

Whole school geography medium term planning (themes, key questions, ideas and vocabulary)

Rotation 1

Reception Autumn term		
Theme	Content	
Understanding the world	People, Culture and Communities	Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Reception Spring term		
Theme	Content	
Understanding the world	The Natural World	Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Reception Summer term	
Theme	Content
Enrichment	As a half-form entry school, our reception children are often learning alongside our year 1 children. As a result, they get to explore and study alongside their peers throughout our rotating KS1 curriculum at an age appropriate level. This may involve working with the Teaching Assistant outside to take a more active method of exploration as they work towards developing their understanding.

Year 1 and 2 Autumn term				
Substantive Knowledge				Disciplinary Knowledge
Theme	Content	Key questions/idea	Key vocabulary	Intended Outcomes
The Wider World	The Earth	To explain that the Earth is shaped like a sphere and that on the Earth, there is more sea than land. To identify the parts of the Earth	Sphere, map, world, Earth	-Use a blank map of the world to colour the land and the sea. Add a key to show what your colours mean
	Continents	To introduce the seven areas of land known as the continents To identify the missing continent by its outline To identify and label the seven continents.	Continents, mountains	-Select one of the continents and find out more about its countries, main mountains and main rivers
	Countries	To introduce the concept of a country and identify what makes a country	Government, continents, atlas, coastline	-Looking at a map, list five countries with straight borders -Use a map to write the name of six countries that do not have a coastline
	Oceans and Seas	To introduce name and locate the five oceans and explain the difference between ocean and sea	Pacific Ocean, icebergs, mountains, volcanoes	-Use an atlas to locate the ocean between Europe and N America, the ocean between the North Pole and Greenland and the name of the ocean between Africa and Australia

	My environment	To introduce the concept of environment as everything that is around us, living and non-living, natural and man-made. To distinguish between pictures of living and non-living things.	Environment, plants, animal, town, city	-Identify what you like best about your environment and what you don't like, and why -Use a box to make a small litter bin for your table or the library corner
	Recycling at home	To introduce the idea that many of the things that we use at home can be reused or recycled. To assign waste items to the correct bin.	Recycled, waste, materials	-Draw a picture or diagram showing what happens to a bottle or jar that has been taken to the recycling centre -Design a poster to encourage people to recycle their waste

Year 1 and 2 Spring term				
Substantive Knowledge				Disciplinary Knowledge
Theme	Content	Key questions/idea	Key vocabulary	Intended Outcomes
Going places	Travelling around	To introduce journeys and the different types of transport. To investigate the traffic outside of the school. To realise that traffic consists of a variety of types of vehicle and that traffic flow varies depending on the time of day.	Bus, ferry, tram, tram, journey, transport	-Carry out a survey of how people travel around near school and what vehicle they use
	Going to school	To recognise that we go on a journey when we travel. To think about the landmarks and other features we pass on our journey to school	Car, cycle, roads, buildings	-Draw a map of your school route and the roads travelled, building passed and whether they are new or old
	It's my world	To introduce the idea of travel by air and that you need a passport to travel between countries	Country, passport, city, capital, atlas, map, transport	-Draw a map of the route the children took from Doha to Paris and label some places on the map -Calculate many different kinds of transport used
	Going on holiday	To introduce an example of a holiday journey and plan for a holiday depending on the destination	Journey, border	-Use an atlas to find the route the Sharif family took on holiday -Act out the stages of going on holiday abroad
	Holiday weather	To explain that when we plan for a holiday we need to choose a destination that has the weather that matches our leisure activities. To choose the right kind of weather for different outdoor activities	Weather, seaside	-Identify the most suitable clothing needed for different holidays
	Different landscapes	To explain that a landscape is the shape of the Earth's surface we can see and that different parts of the world have different landscapes.	Desert, forests, mountains, landscape	-Create a class display of a cold forest or a hot and wet one -Plan what you would need to stay alive as an explorer

Year 1 and 2 Summer term				
Substantive Knowledge				Disciplinary Knowledge
Theme	Content	Key questions/ideas	Key Vocabulary	Intended Outcomes
Passport to the world	Climate	<p>To introduce the concept of climate and to compare the hottest and coldest places in the world.</p> <p>To identify the locations of the hottest and coldest places on a map.</p> <p>To determine and compare the clothing worn in these places.</p>	Climate, weather, equator, atlas, globe	<p>-Using an atlas or a globe, make a list of countries as you can through which the equator passes</p> <p>-Identify the two large islands on the equator</p>
	The global supermarket	<p>To explain that food comes from many parts of the world.</p> <p>To investigate which continents the food in our homes has come from.</p> <p>To think and interpret information in a block graph.</p>	Port, map	<p>-Make a food map</p> <p>-Make a class collection of pictures of different foods</p>
	China	<p>To introduce simple facts about China.</p> <p>To locate and colour China on a map of Asia</p>	Map, mountains, deserts, capital	<p>-Looking at a map of the world, which countries, seas and mountains might you fly over when flying home from Beijing</p> <p>-Make a class collection of pictures and small things that show what life is like in China</p>
	Living in Shanghai	<p>To introduce information about life in a Chinese city.</p> <p>To imagine what our sense would detect in a Chinese village or city</p>	Port, China, Huangpu River	<p>-Copy and complete the table to compare your life with Mei-Ling's life</p>

Year 3 and 4 Autumn term				
Substantive Knowledge				Disciplinary Knowledge
Theme	Content	Key questions	Key vocabulary	Intended Outcomes
Environment	Wildlife around us	<p>What makes a good habitat?</p> <p>How is our school good for wildlife?</p>	Block graph, colour code, community, habitat, national park, survey	<p>-Colour code a map of school grounds, outlining, distinguishing between areas that are good for wild life and those that are not</p> <p>-Create a survey of the front gardens near school and whether they are mostly grass, plants, bricks, stone or concrete and create a block graph to show results.</p>
	Protecting wildlife	<p>What are people doing to care for plants and animals?</p> <p>Why is it important to protect the wildlife and the world?</p>	Conservation, environment, pollution, reserve	<p>-Create a map of nearest national park or conservation area</p> <p>-Create a persuasive poster aimed at helping people care for wildlife</p>
	Improving our surroundings	What happens at a nature reserve?	Nature trail, warden	<p>-Draw a plan of school garden or design an original garden</p>

		What does a reserve warden do?		-Devise a short nature trail of school grounds and the creatures they may see along the way
	Old and new buildings	What happens to old buildings? Which are the oldest buildings in our area? Why are some buildings saved?	Block of flats, listed buildings, railway station, windmill	-Draw plans to show how you could turn a windmill with three floors into a house -Research and present information about buildings in local area which have been listed
	Making improvements	How can places be improved?	Bollard, chicane, town planner, pedestrianisation, park and ride	-Learn more about a local improvement scheme and create an annotated drawing -Create a plan for an area around school which might be improved
	Comparing places	Which place is best? In what ways can we judge a place?	Advertisement, award, graffiti, gutter, street furniture, pollution	-Take photographs showing areas of school which might be improved and present work as a class display -Create a survey which seeks to find out what areas of school could be improved
Places – Scotland	Introducing Scotland	What is Scotland like? How is Scotland different to where we live?	Ben Nevis, Edinburgh, Glasgow, River Clyde, Shetland Islands	-List the islands on the map of Scotland and add others using an atlas -Research and record information about tourism OR the oil industry in Scotland
	Edinburgh – The capital city of Scotland	How can we tell that Edinburgh has been an important city for a long time?	Bank, castle, cathedral, crag, station	-Create a list of the main landmarks which Isabel passes on her way to work -Create a silhouette of the Edinburgh skyline and annotate key landmarks
	Mull: A Scottish Island	What is the landscape like on Mull? What wildlife lives on Mull?	Cliff, croft, ferry, island, moor	-Link pictures and labels to an outline map of Mull -Plan a holiday which would take you to three Scottish island and create a map of route

Year 3 and 4 Spring term				
Substantive Knowledge				Disciplinary Knowledge
Theme	Content	Key questions	Key vocabulary	Intended Outcomes
Weather	Different types of weather	Is the weather the same all over the world? What would you put in a survival kit for each place? What animals would live in each region?	Climate, desert, North Pole, polar lands, rainforest	-Create drawings of the rainforest, desert and polar lands and write at least a sentence about the features of each such as vegetation and climate zones -Research and record information on extreme weather record from around the world
	Living in hot and cold places	How do people live in hot and cold places? What are the main problems of living in the desert and the polar lands?	Date palm, market, oasis, temperature	-Create a map or model of a Moroccan oasis -Identify the and differences in a hot desert, polar lands and the UK
	Sunshine matters	Why are some places hot and some places cold?	Equator, North Pole, South Pole, reservoir	-Draw picture to show why it is cold at the North pole and not at the Equator

		Why are there no deserts or ice caps in the UK?		-Identify countries near the equator and those that are far away
	Extreme weather	How does extreme weather affect us?	Blizzard, hurricane, bushfire, monsoon, drought, flood, typhoon	-Use language to describe what the weather is like in a hurricane, flood and drought -Investigate and explain how snow, flood, gales and drought might affect a tree OR a house and construct before and after images.
	Weather forecasts	Why is it useful to have a weather forecast? How is the data for a forecast gathered?	Forecast, met office, temperature	-Using the latest satellite weather map for the UK, write sentences to explain what this tells us -Create a weather forecast for a farmer, crane driver or family and how this might affect them
	Recording the weather	How can we record the weather? Which are the three main parts of a weather record?	Picture scale, rain gauge, symbol, thermometer, weather vane	-Record the weather at school for two weeks and present the results on a chart, writing a short report on findings. Evaluate if the weather affected what was done
Places – Asia	The Gulf	What is The Gulf? What makes The Gulf important?	Arab, coral reef, desert, Islam, states, oil reserves	Using an atlas, write the names of The Gulf states -Create a list of items in the classroom which are made of oil
	The United Arab Emirates	What is the United Arab Emirates like? How did the discovery of oil transform the UAE?	Bedouin, emirate, mosque, state, villa	-Draw the tallest building in the world and write information about it using research findings -Using an atlas, find three or more mountains in the UK which are similar in height to the Burj Khalifa
	Exploring the United Arab Emirates	How is the UAE linked to other countries?	Satellite image, environmental footprints, sandstorm	-Complete survey with aim to find out about their own environmental footprint -Using an outline map of Asia, draw arrows to show shipping routes of the UAE to show countries it supplies with oil

Year 3 and 4 Summer term				
Substantive Knowledge				Disciplinary Knowledge
Theme	Content	Key questions	Key vocabulary	Intended Outcomes
Planet Earth	The Earth's surface	What is the Earth's surface like? How is it different to the surfaces of other planets? What colours make up the Earth's surface?	Continent, Earth, landscape, planet, space	-Using a globe, find the view in the space photograph and name some places visible -Create a list of the colours in the image and explain what each shows -Identify the features which are found on the Earth and the moon
	The Shape of the land	Are all landscapes the same? Why don't trees grow in all landscapes?	Coast, hill, island, landscape, lowland, mountain, plain, plateau, valley	-Create an image of four landscapes and write words associated with them -Create a map or a model of an imaginary island with different landscapes
	Investigating landscapes	What is the landscape like in the British Isles?		-Using a map of the UK, create a list of mountain ranges and rivers in the UK

		Where do most people live?		-Using pictures of different landscapes, write sentences about each for a class display
	The seashore	What is the seashore like? Why some coastlines straight but others jut out?	Beach, mudflats, cliff, coast, shingles	-Write a short description of one the seashore photographs and ask a partner to identify the location -Create a map of an imaginary island and show three or more different coastlines
	Shaping the coast	How does the sea shape the coast? What coastal features can you identify? How does the coastline change over time?	Bay, boulder, cave, cliff, headland, rock stack, sand dune	-Using an atlas, create a list of headlands around the UK -Create drawings with short notes of three seashore features
	Exploring the coast	How do people look after the coast? What creates different seashore habitats?		-Create a key for the map of Sidmouth - Research and present findings about the Jurassic coast
Northern Ireland	Introducing Northern Ireland	What is Northern Ireland like? Where is Northern Ireland?	Belfast, Lough Neagh, River Bann, Slieve Donard, Sperrin Mountains	-Mark key geographical features on a blank map of Northern Ireland -Add ferry routes to map using an atlas or the internet
	Living in Northern Ireland	What is it like to live in Northern Ireland?	Barn, peat bog, pass	-Select appropriate words to describe the area around Ballyknock farm -Devise a place portrait using geographical vocabulary
	A journey to Londonderry	What might you see on a journey to Londonderry?	Goods, Gaelic, picture map, port, route	-Devise a picture sequence of the O'Neill's journey to Londonderry -Draw a picture map of the route from Ballyknock farm to Londonderry, adding pictures or symbols of features along the way

Year 5 and 6 Autumn term				
Substantive Knowledge				Disciplinary Knowledge
Theme	Content	Key questions	Key vocabulary	Intended Outcomes
Water	Rivers in action	How do rivers shape the land?	Channel, deposition, erosion, reservoir, river, bank, transportation, water cycle	-To distinguish between deposition, transportation and erosion
	Preventing flood damage	How do we control rivers?	Channel, dyke, flood, levee, meander, tributary	-To draw a map of the Mississippi River and its tributaries -Write a report about a flood in a local area -To describe various flood defence methods
	Finding out about rivers	What data is needed to find out about a river?	Environment, particle, magnetic, ranging pole, compass	-To use a local map to name rivers and streams -To illustrate types of river surveying equipment

	Water, water everywhere	Is there enough water in the world?	Borehole, pumping station, reservoir, resource, waterworks, well	-To create a block graph for water use -Draw a map of a region drained by nearest river
	Water supplies	Why is clean water so important?	Dam, pump, spring, well	-Using an atlas, specify six countries without clean drinking water -To define consequences of drinking dirty water and suggest possible solutions
	Conserving water	Are we using water wisely?	Cistern, drain, sewage works, waterworks	-Draw a diagram to show how water is taken from the River Severn, used and put back again -Create a survey to find out more about water use
Places – Ashes Hollow	Speed of flow	Does the speed of the river change from the source to estuary?	Source, estuary, flood plain	
	Cross section	Does the depth of water change from source to plateau?	Depth, plateau	
	River width and features	Does the width of the river change from the source to the plateau?	Alluvial fan, River cliff	

Year 5 and 6 Spring term				
Substantive Knowledge				Disciplinary Knowledge
Theme	Content	Key questions	Key vocabulary	Intended Outcomes
Planet Earth	Seas and oceans – Beneath the surface	What is it like under the oceans?	Minerals, trench, ocean floor, vent	-To describe the plants and animals at each ocean level -To explain how temperature and pressure change with depth
	The ocean environment	What are the threats to the ocean environment?	Climate, equator, global warming, tropics, ocean current	-Draw a map of the Arctic and highlight the ways in it threatened or changing. -Design a poster about threats to the ocean environment
	Learning about seas	What is a sea?	Fish stocks, oil platform, resort, resources, shore, wind farm	-Use an atlas to make a list of seas around the world and -Present findings on the different plants and creatures in the North Sea
	Earthquakes and volcanoes	What do we know about the Earth's crust?	Crust, mantle, earthquake, fossil, seismograph, volcano	-From an atlas, name six famous volcanoes and information about history of eruptions -Draw diagram to show the process of eruption
	Creating landscapes	What forces shape the land?	Erosion, glacier, landscape, limestone	-Use photographs of school to explain how erosion has effected the building -To explain how each force effects the landscape
	Rocks and soils in the UK	How was the landscape of the UK formed?	Clay, coal, coral reef, flint, granite, limestone, swamp	-Devise a trail around school to show where different types of rock are located -Explain how well-known landscapes were formed
Places - Asia	Southeast Asia	What is Southeast Asia like?	Natural, resources, palm oil, tropics, typhoons, peninsula	-Mark the largest cities in SE Asia on a map -Create a fact file for one SE country providing detail of landscape, cities, products and environment

	Investigating Singapore	What is Singapore like?	Causeway, Equator, finance, peninsula, reclaimed land, tropical	-Create an advertisement encouraging a business to set up in Singapore -Use an atlas to name other countries close to the equator
	A Singapore family	What is it like to live in Singapore?	Community, mangrove swamp, reclaimed land, self-sufficient	-Devise a plan of how you could arrange six blocks of flats around a precinct

Year 5 and 6 Summer term				
Substantive Knowledge				Disciplinary Knowledge
Theme	Content	Key questions	Key vocabulary	Intended Outcomes
Settlements	Describing cities	What are cities like?	City centre, settlement, skyscraper, suburbs, vandalism	-Understand different perspectives of city life -Using an atlas, make a list of 10 cities in the UK and highlight which countries have the most
	World cities	How are cities changing?	City, countryside, population	-Create a bar chart of the population of the world's cities -Make a simple sketch of NYC and label landmarks
	The story of London	How has London grown and changed?	Crossing point, population, route map, Thames, underground	-Draw a map of a walk-through London, link four landmarks -Provide a fact about each main city of the UK
	Planning issues – Reasons for development	Why are there conflicts over land use?	Industry, leisure, sustainability, transport, warehouse	-Using a map of the local area, list the different ways the land has been used -Draw a bar chart to show how much land is used for different purpose in Malta.
	Old sites, new uses	How can old sites be redeveloped?	County council, leisure facilities, planning inspector, public enquiry, redevelopment	-Devise a plan for school if it was to be moved to another area -Explain why a site might need to be redeveloped, the plans suggested and why a mixed development seems best
	Planning game	How are planning decisions made?	Aerial photograph, features, leisure centre, site	-Write a 'for sale' advertisement for our school site -Mark the main features and landmarks of an aerial map of school
Places - Wales	Mountains and valleys	What is Wales like?	Anglesey, Cambrian Mountains, Cardiff, River Wye, Snowdon, Swansea	-To calculate the distance from Cardiff to Bangor by land and sea -To create a fact file for north or south Wales
	The story of Blaenavon	How is Wales changing?	Colliery, furnace, ironstone, lift shaft, heritage site	-List the differences between an OS map of Blaenavon and a tourist map Create a timeline of Blaenavon's history from 1789 to present.
	A visit to Big Pit	What was it like to be a coal miner?	Coal face, fan house, lift shaft, pit head, shaft, ventilation	-Create a spoke chart with school at the centre highlighting the attractions -Research and collate information about another World heritage site

Whole school geography medium term planning (themes, key questions and vocabulary)

Rotation 2

Reception Autumn term			
Theme	Content	Key questions	Key vocabulary

Understanding the world	People, Culture and Communities	Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
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Reception Spring term			
Theme	Content	Key questions	Key vocabulary
Understanding the world	The Natural World	Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	

Reception Summer term			
Theme	Content	Key questions	Key vocabulary
Exploration	As a half-form entry school, our reception children are often learning alongside our year 1 children. As a result, they get to explore and study alongside their peers throughout our rotating KS1 curriculum at an age appropriate level. This may involve working with the Teaching Assistant outside to take a more active method of exploration as they work towards developing their understanding.		

Year 1 and 2 Autumn term				
Substantive Knowledge				Disciplinary Knowledge
Theme	Content	Key questions/ideas	Key Vocabulary	Intended Outcomes
My School The local area	My classroom	To draw and label a picture of the pupil's classroom and compare them to other classrooms in the world	Classroom, same, different, 3D	-Identify what in the classroom is round, square and rectangular -Use a large open box to make a model of the classroom
	Directions and plans	To introduce the idea that a plan is a drawing of the shape you see when you look down at something. To match simple plans to the objects they show Left, right, under, on top, near, far from	Left, right	-Construct a table which shows how many children in the class write with their left hand, their right hand and both
	My school map	To examine a simple plan of the school To explain how an aerial photo can be changed into a plan or map	Plan, aerial, map	-Draw a map of what you think the playground would look like from above
	My home	To introduce the names of some geographical features and observe the local landscape. To introduce students to different types of homes	Villa, cluster, courtyard, apartment, address	-Draw a picture of your home and explain who lives there with you and draw them in this picture
	Homes and buildings around the world	To explain that homes in different parts of the world are designed to	Weather, roof, walls, windows, desert	-Collect pictures of different kinds of homes from around the world

		cope with the local weather and climate To observe and record some of the buildings and other man-made structures in the local area.		-Use scrap materials to build a model of a house on stilts. Explain what could be used to make water around the house
	My street and my changing area	To highlight that all places change and that opinions vary on whether changes are good or bad.	Street, roads, buildings, street furniture, map, traffic	-Write a list of all the street furniture seen on the way to school -Draw a map showing the route from home to school -Generate questions for adults about how an area has changed over time

Year 1 and 2 Spring term				
Substantive Knowledge				Disciplinary Knowledge
Theme	Content	Key ideas	Key Vocabulary	Intended Outcomes
An island home How we learn about the world	Islands and island transport	To introduce the concept of an island. To recognise an island by its features To compare island life to that of our area	Mainland, island, map, mountains, volcanoes, coral, globe	-Choose an island from the globe and write a sentence or two saying where it is and what it is like -Use books or the internet to find out more about the island and present findings to class
	Bahrain: an island country	To introduce Bahrain as an example of an island country	Bahrain, capital, Manama, desert, oases	-Discuss whether Bahrain would be a nice place to live and why -Create a poster advertising Bahrain as a good place to go on holiday
	Making sense of the world	To help pupils understand that we use our senses to compare different places. To compare two places using our senses To carry out a survey using our senses	Senses, eye, pupil, iris	-Draw or label something you can see, hear, feel, smell and taste -Explain how your eyes help you to keep safe
	Helping our eyesight	To examine some of the ways in which we can help our senses when we try to find out more about our environment.	Artificial satellites weather, maps	-Make a collection of different things with lenses in them -Predict weather patterns from looking at satellite images
	Globes, maps and atlases	To compare the merits of globes, maps and atlases as a means of learning about the Earth.	Map, atlas, space, Earth	-Draw around the continents using tracing paper on a globe and compare this to the continents on a map of the world -Looking at the labels in your clothes, use an atlas to find where they were made

Year 1 and 2 Summer term				
Substantive Knowledge				Disciplinary Knowledge
Theme	Content	Key questions/idea	Key Vocabulary	Intended Outcomes
Going to the seaside	At the seaside	<p>To introduce some of the geographical features seen at the seaside.</p> <p>To understand that there are many landscape features and they each have their own name.</p> <p>To understand that natural objects and harmful items of man-made rubbish may be washed up on the beach.</p>	Seaside, beach, sand, cliffs, waves, tides, map, atlas	-Locate the nearest seaside to you using a map or atlas. Explain if it is a village, town or city, what kind of beach it has, how far away it is and collect pictures of this place
	Seaside cities, towns and villages	<p>To explain how seaside settlements originated and grew.</p> <p>To understand that seaside communities are places of work as well as leisure.</p>	Cliff, harbour, port, cargoes, resorts, coast	<p>-Using a blank map of the world, mark and label some cities and resorts on the coast.</p> <p>-Conduct a survey to ask friends and family their favourite resort and why they like it best</p> <p>-Present findings on a bar chart</p>
	Seasides around the world	To compare seaside resorts from three countries around the world	Seaside resorts, weather, sandy beaches, atlas	-Locate Malta, Florida and Jamaica using an atlas. Explain how you would travel there and which countries, oceans and seas you would cross to reach these places
	Food from the sea	<p>To explain that some of our most important foods come from the sea</p> <p>To understand the stages in catching, processing and marketing fish.</p>	Fish traps, nets, beach, trawler, port	-Research what kinds of fish and shellfish are sold in the local supermarket and try to find out where it was caught. Locate these places on a map or using an atlas

Year 3 and 4 Autumn term				
Substantive Knowledge				Disciplinary Knowledge
Theme	Content	Key questions	Key vocabulary	Intended Outcomes
Water	A wet planet	<p>Where do we find water?</p> <p>What is the most useful form of water?</p>	Cloud, glacier, iceberg, lake, pond, river, stream	<p>-Using an atlas, make a list of lakes around the world</p> <p>-Create a drawing or plan of a house and show which rooms you would find ice, running water and water vapour</p>
	The effects of water	<p>Why is water important?</p> <p>What are the main ways people use water?</p>	Flow diagram, pond, soil, water	<p>-Create a flow diagram with the word 'water' in the middle and provide examples of cooking, washing etc around the edge</p> <p>-List plants and animals which use water from a pond and those that use underground water</p>
	Recording water	How is water shown on maps?	Co-ordinates, lake, marsh, reservoir	-Read the coordinates for River Blackwater, Mersea Island, Abberton Reservoir and Gaedon Saltings

		How does water disappear?		-Create a survey of where rainwater goes in school and write a report or draw a picture to show this
	Describing rivers	What are the features of a river? Where do rivers begin? Why does a river become wider?	Channel, estuary, gorge, meander, mouth, pool	-Using a map or atlas, locate a local river and draw a diagram to show its features -Make a list of six features you will find along a river and write numbers from the table on the correct part of the picture
	Rivers matter	How do people use rivers?	Dam, delta, flood, irrigation, pyramids	-Using an atlas, name the continent for each river in the bar chart -Using the map of the Nile, complete the sentences about it -Create a picture map for tourists showing the places they would see on a journey up the River Nile
	Managing rivers	How do people care for rivers? What can stop a river being clean and healthy? In what ways are rivers useful?	Bank, pumping station weir, tug	-Using an atlas to support, write sentences about the River Thames -Write a short report about the work done by Valerie and her team and explain why each task needs to be done
Places – North America	Introducing North America	What landscape types are there?	Cactus, coniferous forest, rainforest, resources	-Using an atlas, on a map, mark the names of ten different states of the USA -Collect photographs of the USA for a class display
	Finding out about Canada	Why is Canada divided into time zones?	Border, First Nations, maple leaf, northern lights	-Using an atlas, create a list of countries like Canada which only have a border with one other country -Describe the key physical and human features of Canada
	Crossing the Rockies	What is it like to cross the Rockies?	Canyon, cross section, glaciers, mountain pass, time zones	-Create a diagram map of the Trans-Canada highway showing places along the route from Pacific to Atlantic Ocean coasts -Create a PPT presentation with six slides about the Trans-Canada highway and Rocky Mountains

Year 3 and 4 Spring term				
Substantive Knowledge				Disciplinary Knowledge
Theme	Content	Key questions	Key vocabulary	Intended Outcomes
Work and travel	Ways of travelling	What different types of transport are there? How has transport changed?	Airport, harbour, transport, vehicle	-Make a timeline with drawings showing different ways of travelling over the last 100 years -Create a survey of how children in the class travel to school and travel at the weekends
	Finding your way	Why do people use maps? Why are there different types of map?	Grid, landmark, route, scale	-Draw a map to show a visitor how to reach your class from the school entrance -Create a class display of different maps of the area, the UK or wider world
	Routes and journeys	Do routes matter? Why might you take a different route to the same place?	Journey, landmark, ordnance survey, key	-Identify the landmarks passed on the way home from home to school and highlight this on your route map
	Farms and food	Where does our food come from?	Crops, dairy, landscape, soil	-Using an atlas, work out how far the grapes, potatoes, pineapples and grapefruit

		What are the three main types of farm?		sold in the shop may have travelled to reach the UK -Create a list of food that has come from Britain and other countries
	From farm to supermarket	How does food get to the supermarket?	Import, fair-trade, plantation, season, Caribbean	-Using an atlas, plot the route a lorry with oranges might take from Turkey to the UK and identify the cities it would pass through
	Local shops	What local shops are there? Why are high streets changing?	Antiques, estate agent, florist, goods, high street, household, refreshments	-Create a survey of shops near the school and identify the service they provide
Places – South America	Introducing South America	What are the Andes? Why are European languages spoken?	Andes, Brazil, Equator, Lake Titicaca, Panama Canal, Rio de Janeiro, River Amazon	-Make a list of countries in SA which are north of the equator, south of the equator and on the equator -Create a map of SA and mark 6 places or features and write a sentence about each
	Spotlight on Chile	What is special about the shape of Chile? What regions are there?	Copper, desert, fjord, geysers, glacier, hot springs, salmon, volcano	-Make a simple outline drawing to show the shape of Chile, Norway and Vietnam -Create a quiz and write three sentences about Chile and three about the UK. Mix them up and ask a partner to identify the country
	The Galapagos Islands	What is special about the Galapagos Islands? What makes them remote? What might upset the balance of life on the islands?	Ocean current, summit, heritage site, Charles Darwin	-Create a map of Isabela Island and write a sentence saying how far it is across and round the coast -Create a zig zag book about the Galapagos Islands and its wildlife

Year 3 and 4 Summer term				
Substantive Knowledge				Disciplinary Knowledge
Theme	Content	Key questions	Key vocabulary	Intended Outcomes
Settlements	A village community	What makes a village	Community, land use. Settlement, village	-Create a land use map for different areas in school -Identify the purpose of the external and internal features of a house -Identify which rooms of a house are similar to the areas in the Mars village
	Different types of village	Are all villages the same? What makes a good place for a village?	Alps, crops, desert, flood, materials	-Using a local map, create a list of villages in the local area or region -Working from a plan, identify the different features of a west African village
	Investigating villages	How do villages change? What are the oldest parts of the village? How has the village changed?	Bungalow, church, greenhouse, orchard, paddock	-Draw pictures and plans of five buildings in Worth -Create a plan of a village by arranging pictures of buildings and other features -Explore a local village and record photographs, maps and drawings
	Understanding towns	What are the features of a town?	Council office, grid square, education, health, transport	-Using a map, name the places seen on the photograph and write down the grid references -Using the photograph and map for this lesson, list the places associated with transport, health and education

	The origin of towns	How did towns begin? What different types of town are there?	Castle, factory, market, mine, pattern, port, resort	-Using a road atlas or internet map, look at a street plan of the nearest town and write down the clues which tell you what type of town it is
	Town life	How does a town work? What services are needed?	Power, services, transport, waste disposal	-Use a local street map to show where the best place for a litter bin would be and why -Create a survey of street services and explain how each one helps
Places – France	Introducing France – using photographs	What is France like?	Alps, English Channel, Paris, River Seine	-Using an atlas, draw a map of ferry routes between France and the UK -Make a list of all the different ways the class and community is linked to France
	Growing food	What crops do French farmers grow?	Crops, export, settlement, soil, village	-Use an atlas to calculate the distance from London to Bordeaux -Identify the human and physical characteristics of a French village
	Making cars	Where do Renault cars come from?	Europe, factory, motorway, settlement, river	-Explore the settlements around Flins and the people who live there and the jobs they do -Create a survey of parked cars in and around school and identify how many are Renault/ French made

Year 5 and 6 Autumn term				
Substantive Knowledge				Disciplinary Knowledge
Theme	Content	Key questions	Key vocabulary	Intended Outcomes
Weather	Changing seasons	What are the seasons?	Cycle, pattern, season, temperature	-Create a sun dial with drawings and notes for each of the four seasons -Research and present information on seasonal variations of the UK
	Seasons worldwide	Do all places have the same seasons?	Climate, Mediterranean, monsoon, season, tropical	-Using an atlas, make a list of other parts of the world that have Mediterranean and monsoon climates -Write a description of the weather to match one of the seasons in the UK
	Seasonal influences	How are farmers affected by the seasons? How are seaside resorts affected by the seasons?	Harbour, heat wave, moorland, Pennines, resort	-Create a seasons chart for local area and write what you will notice -Draw a sketch map of a route where you might see spring flowers
	The right conditions	Why do people want to control the weather?	Air conditioner, environment, humidity, ventilation	-Take temperature readings in different parts of the school and record results on a plan using the categories warm, cold and average -Design a survival capsule where you could keep dry, control the temperature and have good light and ventilation
	Micro-climates	How does the weather vary between places?	Exposed, lichen, micro-climate, sheltered, slope	-Create a travel brochure which aims to attract people to an area by showing local weather conditions
	Influencing the weather	How are people affecting the weather?	Acid rain, carbon dioxide, global warming, smog, ozone hole, pollution	-Draw a plan to show where you would put plants in school -Write a newspaper report about air pollution five years from now
Places – Africa	Introducing Africa	What is Africa like?	Cairo, Lake Victoria, Mount Kilimanjaro. River Nile, Sahara Desert	-Using an atlas, name a country in each of the four main landscape types -Create a quiz on Africa

	Kenya	Finding out about Kenya	Central highlands, extinct volcanoes, Kamosong, pyrethrum, savannah, Swahili	-Create a description of Miriam's life with regards to family, hobbies and her school day
	Living in Kenya	How is Kenya changing?	Annotated map, drought, game park, shanty town	-Draw a map of Kenya and annotate how it is changing -Design an advertisement to attract tourists to a Kenyan game park

Year 5 and 6 Spring term				
Substantive Knowledge				Disciplinary Knowledge
Theme	Content	Key questions	Key vocabulary	Intended Outcomes
Environment: Pollution & conservation	Damaging the environment	What causes pollution	Chemicals, nuclear waste, pollution, volcano	-Make a map to show clean and dirty areas in school building or local surroundings -Record the decomposition time of everyday objects on a chart
	Green living	How can we reduce pollution?	Recycling, renewable, resources, solar panels, turbine, wind farm	-Conduct a 5 day survey of lights and machines which have been left on in school and show findings on an outline map -Devise a ten point 'Waste and Pollution' policy for school
	Exploring green energy	Can old power stations make clean energy?	Fumes, energy, survey	-Draw a map or plan of the area studied in pollution survey
	Threatened wildlife	Why are many plants and animals endangered?	Endangered, extinct, mahogany, pesticides, teak	-Research and collate information on a threatened plant or creature and write a short report -Use a map to highlight where endangered species originate
	Antarctica	Why should Antarctica be conserved? What makes Antarctica so special?	Iceberg, satellite, treaty, wilderness, world park	-Learn about Captain Scott's journey to the south pole and write a diary entry about what happened
	Conservation projects	What are people doing to conserve the environment?	Fertiliser, heathland, lizard, organic, pesticide, slow worm	-Make notes around a plan of school to show how it might be improved for wildlife -Highlight the advantages and disadvantages of organic farming
Places – Europe	Introducing Europe	What are the regions of Europe?	Fjord, grasslands, Mediterranean, tundra	-Use an atlas to find a country that contains 3 of the following: mountain, grassland, forest, Mediterranean and tundra -Name countries you may pass through on a journey from Seville to Bergen
	The European Union	How can countries work together? How does the EU improve people's lives? Why might a country want to stay out of the EU?	Agriculture, aid, currency, tax, trade	-Create an alphabetised list of countries in the EU -List reasons why a country might join the EU giving
	Celebrating Europe	What is special about Europe?		-Create a quiz about Europe -Consolidate understanding of unit

Year 5 and 6 Summer term				
Substantive Knowledge				Disciplinary Knowledge
Theme	Content	Key questions	Key vocabulary	Intended Outcomes
Work and travels: Jobs & transport	Making things	Where are things made? What can factories do? How do factories work?	Dough, ingredients, input-output, raw materials, storage, waste, workshop	-Create a land use map of factory with a key -Create input-output diagrams for making a pencil and a carton of apple juice
	Different jobs	How do people earn a living?	Bulk carrier, harbour, lifeboat, skill	-To illustrate the range of work opportunities in a single workplace -Plan of the harbour from clue in the picture
	Types of work	What are the different types of work? Which type of work is hardest?	Primary, retirement, secondary, tertiary	-Use map of local area to annotate the primary, secondary and tertiary job opportunities
	Travelling further, travelling faster	What are the opportunities for travel in the world today? Why do people want to travel more now than in the past?	Environment, network, transport	-Map major air routes on a world map -Outline advantage and disadvantages of air travel
	Transport problems	Can roads cope with more traffic? What is convenient about cars?	Bypass, flyover, traffic, vehicles	-List the problems for people and traffic in the picture shown and list a solution for each -Create a detailed plan of local street and annotate the rules which keep people safe and traffic moving
	Hidden costs	How do vehicles affect people and the environment?	Acid rain, campaign, smog, questionnaire, vehicle	-Create and conduct a survey of traffic problems in local area
Places – Greece	Introducing Greece	What is Greece like?	Aegean Sea, Athens, Crete, Pindus Mountains,	-Using an atlas, calculate the distance from Athens to London and other European capitals -Create a fact file about life in Greece
	Summer in Athens	What is the summer like in Athens?	Armorgos, market, meltemi wind, smog	-Plot a route through Athens and highlight the various landmarks along the way -Create a timeline of your day and compare to that of Dimitra's
	A Greek Island	What is it like to visit Amorgos?	Beach, monastery, port, taverna	-Draw a rote map for tourists travelling from Tholaria to Katapoli by bus and describe what they might see along the way