

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School	Week 1- Transition Week	Week 1- Book Week	Week 1- RE Week			Week 6- STEM Week Week 7- PE Week
UKS2	Amazing Africa	Adventures in Space	Is it right to fight?		Biodiversity/ Dinosaurs- Evolution and Inheritance	The Americas
	Focus: To look at the continent of Africa using maps & globes. Look at patterns and climate, through research will find out about different bioes within the continent and consider the effect on their eco systems. <u>Locational Knowledge:</u> Locate the world's countries using maps to focus on Africa concentrating on their environmental regions, key physical & human characteristics countries & major cities. Identify the position of & significance of latitude, longitude, Equator, Northern Hemisphere, The Tropics of Cancer & Capricorn. <u>Place knowledge:</u> understand geographical similarities & differences through study of	Focus: To understand night and day. Investigative skills: make observations, recognise patterns and represent data in graphs Look at how the Earth's tilt and rotation around the sun gives us night, day and seasons, and why some countries are hotter or colder than others Track the international Space Station Key focus Identifying the Earth's position in relation to	Focus: Identifying Countries involved in the World Wars/current wars and why economic/distribution of natural resources may have an impact on the decision to go to war. Include a trip to the Imperial War museum at Salford Quays. <u>Locational Knowledge:</u> Locate the world's countries using maps to focus on Europe and concentrating on their environmental regions, key physical & human characteristics countries & major cities. The prime /Greenwich Meridian and time zones including day and night. <u>Place knowledge:</u> understand geographical similarities & differences through study of human & physical geography of a region in a European country e.g. UK/Germany <u>Human & Physical:</u> Describe & understand the key aspects of human geography including types of settlement, land use, economic activity including trade links & the		Focus: Investigative skills - Where did dinosaurs live? What was their habitat? Why did they live there? Sort data, demonstrating an understanding of how animals and plants in two different habitats are suited to their Environment. <u>Locational Knowledge:</u> Locate the world's countries using maps to	Focus: Comparison of two different biome regions within one continent using <u>Locational Knowledge:</u> Locate the world's countries using maps to a focus on biomes Identify the position of & significance of latitude, longitude, Equator, Northern Hemisphere, The Tropics of Cancer & Capricorn,

	human & physical geography of different regions in Africa. <u>Human & Physical:</u> Describe & understand the key aspects of physical geography climate zones, biomes & vegetation belts, rivers, mountains & the water cycle. Compare two biomes within Africa eg Savannah & desert regions <u>Geographical Skills:</u> Use maps, atlases, globes & digital computer mapping to locate countries and describe features studied. Use 8 point of a compass and 4 figure grid references, symbols & keys (including the use of OS maps) to build their knowledge of the UK and the wider world. Use fieldwork to observe measure & record and present the human & physical features in the local area & African region using a range of methods including sketch maps, plans, graphs and digital technologies.	sun/moon has on time zones, climate and biomes. Possible trip to Jodrell Bank <u>Locational Knowledge:</u> Locate the world's countries using maps to focus on America to locate NASA Cape Canaveral space centre. Identify the position of & significance of latitude, longitude, Equator, Northern Hemisphere, The Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the prime /Greenwich Meridian and time zones including day and night. <u>Geographical Skills:</u> Use maps, atlases, globes & digital computer	distribution of natural resources including energy, food, minerals & water. <u>Geographical Skills:</u> Use maps, atlases, globes & digital computer mapping to locate countries and describe features studied. Use 8 point of a compass and 4 figure grid references, symbols & keys (including the use of OS maps) to build their knowledge of the UK and the wider world.	a focus on biomes Identify the position of & significance of latitude, longitude, Equator, Northern Hemisphere, The Tropics of Cancer & Capricorn, Arctic & Antarctic Circle. <u>Place knowledge:</u> understand geographical similarities & differences through study of biomes in two contrasting location within North & South America. <u>Place knowledge:</u> understand geographical similarities & differences through study of biomes in two contrasting location Rivers/forests <u>Human & Physical:</u> Describe & understand the key aspects of	Arctic & Antarctic Circle. <u>Place knowledge:</u> understand geographical similarities & differences through study of biomes in two contrasting location within North & South America. <u>Human & Physical:</u> Describe & understand the key aspects of: <i>physical geography</i> climate zones, biomes & vegetation belts, diversity of species due to geographical biome regions <i>Human Geography:</i> Types of settlement, land use, economic activity
--	---	--	--	--	---

		mapping to locate countries and describe features studied. using a range of methods including sketch maps, plans, graphs and digital technologies.		climate zones, biomes & vegetation belts, diversity of species due to geographical biome regions. <u>Geographical Skills:</u> Use maps, atlases, globes & digital computer mapping to locate countries and describe features studied. Use fieldwork to observe measure & record and present the human & physical features in the local area & African region using a range of methods including sketch maps, plans, graphs	including trade links and the distribution of natural resources, including energy, food, minerals and water. <u>Geographical Skills:</u> Use maps, atlases, globes & digital computer mapping to locate countries and describe features studied. Use fieldwork to observe measure & record and present the human & physical features in the local area & African region using a range of methods including sketch maps, plans, graphs and
--	--	--	--	--	---

				and digital technologies.	digital technologies.
LKS2	Buried Treasure	Volcanoes and Earthquakes	Where does our food come from? Including plants	Sounds Amazing	The Caribbean
	<u>Locational Knowledge:</u> Name & locate counties & cities of the UK, and Countries in Europe (including Russia) - focussing on Denmark. Identifying geographical regions and identifying human regions and their physical & human characteristics, key topographical features (incl hills, mountains, coasts & rivers) understand how some of these have changed over time. <u>Place knowledge:</u> understand geographical similarities & differences through study of human geography of a region of the UK and Europe. <u>Human & Physical:</u> Human geography including type of settlement, land use, distribution of natural resources including energy, food, minerals & water. <u>Geographical Skills:</u> Use maps, atlases to locate countries and describe features studied. Use 8 point of a compass and 4 figure grid references, symbols & keys (including the use of OS maps) to build their knowledge of the UK.	Focus: To look at world maps to identify the main tectonic plates. Use different sources to research how and where earthquakes/volcanoes occur before investigating why most earthquakes occur in California & Alaska, volcanoes in the Pacific ring and Iceland. Study describe & explain how volcanic eruptions and earthquakes can affect the landscape, wildlife & people that live near them as well as those in the wider world e.g. air travel. <u>Locational Knowledge:</u> Locate the world's counties using maps to focus on Europe & North & South America concentrating on their environmental regions, key physical & human	Focus: Identifying different biome zones throughout the world and identifying different types of vegetation and plants within each region. Exploring effect of climate on plant life. Investigate how human geography and economic activity can have a detrimental effect on vegetation. Create graphs, maps, plans over erosion/pollution of key biomes eg Rain forests, aquatic <u>Locational Knowledge:</u> Locate the world's countries using maps to a focus on biomes (a large region of Earth that has certain climate and living things. Main types are Tundra, Desert, Grassland, Tropical	Focus: Locating countries on maps for identifying origins/type /festivals of music. <u>Locational Knowledge:</u> Locate the world's counties using maps to focus on Europe (including Russia) & North & South America concentrating on their environmental regions, key physical & human characteristics countries & major cities.	Focus: To use geographical knowledge and skills to compare and contrast islands of the British Isles and those of the Caribbean <u>Locational Knowledge:</u> - Children need to understand that not all islands are the same. Do a comparison between two islands around the British Isles- children to understand that some are more established and others are more remote, rural, isolated or tourist and fishing

		characteristics countries & major cities. Identify the position of & significance of latitude, longitude, Equator, Northern Hemisphere, The Tropics of Cancer & Capricorn, Arctic & Antarctic Circle <u>Place knowledge:</u> understand geographical similarities & differences through study of human & physical geography of a region in a European country e.g. Iceland and a region within North America (look at ring of Fire in the Pacific). <u>Human & Physical:</u> Describe & understand the key aspects of physical geography tectonic plates. <u>Geographical Skills:</u> Use maps, atlases, globes & digital computer mapping to	Rain forest) Identify the position of & significance of latitude, longitude, Equator, Northern Hemisphere, The Tropics of Cancer & Capricorn, Arctic & Antarctic Circle. <u>Place knowledge:</u> understand geographical similarities & differences through study of biomes in two contrasting location eg. Antarctica and the Amazon Rainforest) <u>Human & Physical:</u> Describe & understand the key aspects of climate zones, biomes & vegetation belts, rivers, mountains & the water cycle, diversity of species due to geographical biome regions. Human geography including <u>Geographical Skills:</u> Use maps, atlases, globes & digital	Identify the position of & significance of latitude, longitude, Equator, Northern Hemisphere, The Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the prime /Greenwich Meridian and time zones including day and night. <u>Place knowledge:</u> understand geographical similarities & differences through study of human geography <u>Geographical Skills:</u> Use maps, atlases, globes & digital	- Children consider the challenges and advantages of this. Compare the Isle of Man/ Isle of Wight with The Isle of Arran/Mull etc... - Children to understand where Trinidad is in relation to the rest of the Caribbean. Children to understand that Tobago and Trinidad together, as two countries, make a republic. <u>Place knowledge:</u> - Children to build on knowledge from KS1 about the British Isles. -Children to understand that we are an island- what are
--	--	--	--	--	--

		locate countries and describe features studied.	computer mapping to locate countries and describe features studied.	computer mapping to locate countries and describe features studied. Use 8 point of a compass and 4 figure grid references, symbols & keys (including the use of OS maps) to build their knowledge of the UK and the wider world	the benefits of this? - Children need to understand where Caribbean islands are in relation to the rest of the world- which continent/s? Lines of latitude and longitude & Equator i.e. between the Tropic of Cancer to the Tropic of Capricorn. - Children need to be given knowledge about the tropics and why the islands are called tropical. - What does this mean in terms of climate and extreme weather conditions? Build on other knowledge from Key Stage 1 - Children need to have an
--	--	---	---	--	---

					understanding of what life on Trinidad is like from different perspectives- use the current texts and extract key information- children to research using I Pads, show a film (plenty of videos on YouTube – mainly tourist perspective) and collate this information to understand the human and physical Geography <u>Human & Physical:</u> - Trinidad is a tourist destination and that a lot of tourists arrive on cruise ships. Children to understand what a canal is.
--	--	--	--	--	---

					- The Panama Canal is a human feature built to support trade links and the passage of goods & tourists on cruise liners between the Atlantic and Pacific ocean.) <u>Geographical Skills:</u> - Children to explore, using the atlases, where islands are around the world - Look at the islands/groups of islands around the British Isles- children to label them on a map. to consider where each of these things would be and why. - Children to understand where to Look at the
--	--	--	--	--	--

					islands/groups of islands around the British Isles- children to label them on a map.
KS1	Who did it?	Investigating India	Superheroes	Passion for Plants	The Seaside
	Focus: Using key geographical vocabulary to describe landscapes, creating maps using a key. Teaching map reading skills - Use a map of school grounds with key landmarks. to go orienteering, orient map using simple compass directions – looking for clues. Devise a simple map and create key of our school. <u>Locational/Geographical Skills:</u> Identify 4 countries & capital city on a map of UK. Human & Physical: Identify key human features around our school. <u>Geographical skills & fieldwork:</u>	Focus: To use aerial photos, maps plans and other information sources to find out about a non European country and compare and contrast this with England. Climate and time zones will be mentioned. <u>Locational/Geographical Skills:</u> - Name & identify seven continents & five oceans on a world map/globe <u>Place Knowledge/Human & Physical:</u> - Compare physical features and human features of India and UK. - Identify India as a hot area of the world and in relation to the Equator.	Focus: Using stories, information texts and other information sources children will learn about the amazing work that different people and organisations have instigated and are on-going. Compare different aid required eg inner city UK & African shanty town Identify Bob Geldof, Aid Workers, Red Cross, Unicef etc as Super Heroes <u>Locational/Geographical Skills:</u> - Name & identify seven continents & five oceans on a world map/globe <u>Place Knowledge/Human & Physical:</u> Compare physical features and human features of Africa and UK.	<u>Focus:</u> Identifying different biome zones throughout the world and identifying different types of vegetation and plants within each region. Exploring effect of climate on plant life. Investigate how human geography and economic activity can have a detrimental effect on vegetation. Create graphs, maps, plans over erosion/pollution of key biomes eg	Focus: To use aerial photos maps and plans to investigate and compare seaside resorts in the UK and a European holiday destination. Children will develop understanding of geographical features and ideas. It offers opportunities to compare and contrast the destinations and express their own views about people, places and environments. Trip to Llandudno <u>Locational/Geographical Skills:</u> - Name & identify surrounding seas of UK, name and locate the world's seven continents and oceans <u>Place Knowledge:</u> Identify coastal area, rural and city area. <u>Human & Physical:</u> Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest hill,

	Use simple compass directions (North, South, East and West) and locational and directional language to describe location of features on a map		Identify Africa as a hot area of the world and in relation to the Equator. <u>Geographical skills & fieldwork:</u> Use a map of local area to locate and identify police station, fire station, hospitals, ambulance stations	Rain forests, aquatic <u>Locational Knowledge:</u> Locate the world's countries using maps to a focus on biomes (a large region of Earth that has certain climate and living things. Main types are Tundra, Desert, Grassland, Tropical Rain forest) Identify the position of & significance of latitude, longitude, Equator, Northern Hemisphere, The Tropics of Cancer & Capricorn, Arctic & Antarctic Circle. <u>Place knowledge:</u> understand geographical similarities &	mountains, sea, ocean, river, season and weather. Key human features: city, town, village, factory, farm, house, shop, office, port, harbour. <u>Geographical fieldwork</u> Use atlases and globes to identify the UK and it's countries as well as the countries, continents and oceans studied at KS1.
--	--	--	---	---	--

				differences through study of biomes in two contrasting location eg. Antartica and the Amazon Rainforest) <u>Human & Physical:</u> Describe & understand the key aspects of climate zones, biomes & vegetation belts, rivers, mountains & the water cycle, diversity of species due to geographical biome regions. Human geography including <u>Geographical Skills:</u> Use maps, atlases, globes & digital computer mapping to locate countries and describe features studied.	
--	--	--	--	--	--

Reception	Baseline- What do I know about me?	What do I celebrate?	Who are the famous characters inside my book?	Should Goldilocks say sorry?	Are all mini-beasts scary?	Who can I ask for help?
Nursery and Pre-School	Baseline- Who lives in my house?	What do I celebrate?	Which colours make me feel happy or sad?	What would you do at the farm?	Who goes to the ugly bug ball?	What can I do with water