

Geography

Cycle A		1 Time Travel	2 Planet Earth	3 Heroes and Villains	4 What's in the News?	5 Food for Thought	6 Incredible Humans
	1/2	<p><u>Hidden Habitats – Fieldwork Study</u></p> <p><b>Overview:</b> The children will be learning about human and physical features during this theme. They will learn how to use aerial images to recognise landmarks and physical features before going on a trip to Tophill Low Nature Reserve where they will learn about minibeast habitats. The children will conduct a simple fieldwork study as they learn how to take information from a simple map before devising their own map with a key.</p> <p><b>Links to prior learning:</b> In the Early Years, the children will have been introduced to maps through stories and illustrations in books. The children will also have explored their natural world. This is the first time the children will be discussing the differences between human and physical geography.</p>		<p><u>Save the Rainforests</u></p> <p><b>Overview:</b> The children will learn the seven continents of the world and the names of five oceans whilst looking at the locations of rainforests across the world. They will have the opportunity to use maps, atlases and globes to locate the rainforests that they are studying. Whilst looking at maps, atlases and globes, the children will be introduced to the equator. The children will locate hot and cold areas in the world.</p> <p><b>Links to prior learning:</b> This is the first time that the children will have studied the seven continents of the world. The children will refresh their knowledge again in Cycle B in KS1 and will continue to practise naming the continents of the world during retrieval activities in KS2.</p>		<p><u>Take Me to Italy</u></p> <p><b>Overview:</b> During this unit, the children will be naming and locating the 4 countries of the UK, their capital cities and also the seas around the UK. The children will start to learn the difference between a country, city and a village. During this unit of work, the children will study seasonal and daily weather patterns in the UK. The children will use their knowledge to compare the human and physical similarities and differences between the UK and Italy.</p> <p><b>Links to prior learning:</b> The children will also be studying the four capitals of the UK and the names of the surrounding seas in KS1, Cycle B: Summer 2.</p>	
	3/4	<p><u>Up in Smoke</u></p> <p><b>Overview:</b> The children will use maps, atlases, globes and digital computer mapping to name and locate volcanoes across the world. Whilst describing key aspects of physical geography, they will learn about how volcanoes are formed.</p> <p><b>Links to prior learning:</b> The children will have had prior experience of using maps, atlases and globes when locating the seven continents of the world and five of the world's oceans. During this unit, the children can retrieve their prior knowledge before learning how to locate volcanoes using digital mapping. In Y5/6, the children will have the opportunity to revise their knowledge of volcanoes as they extend their learning to look at the impact of physical geography (including mountains and volcanoes) on land use.</p>		<p><u>Our City – Fieldwork Study</u></p> <p><b>Overview:</b> During this theme, the children will make links between the distribution of natural resources (fishing in the North Sea) and how this has resulted in human land use, such as the building of ports. The children will learn about how the area has changed over time, since the bombing of Hull's ports during the Second World War. The children will conduct a fieldwork study to observe and analyse the human impact on the local area.</p> <p><b>Links to prior learning:</b> In KS1, the children will have conducted a fieldwork study in the vicinity of the school. In LKS2, the fieldwork study will take them into the city centre, where they will look at the physical features that were impacted during the Second World War. The children will apply the map drawing skills that they learned in KS1, using their knowledge of symbols and keys. This unit of work gives opportunity for children to retrieve learning from KS1 around the names of the four countries of the UK, the four capital cities and the names of the surrounding seas.</p>		<p><u>Chocolate: Is It Worth It?</u></p> <p><b>Overview:</b> The children will build on the map skills that they learned in the autumn term, using maps, atlases, globes and computer mapping to locate rainforests around the world.</p> <p><b>Links to prior learning:</b> In KS1, the children will have already located some rainforests when learning about the different continents of the world. They will have had a brief introduction to the equator, so this theme will extend their learning as they introduced to lines of latitude and longitude, including the Tropics of Cancer and Capricorn and the Northern and Southern Hemisphere. This unit of work gives opportunity for children to refresh their recall of the seven continents of the world and the names of the oceans of the world.</p>	
	5/6	<p><u>Disaster!</u></p> <p><b>Overview:</b> This half term, the children will locate mountains and volcanoes across the world. In particular, they will study how the physical geography of an area of the UK compares to a European country and a region of North America, learning about which areas have a higher risk of earthquakes. They will use maps, atlases, globes and/or digital computer mapping to discuss how physical geography of an area affects land use.</p> <p><b>Links to prior learning:</b> In Y3/4, the children will have learned about volcanoes. This half term, the children will continue to refresh their KS1 knowledge of the seven continents of the world and the names of the world's oceans.</p>		<p><u>Our Changing World</u></p> <p><b>Overview:</b> In this unit of work, the children will discover some of the ways that the world is changing. They will study coastal erosion whilst looking at the structure of the UK and how its shape and geography have changed over time.</p> <p><b>Links to prior learning:</b> The children will have learned about the water cycle during Y3/4. This unit is an opportunity to discuss how humans are impacting the physical environment, including learning about how water levels are rising due to ice melting.</p>		<p><u>Great Southcoates Bake Off</u></p> <p><b>Overview:</b> The children will study the counties associated with different types of food, including but not limited to Lincolnshire sausages, Yorkshire puddings etc. The children will study the physical geography of an area to understand why some areas may be associated with certain foods, for example: a temperate climate for farming and cold caves (in Cheddar Gorge) for maturing cheese.</p> <p><b>Links to prior learning:</b> In KS1, the children will have learned to name the four countries of the UK, and the capital cities. Their knowledge was further extended in LKS2 as they learned the names of other major cities in the UK. This is the children's first chance to deepen their knowledge by learning about counties.</p>	

	1 Kings and Queens	2 A Drop in the Ocean	3 A Stitch in Time	4 A Helping Hand	5 Battle of the Authors	6 Survival of the Fittest
1/2	<p style="text-align: center;"><u>Penguin Parade</u></p> <p><b>Overview:</b> During this theme, the children will learn the seven continents of the world and the names of five oceans whilst looking at the locations of North and South Pole. They will have the opportunity to use maps, atlases and globes to locate the hot and cold areas of the world. The children will use compass directions to describe the locations of penguin habitats.</p> <p><b>Links to prior learning:</b> The children also learn about the seven continents of the world and the oceans of the world during Cycle A, when they study the location or rainforests. The children will be newly introduced to compass directions during this unit of work.</p>	<p style="text-align: center;"><u>999 – Emergency! Fieldwork Study</u></p> <p><b>Overview:</b> The children will learn about the human and physical features of the local area. They will conduct a fieldwork study whilst going on a walk around the local area, plotting places where others may find helpful people (for example, the police station and the fire station). The children will devise and label their own simple map following their walk around the local area.</p> <p><b>Links to prior learning:</b> In the Early Years, the children will have seen simple maps in story books and illustrations. They will also have explored their surroundings. They first learn about human and physical geography in KS1. This learning is reinforced during Cycle A in KS1. Maps skills will be extended as the children move through school.</p>	<p style="text-align: center;"><u>Predators</u></p> <p><b>Overview:</b> During this theme, the children will focus on the human and physical similarities and differences between the UK and Australia. They will recap the names of the countries of the UK, and the surrounding seas. Everyone will then look at the weather patterns of the UK in comparison to weather patterns in Australia.</p> <p><b>Links to prior learning:</b> A second opportunity to learn about the names and locations of the countries of the UK, their capital cities and the surrounding seas can be found in KS1 in Cycle A. The children will recap this knowledge as they move through school.</p>			
3/4	<p style="text-align: center;"><u>Searching for Jellyfish</u></p> <p><b>Overview:</b> The children will be studying the water cycle during this unit of work. They will begin by locating the Arctic and Antarctic Circles, locating the areas of the world visited in their key texts for this half term. They will then discuss the physical features of these areas, including blocks of ice and areas of sea. This will lead the discussion into talking about water, ice melting and the water cycle. During this half term, the children will discuss rivers and valleys and link this to the flow of the water cycle.</p> <p><b>Links to prior learning:</b> The children will also be learning about changes of state during their science lessons this half term. They will experiment with creating their own miniature water cycle during science.</p>	<p style="text-align: center;"><u>How Can I Help?</u></p> <p><b>Overview:</b> The children will locate different cities in the UK, using four-figure grid references to identify the locations of hospitals. They will plot key places on their own maps, using a key and symbols to plot the hospitals of the UK.</p> <p><b>Links to prior learning:</b> The children will have already learned the names of the capital cities of the UK in KS1. They will recap this learning before extending their knowledge by locating other major cities of the UK.</p>	<p style="text-align: center;"><u>Deadly Sixty</u></p> <p><b>Overview:</b> During this theme, the children will learn where different animals from the ‘deadly sixty’ live, locating their homes using maps, atlases, globes and/or digital computer mapping. The children will look at the key topographical features of the UK when studying the location of habitats for creatures from the UK. They will also study the physical geography of a European country and a country in South America whilst learning about the homes of their chosen animals.</p> <p><b>Links to prior learning:</b> The children will have had experience of comparing features of areas of the UK to features of areas of Italy and Australia during KS1.</p>			
5/6	<p style="text-align: center;"><u>The Journey</u></p> <p><b>Overview:</b> The children will research the journeys taken by different animals as they migrate. They will use maps, atlases, globes and/or digital computer mapping to locate the countries that the animals travel to and from. The children will use the eight points of the compass to describe their journeys, and then plot their starting location and destination on a map. The children will learn about climate zones and biomes, and link this learning to the reason why some animals migrate.</p> <p><b>Links to prior learning:</b> During the ‘Running Wild’ theme later this half term, the children will continue to study key aspects of physical geography including rivers and vegetation belts. The children will already have learned about where certain animals live when studying penguins and predators (KS1) and jellyfish and the ‘deadly sixty’ (LKS2).</p>	<p style="text-align: center;"><u>Looking After Others – Fieldwork Study</u></p> <p><b>Overview:</b> This half term, the children will conduct a local fieldwork study, collecting information from their local area about land use. In particular, they will plot areas where they see graffiti or murals, discussing the impact on the environment and linking their observations to the art that they are studying this half term. (The children will be discussing street art and whether they think it is classed as vandalism or a celebration of someone or something special.) The children will present their findings.</p> <p><b>Links to prior learning:</b> In KS1, the children will have learned how to draw a simple map and construct a simple key. Their learning will have been extended in LKS2 when they had further experience of creating their own sketch map with a key. New learning will be taught in UKS2 as the children learn how to use Ordnance Survey symbols.</p>	<p style="text-align: center;"><u>Running Wild</u></p> <p><b>Overview:</b> The children will be studying key aspects of physical geography, including rivers, vegetation belts and mountains during this theme. They will identify the position of different lines of latitude and longitude and discuss their significance. Whilst studying the physical geography, the children will look at the similarities and differences between the features of the UK, a European country and a region of South America.</p> <p><b>Links to prior learning:</b> The children will have previously learned about key aspects of physical geography when they studied rivers, the water cycle and volcanoes in LKS2. Earlier this year, in Y5/6, the children will have learned about climate zones and biomes. In Cycle A in UKS2, the children will also look at the changing coastline.</p>			