind map at beginning and of half-term to measure progress.</p> <p>Sub-topic checklist to check off as students progress and master various</p>	<ul style="list-style-type: none"> ▪ Using and making maps ▪ Locational knowledge ▪ Directions <p>TM: forest learning – given basic direction to navigate school (teacher supervised) scavenger hunt.</p> <p>AO: Diagnostic mind map at beginning and of half-term to measure progress.</p> <p>Sub-topic checklist to check off as students progress and master various</p>	<ul style="list-style-type: none"> ▪ Layers of the Earth ▪ Rocks ▪ Plate tectonics ▪ Ring of Fire ▪ Features of volcanoes ▪ Lines of latitude and longitude ▪ Volcanic eruptions ▪ Earthquakes and tsunamis ▪ Compass points ▪ Maps <p>TM: interactive maps on geographical structures, link with science – experiments with volcanoes, plotting important points on maps.</p> <p>AO: Diagnostic mind map at beginning and of</p>	<ul style="list-style-type: none"> ▪ Using maps and map reading ▪ River maps, grid references ▪ contour lines ▪ physical processes (erosion, transportation and deposition) ▪ world rivers ▪ aerial images ▪ mountains, UK mountains, world mountains ▪ compass points ▪ water cycle, altitudinal zones, data analysis. <p>TM: label water cycle diagram, studying different parts of a map,</p>	<ul style="list-style-type: none"> ▪ Land use in the UK ▪ Allotments; Farming in the UK ▪ Maps ▪ Grid references ▪ Climate zones ▪ Physical features of North and South America ▪ Farming in North and South America ▪ Food transportation <p>TM: teacher presentations on different continents, forest learning – allotments, documentaries on UK landscape.</p>	<ul style="list-style-type: none"> ▪ Arctic and Antarctic regions ▪ Lines of latitude and longitude ▪ Polar climates ▪ Polar day and night ▪ Polar oceans ▪ Polar landscapes ▪ Climate change ▪ Natural resources ▪ Indigenous people ▪ Tourism <p>TM: teacher presentations on polar landscape, trips to London to understand tourism.</p> <p>AO: Diagnostic mind map at</p>

	<p>geographical knowledge. Teacher assessment of progress. Termly/half-termly projects incorporating art and design (peer assessed).</p>	<p>geographical knowledge. Teacher assessment of progress. Termly/half-termly projects incorporating art and design (peer assessed).</p>	<p>half-term to measure progress. Sub-topic checklist to check off as students progress and master various geographical knowledge. Teacher assessment of progress. Termly/half-termly projects incorporating art and design (peer assessed).</p>	<p>interactive videos on physical processes. AO: Diagnostic mind map at beginning and of half-term to measure progress. Sub-topic checklist to check off as students progress and master various geographical knowledge. Teacher assessment of progress. Termly/half-termly projects incorporating art and design (peer assessed).</p>	<p>AO: Diagnostic mind map at beginning and of half-term to measure progress. Sub-topic checklist to check off as students progress and master various geographical knowledge. Teacher assessment of progress. Termly/half-termly projects incorporating art and design (peer assessed). Beginning and end of year tests to assess progression.</p>	<p>beginning and of half-term to measure progress. Sub-topic checklist to check off as students progress and master various geographical knowledge. Teacher assessment of progress. Termly/half-termly projects incorporating art and design (peer assessed). Beginning and end of year tests to assess progression.</p>
<p>Autumn 2</p>					<ul style="list-style-type: none"> ▪ The River Nile ▪ Irrigation 	

					<p>TM: link to history classes on Egyptians, importance of River Nile.</p> <p>AO: Diagnostic mind map at beginning and of half-term to measure progress.</p> <p>Sub-topic checklist to check off as students progress and master various geographical knowledge. Teacher assessment of progress. Termly/half-termly projects incorporating art and design (peer assessed). Beginning and end of year tests to</p>	
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					assess progression.	
Spring 1		<p>Physical features of woodlands</p> <p>TM: forest learning - collecting samples from local areas, trips to local woodlands.</p> <p>AO: Diagnostic mind map at beginning and of half-term to measure progress.</p> <p>Sub-topic checklist to check off as students progress and master various geographical knowledge. Teacher assessment of progress. Termly/half-termly projects incorporating art</p>				<p>World geography - locational knowledge</p> <p>TM: quizzes on world knowledge (capital cities, continents), labelling maps</p> <p>AO: Diagnostic mind map at beginning and of half-term to measure progress.</p> <p>Sub-topic checklist to check off as students progress and master various geographical knowledge. Teacher assessment of progress.</p>

		and design (peer assessed).				<p>Termly/half-termly projects incorporating art and design (peer assessed). Beginning and end of year tests to assess progression.</p>
<p>Spring 2</p>						<p>World geography - locational knowledge</p> <p>TM: quizzes on world knowledge (capital cities, continents), labelling maps</p> <p>AO: Diagnostic mind map at beginning and of half-term to measure progress.</p> <p>Sub-topic checklist to check off as</p>

						<p>students progress and master various geographical knowledge. Teacher assessment of progress. Termly/half-termly projects incorporating art and design (peer assessed). Beginning and end of year tests to assess progression.</p>
<p>Summer 1</p>						<ul style="list-style-type: none"> ▪ World geography - locational knowledge ▪ Human / physical features <p>TM: quizzes on world knowledge (capital cities, continents), labelling maps, labelling diagrams</p>

						<p>of human</p> <p>AO: Diagnostic mind map at beginning and of half-term to measure progress.</p> <p>Sub-topic checklist to check off as students progress and master various geographical knowledge. Teacher assessment of progress. Termly/half-termly projects incorporating art and design (peer assessed). Beginning and end of year tests to assess progression.</p>
<p>Summer 2</p>		<ul style="list-style-type: none"> ▪ Maps, globes and atlases ▪ World's seas 	<p>Using maps Fieldwork Water cycle</p>			<ul style="list-style-type: none"> ▪ World geography - locational

		<p>and oceans</p> <ul style="list-style-type: none"> ▪ Human and physical features ▪ Locational knowledge and directions ▪ Physical processes - erosion ▪ Changes over time - tourism <p>TM: teacher presentations, trip to beach and seas, worksheets matching vocab with human body.</p> <p>AO: Diagnostic mind map at beginning and of half-term to measure progress.</p> <p>Sub-topic checklist to check off as students progress and master various geographical</p>	<p>Human and physical geography Rivers of the world Counties and cities of the UK</p> <p>TM: link to classes, students label a water cycle, trips to local rivers, worksheet identifying parts of a river.</p> <p>AO: Diagnostic mind map at beginning and of half-term to measure progress.</p> <p>Sub-topic checklist to check off as students progress and master various geographical knowledge. Teacher assessment of progress.</p>			<p>knowledge</p> <ul style="list-style-type: none"> ▪ Human / physical features <p>TM: quizzes on world knowledge (capital cities, continents), labelling maps, labelling diagrams of human</p> <p>AO: Diagnostic mind map at beginning and of half-term to measure progress.</p> <p>Sub-topic checklist to check off as students progress and master various geographical knowledge. Teacher assessment of progress.</p>
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		<p>knowledge. Teacher assessment of progress. Termly/half-termly projects incorporating art and design (peer assessed).</p>	<p>Termly/half-termly projects incorporating art and design (peer assessed).</p>			<p>Termly/half-termly projects incorporating art and design (peer assessed). Beginning and end of year tests to assess progression.</p>
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HISTORY

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Autumn 1			<p>Through the Ages:</p> <p>Ammonites and Fossils</p> <p>AO: Diagnostic mind map at beginning and of half-term to measure progress.</p> <p>Sub-topic checklist to check off as students progress and master various historical knowledge. Teacher assessment of progress. Termly/half-termly projects incorporating art and design (peer assessed).</p>	<p>Tudors - Crime and Punishment</p> <p>TM: teacher presentations of Tudors, role play Tudor lifestyle, Worksheet matching punishments with crimes over the ages.</p> <p>AO: Diagnostic mind map at beginning and of half-term to measure progress.</p> <p>Sub-topic checklist to check off as students progress and master various historical knowledge. Teacher assessment of progress. Termly/half-termly projects incorporating art and design (peer assessed).</p>	<p>Term Topic: Ancient Egypt and Pharaohs</p> <p>TM: term project creating Egyptian artefacts, worksheet matching Egyptian gods.</p> <p>AO: Diagnostic mind map at beginning and of half-term to measure progress.</p> <p>Sub-topic checklist to check off as students progress and master various historical knowledge. Teacher assessment of progress. Termly/half-termly projects incorporating art and design (peer assessed). Beginning and end of year tests to assess progression.</p>	<p>The Titanic</p> <p>TM: students write their own newspaper article on Titanic</p> <p>AO: Diagnostic mind map at beginning and of half-term to measure progress.</p> <p>Sub-topic checklist to check off as students progress and master various historical knowledge. Teacher assessment of progress. Termly/half-termly projects incorporating art and design (peer assessed). Beginning and end of year tests to assess progression.</p>
Autumn 2	<ul style="list-style-type: none"> Childhood Every day life in the 1950s 	Exploring significance George Cadbury	<p>Through the Ages:</p> <ul style="list-style-type: none"> Historical 		<p>Term Topic: Ancient Egypt and Pharaohs</p>	<p>Topic: Revolution</p> <p>The Victorians The</p>

