



Geography

		1 Time Travel	2 Planet Earth	3 Heroes and Villains	4 What's in the news?	5 Food for thought	6 Incredible Humans
<b>Cycle A</b>	EY	<p align="center"><u>Solar System</u></p> <p><b>On-going theme</b>  <b>Focus:</b> UTW – The world. Beginning at home (Hull), we shall be learning about the planets within our Solar System. We will be studying the Earth and the all its neighbours, charting phases of the moon, plotting constellations and working aboard a space station.  <b>Cross-curricular links:</b>                      Maths – identifying 3D shapes and the properties of a sphere as well as creating a shape picture of a rocket using 2D shapes. Expressive arts &amp; design - painting phases of the moon, making junk model rockets, and star splattering with paints and brushes. Literacy - role-playing as scientist and astronauts working in a space station.  <b>Parental involvement:</b>                      Parents are invited into school for our 'Stay and Make' session.</p>		<p align="center"><u>Spring into Action</u></p> <p><b>On-going theme</b>  <b>Focus:</b> UTW – The world. Observing changes in the environment as winter passes into spring. Changes such as growth in animals and plants and changes in the weather. Lives of farmers – investigating how farmers prepare for Spring and how they prepare the fields for crops.  <b>Cross-curricular links:</b> maths – sequencing life-cycles, RE – Easter story, Drama – role-playing as farmers working in the fields preparing for Spring  <b>Parental involvement:</b> Easter Stay &amp; Make  <b>Cultural passport links:</b> farmers visit to give a photograph presentation of the work that they do. Allotment visitor</p>		<p align="center"><u>Healthy Living</u></p> <p><b>On-going theme</b>  <b>Focus:</b> UTW – People and communities. Children will study their similarities and differences. They will study different communities and traditions by looking at food from around the world. Children will make their own fruit salads and plant a seed to investigate how it grows.  <b>Cross curricular links:</b> Physical Development – discussing the importance of good health including physical exercise and a healthy diet. Looking at the different food groups and comparing their effects on the body. Looking at the origins of meat and dairy foods. Expressive art &amp; design and maths - printing paint patterns with cut-up vegetables.  <b>Parental involvement:</b> Parents are invited in to plant flowers in Reception flower bed.  <b>Cultural passport links:</b> A visitor will come into school to show allotment ingredients being used in cooking.</p>	
	1/2	<p align="center"><u>Hidden Habitats</u></p> <p><b>Blocked theme week</b>  <b>Human &amp; Physical geography:</b> Children will go on a trip to Tophill Low Nature Reserve to study land use in terms of a local physical feature. 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.  <b>Cross-curricular links:</b> English – writing a recount about the trip to Tophill Low Nature Reserve. Character descriptions linked to the book "The Very Hungry Caterpillar" and minibeast factfiles. Computing – programming BeeBots to move around different minibeasts themed mats. Science – naming microhabitats and the creatures you would find in them.</p>		<p align="center"><u>Save the Orangutans</u></p> <p><b>Blocked theme week</b>  <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.  <b>Cross-curricular links:</b> English – writing 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 align="center"><u>Take me to Italy</u></p> <p><b>Blocked theme week</b>  <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.  <b>Cross-curricular links:</b> English – writing letters to a school in Diano Marina. Writing the story of Strega Nona (a similar traditional tale to 'The Magic Porridge Pot). Writing instructions to create their own pasta sauce recipe.                      Computing – creating graphs on the computer to show the class' favourite places in Hull.</p>	
	3/4	<p align="center"><u>Up in Smoke</u></p> <p><b>Blocked theme week</b>  <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 and maps 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 study a region of Italy which contains volcanoes and compare the geographical similarities and differences between that and the region in which we live in within the UK.  <b>Cross-curricular links:</b> Science - states of matter looking at solids, liquids and gases and how these are apparent in volcanoes. 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  <b>Parental involvement:</b> Volcanoes created by the children and art work displayed in the hall as an exhibition for parents.  <b>Cultural passport links:</b> Y3 takes part in the Wild Workshop.</p>		<p align="center"><u>What a load of rubbish!</u></p> <p><b>Blocked theme week</b>  <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 their map work (identifying human features and physical features) to create tally charts and graphs to show what people are doing to the local area and how this has changed over time. Children will compare the land use of our local area to how the land was used in the past by using current and past maps (e.g. Are there more human features now that the population has increased?)  <b>Cross-curricular links:</b> English – Children will read 'Stig of the Dump' and write their own story based on this.                      Maths – 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 align="center"><u>Chocolate: Is it worth it?</u></p> <p><b>Blocked theme week</b>  <b>Locational knowledge:</b> Children will focus fair trade and labelling continents/countries/cities which promote fair trade in the UK and in South America. Children will study how land in South America is used to promote fair trade and what climate/physical features plants need to grow (with a focus on how chocolate is made). Children will also investigate the layers of a rainforest.  <b>Cross-curricular links:</b> English - 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.  <b>Cultural passport links:</b> Performing a piece of poetry to the whole school as part of a class assembly.</p>	
	5/6	<p align="center"><u>Disaster!</u></p> <p><b>Blocked theme week</b>  <b>Human &amp; Physical geography:</b> Children are going to 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.  <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 align="center"><u>Our Community</u></p> <p><b>Blocked theme week</b>  <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 then draw their own map where they will create their own key and symbols.  <b>Cross-curricular links:</b> Maths – constructing buildings which could be a part of/improve the local area, using nets to help. Creating surveys and presenting information in different ways. Calculating the prices of interiors of buildings using a variety of catalogues.                      English- writing job applications to businesses within the local area or a business we would like to be a part of.                      Art – Decorating the exterior of buildings which have been created to fit in with the local area.</p>		<p align="center"><u>Great Southcoates Bake Off</u></p> <p><b>Blocked theme week</b>  <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.  <b>Cross-curricular links:</b>                      Maths- Identifying patterns of physical (population, land height, ordnance survey and compass directions)  <b>Parental involvement:</b> Parents are invited in to view the Southcoates Bake Off creations and their final results.  <b>Cultural passport links:</b> Children go on a trip to Drifffield Showground for a 'Food and Farming' day.</p>	

Cycle B

	1 Kings and Queens	2 A drop in the ocean	3 A stitch in time	4 A helping hand	5 Who is your favourite author?	6 Survival of the fittest
EY	<p style="text-align: center;"><u>Under the Sea</u></p> <p><b>On-going theme</b>  <b>Focus:</b> UTW – The world. Children will be studying the environment under the sea. Children will be comparing different sea creatures where they study their similarities and differences. The children will also learn about pollution in the sea and the effect this is having on our world.  <b>Cross-curricular links:</b> Physical development - moving like different sea creatures. UTW - learning about where sea turtles travel to when they lay their eggs, Literacy - role-playing as volunteers who clean up the pollution in the sea. Expressive art &amp; design – creating junk model sea creatures.  <b>Parental involvement:</b> Parents are invited into school to take part in the ‘stay &amp; make’.</p>		<p style="text-align: center;"><u>The gift of charity</u></p> <p><b>On-going theme</b>  <b>Focus:</b> UTW – People and communities. Children will look at their similarities and differences and show an interest in people around them, with a focus on their family members and the jobs that they do. Children will focus on showing sensitivity to others when learning about helping the less fortunate in our local area. Children will be linking with a local soup kitchen.  <b>Cross-curricular links:</b> Literacy - role-playing as different members of the children’s own family. Role-playing a homeless person / soup kitchen. Expressive art &amp; design – learning how to correctly prepare and cook of food using a range of ingredients.  <b>Parental involvement:</b> Parents invited into school to participate in the ‘Stay &amp; Make’ event.</p>		<p style="text-align: center;"><u>Healthy Bodies, Healthy Minds</u></p> <p><b>On-going theme</b>  <b>Focus:</b> UTW – We shall be learning about the places in our local area we can go to help us keep fit.  <b>Cross-curricular links:</b> Physical Development – discussing the importance of good health including physical exercise and a healthy diet. Looking at the different food groups and comparing their effects on the body as well as sorting foods into groups. Maths - recording results of fitness challenges into charts and using positional language for racers. Literacy - role-playing as fitness instructors.  <b>Parental involvement:</b> Parents are invited in to plant flowers in Reception flower bed.  <b>Cultural passport links:</b> A visitor will come into school to show allotment ingredients being used in cooking.</p>	
1/2	<p style="text-align: center;"><u>Penguin Parade</u></p> <p><b>Blocked theme week</b>  <b>Locational knowledge:</b> Children will name and locate the worlds 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 pole.  <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.  <b>Cultural passport links:</b>            Creating penguin art work to enter into the Junior Ferens Art Exhibition.</p>		<p style="text-align: center;"><u>999 – Emergency!</u></p> <p><b>Blocked theme week</b>  <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.</p>		<p style="text-align: center;"><u>Predators</u></p> <p><b>Blocked theme week</b>  <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 style="text-align: center;"><u>The Lost Villages</u></p> <p><b>Blocked theme week</b>  <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.            Y3 Science – Investigating the properties of different rocks including chalk which the Holderness Coast is mainly made out of.  <b>Cultural passport links:</b> Y3 assembly creating a news report about local coastal erosion and performing it to the whole school.</p>		<p style="text-align: center;"><u>How can I help?</u></p> <p><b>Blocked theme week</b>  <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 countries 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 style="text-align: center;"><u>Deadly Sixty</u></p> <p><b>Blocked theme week</b>  <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 – Year 3 will study the types of plants which are located around where the deadly sixty live. Year 4 will investigate different food chains with a focus on where the deadly sixty are.  <b>Parental involvement:</b> Parents will be invited into school to help their child create a paper mache mask which represents one of the deadly sixty.</p>	
5/6	<p style="text-align: center;"><u>The Journey</u></p> <p><b>Blocked theme week</b>  <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.  <b>Parental involvement:</b> Parents are invited to view the exhibition the children have created (evaluations are then completed by parents where they give feedback of their experience).  <b>Cultural passport links:</b> Exhibition of children’s work is displayed in the hall for their parents to visit.</p>		<p style="text-align: center;"><u>Looking after others</u></p> <p><b>Blocked theme week</b>  <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 Sport 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 style="text-align: center;"><u>Running Wild</u></p> <p><b>Blocked theme week</b>  <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 using their knowledge of coordinates to read maps which include discussing longitude and latitude.</p>	