

**Geography**

Cycle A	1	2	3	4	5	6
	Time Travel	Planet Earth	Heroes and Villains	What's in the News?	Food for Thought	Incredible Humans
	EY	<p><b>Solar System</b></p> <p>The children will be learning about the planet that they live on, observing the features of their surroundings. The children will learn about different environments such as cities, forests and deserts, and will compare these environments to their own home.</p> <p><b>Cross-curricular links:</b> Science: the children will learn about different weather conditions. They will also explore solids and liquids within their environment.</p>	<p><b>Spring into Action</b></p> <p>The children will learn about the four seasons and will observe changes in the weather. They will also observe plants and animals during spring, noticing changes that happen.</p> <p><b>Cross-curricular links:</b> Science: the children will investigate changes in temperature.</p>	<p><b>Healthy Living</b></p> <p>The children will learn about where fruits and vegetables grow. They will also use simple maps to look at where they live, in Hull.</p> <p><b>Cross curricular links:</b> Science: the children will learn about different food groups and how they can impact our health. They will also learn about how their food is produced – whether it grows on a farm or in the natural world.</p>		
	1/2	<p><b>Hidden Habitats</b></p> <p><b>Human &amp; Physical geography:</b> Children will go on a trip to Tophill Low Nature Reserve to study land use. Whilst there the children will study mini-beast habitats and carry out pond dipping. <b>Geographical skills and fieldwork:</b> Children will study the human and physical features around the school local area. The children will link this to mini-beast habitats and plotting them on a map. Children will also study a variety of aerial photographs.</p> <p><b>Cross-curricular links:</b> English – writing a recount about the trip to Tophill Low Nature Reserve. Computing – programming BeeBots to move around different minibeast themed mats. Science – naming microhabitats and the creatures you would find in them. Maths – position and direction when learning about maps.</p>	<p><b>Save the Orangutans</b></p> <p><b>Locational knowledge:</b> Children will name and locate the worlds 7 continents and 5 oceans. The children will study which continents have the most rainforests and how this relates to the equator. Children will compare weather and investigate loss of habitat due to deforestation. <b>Geographical skills and fieldwork:</b> Children will use world maps, atlases and globes to identify the United Kingdom, the continents and the oceans. Children will describe the location of the continents in relation to the equator.</p> <p><b>Cross-curricular links:</b> English – writing a setting description of an area where deforestation is happening. Writing a persuasive letter to a company to ask them to stop selling products which contain palm oil. Maths: Creating tally charts/graphs to show which continent uses the most palm oil. Ordering continents from the smallest area of deforestation to the most. Computing – using website links to find out information about orangutans and deforestation.</p>	<p><b>Take me to Italy</b></p> <p><b>Locational knowledge:</b> Children will name and locate the 4 countries of the U.K. and its surrounding seas. The children will then focus on their <b>place knowledge</b> where they are studying the geographical similarities and differences between Hull and a small area of Italy (Diano Marina). This will also include children receiving and writing letters to a school in Italy. <b>Human &amp; Physical geography:</b> Children will compare the weather patterns in the U.K. and compare those to Diano Marina/Italy. We will refer to the equator when looking at the weather. Children will then focus on key human features in Hull using tourist attractions and comparing that to physical features in Diano Marina.</p> <p><b>Cross-curricular links:</b> English – writing letters to a school in Diano Marina. Computing – using Google Earth to gain an understanding of locations.</p>		
	3/4	<p><b>Up in Smoke</b></p> <p><b>Human &amp; Physical geography:</b> Children will focus on the physical geography where they will study the different types of volcanoes, how they are created and the cause/effect of eruptions. <b>Locational knowledge:</b> Children will use globes, maps and computers to study where volcanoes are in the world. Children will then identify possible factors which may cause eruptions or volcanoes to become active - linking to the world's hemispheres, the Tropics of Cancer and Capricorn, Latitude/longitude and the equator. <b>Place knowledge:</b> Children will use atlases and computer mapping to gain an understanding of the location of volcanoes.</p> <p><b>Cross-curricular links:</b> Science - states of matter: looking at solids, liquids and gases and how these are apparent in volcanoes, and rocks: the different types of rock, how they are formed and the rocks that can be found on or near volcanoes. English – reading the story 'Escape from Pompeii' and writing a diary entry about what it would be like to be in a place when a volcano erupts</p>	<p><b>What a Load of Rubbish!</b></p> <p><b>Human &amp; Physical geography:</b> Children will focus on the human features of the local area where they will study the land use around our school. <b>Geographical skills and fieldwork:</b> Children will use fieldwork to measure and record the human impact on the local area. They will present their findings in the form of a graph.</p> <p><b>Cross-curricular links:</b> English – the children will read 'Stig of the Dump' and write their own story based on this. Maths – the children create a tally chart and graph to show how land use has changed over time in the local area. <b>Cultural passport links:</b> Visit from local Councillors to discuss suggested improvements to the local area.</p>	<p><b>Chocolate: Is it Worth it?</b></p> <p><b>Locational knowledge:</b> Children will learn about the structure of a rainforest, discussing the physical geography of rainforests. The children will learn about where rainforests are located, and why.</p> <p><b>Cross-curricular links:</b> English – the children will read 'The Great Kapok Tree' and write a persuasive text to save the rainforest. They will also write a letter to a company to sell their chocolate. Science – how plants grow and the conditions needed for different types of plants to grow. Habitats – how animals have adapted to live in changing habitats.</p>		
5/6	<p><b>Disaster!</b></p> <p><b>Human &amp; Physical geography:</b> Children will focus on the physical geography of the world which includes earthquakes and plate tectonics. Children will study the location of earthquakes, where they occur (fault lines) and cause/effect of earthquakes. <b>Locational knowledge:</b> Children will locate countries, using maps and the globe. This will focus on why countries may have frequent earthquakes and link to South America (Haiti) and why they may experience more earthquakes or why they are being effected more than other parts of the world. <b>Geographical skills and fieldwork:</b> Children will use a variety of maps, atlases and globes to locate and study the plate tectonics, fault lines and layers of the earth. Children will label their own world maps to include the equator, the hemispheres and the significant of latitude and longitude.</p> <p><b>Cross-curricular links:</b> Science – a more in depth study of plate tectonics. Maths – using latitude and longitude as well as coordinates and compass points on maps of the world and South America.</p>	<p><b>Our Community</b></p> <p><b>Human &amp; Physical geography:</b> Children will focus on the human features of the local area where they will study the land use around our school. The focus will be on resources that people can access (economic activity). <b>Geographical skills and fieldwork:</b> Children will plot how the land is used on a given digital map. The children will present their fieldwork findings using sketch maps, graphs and digital technologies.</p> <p><b>Cross-curricular links:</b> Maths and design technology – constructing buildings which could be a part of/improve the local area, using nets to help. Creating surveys and presenting information in different ways. English - writing job applications to businesses within the local area or a business we would like to be a part of.</p>	<p><b>Great Southcoates Bake Off</b></p> <p><b>Human &amp; Physical geography:</b> Children will be studying the human geography of the U.K. with a focus on land use and the distributions of natural resources (food). <b>Locational knowledge:</b> Children will use maps to locate countries and cities of the U.K. Children will be studying different foods and ingredients from around the U.K. They will look at how land use has changed over time and study what is happening to the farming industry currently. <b>Geographical skills and fieldwork:</b> Children will use maps to locate where ingredients are grown/manufactured in the U.K. Children will study which cities have the most farms and which cities manufacture the most products. Children will try to use ordnance survey maps and compass directions to describe these patterns.</p> <p><b>Cross-curricular links:</b> Maths- Identifying patterns of physical (population, land height, ordnance survey and compass directions) <b>Cultural passport links:</b> Children go on a trip to Driffield Showground for a 'Food and Farming' day.</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
EY	<p align="center"><u>Under the Sea</u></p> <p>The children will learn about the make up of the world, including land, sea and ice. The children will talk about the similarities and differences between their own environment and the environment of different sea creatures in the world.</p> <p><b>Cross-curricular links:</b> Science: the children will learn about different habitats. They will also explore different states of matter, including ice melting to water.</p>		<p align="center"><u>The Gift of Charity</u></p> <p>The children will learn about the community in their local area. They will plot where they live on a simple map.</p> <p><b>Cross-curricular links:</b> Science: the children will consider safe and unsafe habitats.</p>		<p align="center"><u>Healthy Bodies, Healthy Minds</u></p> <p>The children will learn about their local area, looking at good places to exercise, such as parks and leisure centres. The children will also look at services in their local community, such as doctors' surgeries and dentists. They will identify these places on simple maps by looking at symbols.</p> <p><b>Cross-curricular links:</b> Science: keeping fit and healthy.</p>	
1/2	<p align="center"><u>Penguin Parade</u></p> <p><b>Locational knowledge:</b> Children will name and locate the world's 7 continents and 5 oceans. The children will study which continents penguins like to live on and why. This will link to the North and South Poles. <b>Geographical skills and fieldwork:</b> Children will use world maps, atlases and globes to identify the United Kingdom, the continents and the oceans. Children will describe the location of penguin habitats and use compass directions to describe the equator and the north and south poles. <b>Human and physical geography:</b> Children will study daily weather patterns in the U.K. and compare this to the weather patterns in the south pole. <b>Cross-curricular links:</b> English – writing linked to the book "Lost and Found" by Oliver Jeffers. This will include setting descriptions, character descriptions and diary entries. Computing – programming using Antarctica themed BeeBot mats.</p>		<p align="center"><u>999 – Emergency!</u></p> <p><b>Human &amp; Physical geography:</b> Children will learn about the human features of our local area with a focus on where we can find people who help us. <b>Geographical skills and fieldwork:</b> Children will be plotting key human features on a map to give to others. Children will use their knowledge of the compass and locational/directional language to describe where others may find helpful people and places (including the police stations and fire stations). <b>Cross-curricular links:</b> English – writing in role as a local police officer including incident reports, diary entries and bravery awards. Computing – learning about the technology used by the emergency services to look after our community and keep us safe. Maths – position and direction.</p>		<p align="center"><u>Predators</u></p> <p><b>Locational knowledge:</b> Children will name and locate the 4 countries of the U.K. and its surrounding seas. The Children will then focus on their <b>place knowledge</b> where they are studying the geographical similarities and differences between England/Hull and Australia. <b>Cross-curricular links:</b> English – writing fact files about Australia. Computing- using multimedia to present knowledge learned throughout the theme.</p>	
3/4	<p align="center"><u>The Lost Villages</u></p> <p><b>Locational knowledge:</b> Children will study a part of the U.K. which focuses on physical characteristics. Children will study coasts and rivers in our local area and discuss how this has changed over time (coastal erosion). Children could possibly take a trip along the Holderness coast line as well as visiting Hesse Foreshore and the Humber Bridge. <b>Geographical skills and fieldwork:</b> During a walk along the Holderness coastline, children will annotate and draw maps to plot what is on the coastline and how the land/sea is being used (e.g. docks, factories). Children will create keys and grid references to show human and physical features. <b>Cross-curricular links:</b> English – writing fact files about the village of Mappleton on the Holderness Coast. Maths – coordinates linking to grid references to indicate human and physical features on a map. Science – investigating the properties of different rocks including chalk which the Holderness Coast is mainly made out of.</p>		<p align="center"><u>How Can I Help?</u></p> <p><b>Geographical skills and fieldwork:</b> Children will be focusing on the use of emergency services throughout the UK. Children will use atlases and digital mapping to locate different counties in the UK where emergency services are used most and least. <b>Locational knowledge:</b> Children will compare different areas in the UK (it's capital city, a rural area and our local area) in order to discuss how land is used and whether this has an effect on how much places need the emergency services (e.g. a rural area may not need as many police services but may need more ambulance services). Children will use their knowledge of human and physical features to complete this. <b>Cross-curricular links:</b> English – writing and performing our own 999 script. Writing diary entries in the role of a paramedic. Maths – using compass points and coordinates to indicate where emergency services are located around our local area. Computing – taking photographs and annotating them whilst on a walk around our local area.</p>		<p align="center"><u>Deadly Sixty</u></p> <p><b>Human &amp; Physical geography:</b> Children are going to focus on the physical geography of the world to identify where the deadly sixty live and what they need in their habitat to survive. Children will consider climate zones and vegetation belts. <b>Locational knowledge:</b> Children will use globes and maps to study where animals live according to the world's hemispheres, the Tropics of Cancer and Capricorn, Latitude/longitude, the Arctic and Antarctic Circle and the equator. <b>Cross-curricular links:</b> English – writing a fact file about one of the deadly sixty and the environment in which they live. Science – studying the types of plants which are located around where the deadly sixty live, and investigating different food chains with a focus on where the deadly sixty are.</p>	
5/6	<p align="center"><u>The Journey</u></p> <p><b>Locational knowledge:</b> Children will learn about transmigration through Hull. Children will use their knowledge of the world's countries (including Russia and North America) to plot the journey of migrants on maps. Children will choose one particular area of Russia or North America to compare to the UK and why people moved to those places – linking in with their similarities and differences between the human and physical features in both places. <b>Geographical skills and fieldwork:</b> Children will use world maps, atlases and globes to help them plot the journey of some of the migrants. Children will use their knowledge of a compass to help them describe the migrant's journey. <b>Cross-curricular links:</b> History – linking the geography of transmigration to the past movements of people. Literacy – writing a variety of pieces with a perspective of being a migrant on their journey including newspaper reports, diary entries, non- chronological reports and informal letters. DT – creating an exhibition of the work studied throughout the theme to display to the school.</p>		<p align="center"><u>Looking after Others</u></p> <p><b>Locational knowledge:</b> Children will focus on local charities and how they support the local community. The children will then study the capital cities and countries of the UK where social status is affecting how these charities are used and where social deprivation is happening. Children will consider how this has changed over time. <b>Geographical skills and fieldwork:</b> Children will use maps to locate charities that benefit from Comic Relief. Children will use the eight points of a compass to help them build upon their knowledge of social deprivation in the UK and why this is occurring in specific areas. Children will be able to compare areas in the UK. <b>Cross-curricular links:</b> Maths – children are evaluating and studying a variety of maps linking to compass work, ordnance surveys and demographic figures showing unemployment and areas of social deprivation.</p>		<p align="center"><u>Running Wild</u></p> <p><b>Locational knowledge:</b> Children will focus on where rainforests are in the world. Children will use their <b>place knowledge</b> to focus on one specific region/country within South America to help them study how biomes and vegetation belts are effected by the equator and how the world is changing. <b>Human &amp; Physical geography:</b> Children are going to focus on the physical geography of the world which includes biomes and vegetation belts in a specific area of the world. <b>Cross-curricular links:</b> Maths – children are using their knowledge of coordinates to read maps which include discussing longitude and latitude.</p>	