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Why do people choose to be 'dark tourists'?

How does ice change the shape of land?

Extreme Weather: Friend or Foe?

Why do we choose where to live?

How does nature take revenge?

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How do we use the coastline?

What can we learn from OS Maps?

What are the world's major biomes?

How developed is the world we live in?

Why do people migrate?

How does flooding affect environments?

What are the different types of geography?

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How has trade changed globally and what is Fair Trade?

How does a river change on it's journey?

Where does our water come from?

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How can we use atlases and what are grid references?





Where does our power come from?

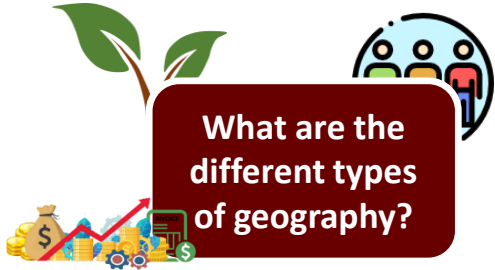

Is there enough for everyone?

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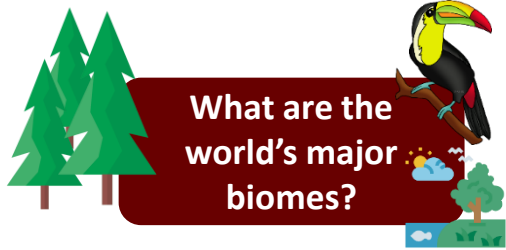







<p>Scheme of Learning</p>	 <p>How can we use atlases and what are grid references?</p>	 <p>Where does our power come from?</p>	 <p>Is there enough for everyone?</p>
<p>Knowledge</p>	<ul style="list-style-type: none"> • To identify possible ways to use atlases. • To be able to recognise the different directions whilst using a compass. • To recognise and identify 4 and 6 figure grid references. • To use evidence to chart land use changes throughout time. 	<ul style="list-style-type: none"> • To recognise reasons why settlements might begin to form. • To understand the processes in electricity production. • To be able to identify energy production methods used within the UK • To categorise energy production by renewable and non renewable sources. 	<ul style="list-style-type: none"> • To identify the global origins of certain foods. • To recognise how foods are imported and exported and the issues surrounding this. • To begin to explain the need to reduce waste of significant resources. • To understand the impact of a carbon footprint on a global scale. • To know what might be done at a local level to reduce and minimise impacts.
<p>Sequencing Statements/ Cross Curricular Learning</p>			
<p>Enrichment Opportunities and British Values</p>	<p>Navigation Fieldwork (How to find our way around the Academy).</p>		

<p>Scheme of Learning</p>	 <p>Where does our water come from?</p>	 <p>How does a river change on it's journey?</p>	 <p>How has trade changed globally and what is Fair Trade?</p>
<p>Knowledge</p>	<ul style="list-style-type: none"> • To explain the cyclical nature of the water cycle. • To explain the meaning of it being a closed cycle. • To begin to recognise the significance of rivers within the water cycle and identify the major sources of water within the UK. 	<ul style="list-style-type: none"> • To recognise the different stages of a river. • To reflect on the variety of features found throughout a river's journey. • To identify how a river changes shape. • To begin to evaluate human interactions with rivers. • To identify examples and the most significant uses of dams. 	<ul style="list-style-type: none"> • To identify goods and countries that we trade with. • To understand an example of how a trade partnership might work. • To recognise the significance of Fair trade agreements and how they benefit those at risk. • To define what globalisation means and how trading has changed throughout history.
<p>Sequencing Statements/ Cross Curricular Learning</p>	<p>Explanation Text: The Water Cycle (English)</p>	<ul style="list-style-type: none"> • Hydroelectric Power (Year 5) • How Does Flooding Affect Environments? (Year 7) 	<ul style="list-style-type: none"> • Is there Enough for Everyone? (Year 5)
<p>Enrichment Opportunities and British Values</p>		<ul style="list-style-type: none"> • Local river fieldwork study 	 <p>MUTUAL RESPECT</p>

<p>Scheme of Learning</p>	 <p>What are the different types of geography?</p>	 <p>How do we use the coastline?</p>	 <p>What can we learn from OS Maps?</p>
<p>Knowledge</p>	<ul style="list-style-type: none"> • To reflect on the definition of being a geographer and what careers it might link to. • To identify and define the different types of geography previous learned. • To begin to evaluate the impact Geography has on our lives today. 	<ul style="list-style-type: none"> • To identify the characteristics of different waves, • To identify the different erosional processes occurring on coastlines. • To explore the different ways that humans use coastlines. • To identify how humans effectively manage coastal erosion to reduce the impacts of land use and naturally occurring erosion. 	<ul style="list-style-type: none"> • To map out our personal geography and locations that might be significant to us. • To recognise how scale is used on maps and learn to understand the different scales used on a range of OS maps. • Retrieve how to use 4 and 6 figure grid references. • To embed grid references in to creative writing to develop
<p>Sequencing Statements/ Cross Curricular Learning</p>	<ul style="list-style-type: none"> • Retrieval and categorisation of Geography learning so far. (Year 5&6) <p>Careers – Jobs within Geography</p>	<ul style="list-style-type: none"> • Where does our water come from? (Year 6) • How does a river change on it's journey? (Year 6) <p>Maths – Budgeting coastal management techniques</p>	<ul style="list-style-type: none"> • How can we use atlases and what are grid references? (Year 5) <p>Careers – What jobs use maps? Creative Writing: Map Stories</p>
<p>Enrichment Opportunities and British Values</p>			

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<p>Scheme of Learning</p>	 <p>What are the world's major biomes?</p>	 <p>How developed is the world we live in?</p>	 <p>Why do people migrate?</p>
<p>Knowledge</p>	<ul style="list-style-type: none"> • To identify the major global biomes • To compare and contrast characteristics of biomes. • To recognise how animals and humans have adapted to their different surroundings. • To recognise the human impacts on coral reefs and the efforts being made to reduce these on a global scale. 	<ul style="list-style-type: none"> • To recognise definitions and case studies of HIC, LIC and NEE countries. • To identify the sustainable development goals set out by the United Nations and begin to evaluate their significance. • To begin to reflect on the job sectors in the UK and how development can impact upon careers for the population. • To recognise the issues surrounding those who live in shanty towns. 	<ul style="list-style-type: none"> • To learn the definitions and examples of push and pull factors. • To understand how mass migration can occur. • To use case studies to write with empathy about what it might be like for refugees to have to abandon their homes for a new residence.
<p>Sequencing Statements/ Cross Curricular Learning</p>	<p>Computing - Great Journeys (Amazon Rainforest)</p>	<p>How has trade changed globally and what is Fair Trade? (Year 6)</p> <p>Careers – Jobs within all 4 sectors of employment of the UK (Career A-Z)</p>	
<p>Enrichment Opportunities and British Values</p>	 <p>MUTUAL RESPECT</p>	 <p>DEMOCRACY</p>  <p>INDIVIDUAL LIBERTY</p>	 <p>INDIVIDUAL LIBERTY</p>  <p>THE RULE OF LAW</p>

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How does flooding affect environments?

Scheme of Learning

Knowledge




- To understand the porosity of different materials.
- To consider the impacts and most vulnerable areas prone to flooding locally.
- To recall the processes that occur along a river's journey.
- To reflect on the impacts of flooding in HICs and LICs.




**Sequencing Statements/
Cross Curricular Learning**

- How Does a River Change on It's Journey? (Year 6)
- How do we Use the Coastline? (Year 7)
- How Developed is the World we Live In? (Year 7)

Enrichment Opportunities and British Values

Infiltration Field Work

<p>Scheme of Learning</p>	 <p>How does nature take revenge?</p>	 <p>Why do we choose where to live?</p>	 <p>Extreme Weather: Friend or Foe?</p>
<p>Knowledge</p>	<ul style="list-style-type: none"> • To recognise the structure of the earth. • To be able to explain the theory of plate tectonics. • To understand that different plate boundaries create different natural hazards. • To reflect how humans manage and reduce the impacts of natural hazards such as earthquakes and volcanoes. • To analyse management of hazards in HICs and LICs. • To identify why people might choose to live near volcanoes. 	<ul style="list-style-type: none"> • To be able describe our local area and begin to explain why people might have chosen to live here initially. • To explore why settlements shaped differently. • To understand Frome’s position and other local areas on the settlement hierarchy. • To reflect on the potential changes and services of Frome’s development in future years. 	<ul style="list-style-type: none"> • To learn how hurricanes form. • To reflect on which case studies best demonstrate the long and short term impacts of hurricanes • To evaluate how development of a country might decide the severity of the impacts. • To make decisions on how to effectively manage the risks of tornadoes in Tornado Alley. • To reflect on the extreme weather experienced within the UK. • To talk reflectively as to the advantages and disadvantages of extreme weather.
<p>Sequencing Statements/ Cross Curricular Learning</p>	<ul style="list-style-type: none"> • How developed is the world we live in? (Year 7) <p>Careers – Job Description for Volcanologist</p>	<ul style="list-style-type: none"> • Why do people migrate? (Year 7) 	<ul style="list-style-type: none"> • How developed is the world we live in? (Year 7) • How does nature take revenge? (Year 8)
<p>Enrichment Opportunities and British Values</p>			

<p>Scheme of Learning</p>	 <p>How does ice change the shape of land?</p>	 <p>Why do people choose to be 'dark tourists'?</p>	
<p>Knowledge</p>	<ul style="list-style-type: none"> • To recognise the differences between ice sheets and glaciers. • To map the historical coverage of ice on local, national and global scales. • To identify glacial landforms caused by erosion and deposition. • To recognise how glaciers might be used to monitor climate change. 	<ul style="list-style-type: none"> • To recognise the broad variety of types of tourism • To know what the most common types of tourism are both nationally and globally. • To evaluate the changes in tourism in recent years. • To understand what we mean by a dark tourist. • To identify sites that exist within dark tourism. 	
<p>Sequencing Statements/ Cross Curricular Learning</p>	<ul style="list-style-type: none"> • How do we use the Coastline? (Year 7) 	<ul style="list-style-type: none"> • How do we use the Coastline? (Year 7) <p>History – Auschwitz Case Study</p>	
<p>Enrichment Opportunities and British Values</p>		 <p>INDIVIDUAL LIBERTY MUTUAL RESPECT</p>	