

	Autumn	Spring	Summer
Rec	<p>Local environment – my family and where we live.</p> <p>In this unit the children will explore their local environment linking to our topic this half term ‘All about me’. They will look closely at the area in which they live and comment, describe and ask questions about aspects of their immediate environment. They should learn from observation, discussion, stories, non – fiction texts and maps. Children will also look closely at similarities, differences, patterns and change.</p>	<p>Artic/Antarctica – winter comparisons.</p> <p>Within this unit children will look at winter comparisons, in particular comparing winter here, to Antarctica. This links with our topic this half term ‘Winter Wonderland’. The children will learn to describe their immediate environment and explain some similarities and differences between life in this country and in other countries. The children will be able to draw on knowledge from stories, non – fiction texts and maps. Learning will be enhanced through our Antarctica role play area. This will help develop their knowledge about similarities and differences in relation to places, objects and living things.</p>	<p>Beach holidays, weather, countries on a map.</p> <p>In this unit the children will compare the weather and look at the climate in different countries. They will be able to talk about and discuss the features of their own immediate environment and how environments vary from one another. This will link with our topic this half term ‘We’re all going on a summer holiday’. Children will learn about similarities and differences between life in this country and life in other countries thinking about where they have been on holiday and drawing on knowledge from stories, non-fiction texts and them becoming familiar with locating places on a map.</p>
Year 1	<p>Why don’t penguins need to fly? (Global)</p> <p>In this unit pupils will be introduced to natural regions. Addressing location in relation to the Equator and poles in determining weather and climate. Pupils will identify how animals have to adapt to survive in these environments. Children will compare the environments by focusing on the fundamental geographical concepts of place, space, location, distribution, scale and environmental interaction</p>	<p>What is the geography of where I live? (Local area)</p> <p>In this unit pupils will gain an understanding of the environment they live in focusing on both physical and human geographical features. Pupils will identify the four countries in the UK. Children will use basic geographical vocabulary to talk about the school and plan a journey in their local area. Children will begin to look at Google Earth and digital maps to compare how the environment has changed.</p>	<p>How does the weather affect our lives? (National and Global)</p> <p>In this unit pupils will be studying the weather. Children will investigate how weather affects them as individuals on a daily and seasonal basis. Pupils will explore how weather affects people in other locations around the world. Through local weather recordings, presentation and interpretation the pupils can expand their investigations of weather to identify and explain the distribution of hot and cold places in the world. This investigation also provides an opportunity to study in detail the weather</p>

			conditions in two specific places (Sahara Desert and Antarctica).
Year 2	<p>Why does it matter where my food comes from? (National and Global)</p> <p>In this unit pupils will recognise that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced. Pupils will focus on dairy farming and identify, describe and offer reasons for the main features of a dairy farm and observe how milk is used as a raw material in a wide range of dairy products. They will describe how cheese is manufactured on one Devon farm and how it is exported. Children will make some products in DT using dairy ingredients they have learnt about in Geography. Local fieldwork investigations could include a trip to a local farm. The investigation then introduces pupils to tea and coffee production in Sri Lanka or Kenya. Links can be made to the fair trade work.</p>	<p>How does the geography of Sri Lanka/Kenya compare with the geography of where I live? (Global)</p> <p>In this unit pupils will make comparisons between England and a contrasting non-European location of Sri Lanka or Kenya (where our partner schools are based). This unit progresses from Year 1 Spring term's unit. They will develop core knowledge by identifying and describing the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles. They will also identify the contrasting location on the world map. Using maps at various scales and online websites, pupils will identify time differences and estimate distances between the UK. They will observe temperature, weather, transport to the contrasting location and similarities in school life. The main focus is on similarities and this links to Science and the main things humans need to survive. basic human rights as well as Rights Respecting Articles if the children in the contrasting location have their rights met.</p>	<p>Why do we love being beside the sea so much? South Shields. (Local)</p> <p>In this unit they will identify and describe the main physical and human features of seaside environments. The children will investigate a small seaside location local to them – South Shields. They will provide reasons as to why it is important to protect living things at the seaside. Pupils will describe popular activities undertaken at the seaside. Links will be made to science as pupils will identify, describe and categorise living things within a rock pool habitat. They will identify, describe and offer reasons for the presence of pollution on a beach. Eco links will be made as pupils will describe and explain how people can take greater care of the seaside environment. Children will also describe and explain reasons why seaside holidays have changed in living memory as well as Identifying, describing and offer reasons for European flight destinations from their nearest regional airport.</p>
Year 3	<p>Why do some earthquakes cause more damage than others?</p> <p>In this unit pupils will recognise what</p>	<p>Map skills – locally.</p> <p>In this unit pupils will be exposed to a range of different types of maps including modern GPS maps</p>	<p>Weather patterns compare to weather in Spain</p> <p>In this unit pupils will study the weather</p>

<p>earthquakes are and what causes them. They will begin to understand why earthquakes tend to occur in particular areas of the world as a consequence of the pattern and movement of the tectonic plates of the Earth's crust. The pupils initially investigate the causes and impact of one specific recent earthquake in one particular location in the world, where earthquakes occur frequently, before looking more widely at global patterns. The pupils are supported to develop and apply high-order thinking to a consideration of why some earthquakes of the largest magnitudes do not always cause as much death and destruction as earthquakes of lesser magnitude. As part of this they will look at the quality of life in particular areas and also technological development.</p> <p>Science Link - They will use their knowledge of the layers of the Earth (crust, mantle, inner and outer core) and the rock cycle from the science unit Rocks and Soils to help with their understanding of the tectonic plates.</p> <p>Local links – Have the children research the earthquake that took place in Stockton and look at how close this is on a map to reinforce locality.</p> <p>International Link – Since our school has links to a school in Sri Lanka look at earthquakes there and how earthquakes under the sea create more dangers (Tsunami) and compare this to the North American fault line.</p> <p>Prior Learning Link – In Year 2 the children will have become familiar with some of the geographical features of Sri Lanka (Spring). This unit will be built upon in Year 5 when they look at volcanoes.</p>	<p>like Google Earth and they will develop skills that will allow them to use/understand these maps. This unit will build upon compass work from KS1. They will begin to understand what grid referencing is and how to use a 4-figure grid reference (this will be built upon in Year 5). The pupils will look at key symbols on a map and discover what each of them represent.</p> <p>Art Links – sketching links to sketch maps and Norman Cornish's artwork shows the changes that have occurred in Spennymoor as they show when the colliery was open.</p> <p>Local links – Have the children look at maps of the local area and look at how Spennymoor has changed – particularly the railway systems that used to be in Spennymoor when the colliery and iron works were open.</p> <p>International Link – Look at the world map and the location of countries compared to one another – compass points work?</p> <p>Prior Learning Link – In KS1 the children will have begun to look at the four main compass points: N, E, S, W. In Reception the children will have looked at world maps and where different countries are located. In Year 1 the children will have looked at the countries of the UK. In Year 2 they will have looked at identifying where the UK is located on different maps.</p> <p>This unit will be built upon in Year 4 and 5.</p>	<p>patterns of the UK and compare these to the weather patterns of another European country – Spain. The children will look at how the weather differs across the year in both countries. They will look at weather forecast maps which will build upon their learning from the Spring Maps skills unit. The children will also investigate how the weather patterns of each country have affected the human (people, the architecture) and physical (plant life - science link) geography of the two countries.</p> <p>Science Links – plants and how they are adapted to different climates.</p> <p>Art Links – skylines showing different weathers/different countries skylines.</p> <p>Local links – Have the children look at the weather patterns of the local area.</p> <p>International Link – Looking at and comparing our weather to the weather in Spain.</p> <p>Prior Learning Link – In Reception and KS1 the children will have looked at seasonal changes in their science topics. It will build on the weather work done in Reception (Summer), Year 1 (Summer) and Year 2 (Spring).</p> <p>This unit will be built upon in Year 6.</p>
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<p>Year 4</p>	<p>Local - How and why is my local area changing? In this unit pupils will explore the concept of change which will be developed and illustrated through the familiar surroundings of the pupil's school and grounds and its immediate local area. This will build upon the skills introduced in Year 1 when children studied the geography of where they live. This also provides pupils with the opportunity to build upon the local mapping skills learnt in Year 3. Pupils will establish and build an understanding of changes that occur in environments as a consequence of natural events over which people have little or no control, and changes that people choose to make as a means of improving the quality of life.</p> <p>Children will make links to significant historical events in their locality including the closure of the local mines and railway. Local fieldwork investigations may include a visit to a Roman fort at Binchester.</p>	<p>Global - Why do so many people in the world live in megacities? In this unit pupils will build on the work that children completed in Year 2 when they made comparisons between England and a contrasting non-European location of Sri Lanka or Kenya. Children will develop an understanding of the important geographical concepts of settlement and urbanisation through the study of the world's megacities (cities with a population of over 10 million). Pupils will learn that urban populations both nationally and globally continue to grow very rapidly around the world and particularly amongst the poorest countries as they develop economically. Through the ancillary enquiries pupils will be able to explore some of the economic and social reasons why the population of cities increase. They also compare and contrast the benefits and problems that can arise in urban areas as a result of housing people at such high densities. Within the United Kingdom pupils not only identify the largest cities in the country but also the most rapidly expanding settlements. They explore some of the reasons for this growth through a focus on one city – Milton Keynes.</p> <p>Historically, pupils have the opportunity to investigate the historic city of Baghdad (the first city in the world with one million inhabitants in AD 900) and to compare the reasons for its growth with the causes of urbanisation today. Pupils also spend time studying the very modern city of Brasília in Brazil and come to understand that some cities grow because governments around the world decide that they should – in this case constructing a brand new capital city</p>	<p>National - How can we live more sustainably? In this unit pupils will build upon the Eco work in Year 2 when pupils described and explained how people can take greater care of the seaside environment. This unit will introduce children to the concepts of sustainability and sustainable development through a number of examples that will be familiar to them in their everyday lives, such as recycling and 'bags for life' at supermarkets. From these familiar examples, the children will progress gradually to reflect upon the concept of a resource and how these can be renewable and infinite or non-renewable and finite. Pupils will be encouraged to consider their own lives and what they currently do as individuals and at home as a family to be more sustainable. The school community will be the next focus of the investigation and pupils will survey the school's level of sustainability against a number of categories and to identify priorities for development in an Action Plan. The scale and context of the enquiry will then move to a national level with the pupils considering why the UK Government is looking to massively increase the contribution of renewable energy, such as solar and wind, to the generation of electricity.</p>
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		towards the centre of the country.	Links will be made to the electricity unit in Science when pupils explore common electrical appliances and their sources of power.
Year 5	<p>How do volcanoes affect the lives of people on Hiemaey - Iceland? (International)</p> <p>In this unit pupils will be introduced to volcanoes and this will build on the work from Year 3 based on earthquakes where children have looked at how the Earth is built up of different layers and tectonic plates.</p> <p>They will also gain an understanding of both similarities and differences between the UK and other European countries. Pupils will develop an understanding of some of the key physical processes that have shaped the Earth and will recognise and evaluate how people interact with these physical processes. They will understand how volcanoes pose a risk to those living nearby and investigate how people have had to adapt to living</p>	<p>Why are mountains so important? – Link to 3 Peaks – link to North Yorkshire – Build upon in Yr 6. (National)</p> <p>This unit builds on the work that children have completed in Year 1 and Year 3 looking at weather around the world.</p> <p>Children will develop an understanding of why some mountains are covered in snow and others aren't. Children will learn about the location of the 'Three Peaks' in the UK (which country and county they are in) using maps, atlases and globes, as well as describing their height in relation to sea level. They will explore why mountains are so important and how they impact the lives of those living on/near them.</p>	<p>Physical and human features of Spennymoor (Local)</p> <p>This unit builds on the work carried out in Year 3 where children have identified symbols on a map and used grid references to locate places on a map. It also builds on the work in Year 4 where children have learnt about why their local area is changing.</p> <p>Children will use fieldwork to investigate how the closure of the mines has had an impact on land usage in Spennymoor. Children will focus on how new housing is placing increased pressure on other resources (such as schools and hospitals) in the local area and carry out research into traffic levels in Spennymoor. Children will visit local housing developers to investigate the responsibility of housing developers to the local area and will be visited by a town planner so they can understand how plans are put in place for the future to ensure that the environment is protected. Links will be made to the History topic exploring the railway in Spennymoor.</p>

	on/near such landscapes.		
Year 6	<p>What is a river? (Local)</p> <p>In this unit, pupils will develop their mapping skills from year 5 and use 6-figure grid references in a context. Pupils will also explore and use contour lines and common key symbols within the local area. Building on their compass skills from year 3, pupils will learn the 8 points on a compass and use it practically within fieldwork.</p> <p>This investigation will enable pupils to understand the features and processes of a common and very significant feature of physical geography with which they will be familiar.</p>	<p>Who are Britain's National Parks for? (National)</p> <p>In this unit, pupils will be building on their knowledge of location from year 5 when they explored the Peak District. Pupils will be identifying the location and distribution of the 15 National Parks in the United Kingdom and understanding the rationale that underpins them – to protect and conserve the country's most scenic and beautiful landscapes, important wildlife and associated cultural heritage, to actively encourage visits and interaction with people and to ensure, in the long term, the sustainability of the 440 000 people who live and work within them. This involves grappling with some very important concepts such as 'heritage', 'environment', 'value' and 'economic activity' through a range of accessible and engaging activities. Pupils will be expanding their knowledge of</p>	<p>How is climate change affecting the world? (Global)</p> <p>In this unit, pupils will be developing their understanding of energy sources and sustainability from year 3 and 4. Pupils will be investigating personal stories who have been impacted by climate change around the world including our International partner schools in Kenya and Sri Lanka. Pupils will be connecting the impact of natural disasters including: tsunami, hurricanes, droughts and flooding upon communities, from global warming. Pupils will investigate the main manifestations of global warming and spend time understanding its causes, particularly in relation to greenhouse gases in South America.</p>

	<p>Rivers are commonplace in a wide range of environments and pupils will therefore, already know something about them. Pupils will be developing their physical geography knowledge of a river which will be supported by their understanding of weather patterns from year 3 and local physical features in year 5.</p> <p>The enquiry begins by establishing the key concept that rivers change over their course from source to mouth and develop distinctive physical features as they do so by altering the environment through erosion and deposition. This will build on the pupil's knowledge of how changes occur within the local area from year 4.</p>	<p>sustainable living from year 4.</p> <p>Pupils will be comparing the similarities and differences between National Parks within the United Kingdom and United States and exploring their value to their locality (historical, cultural or conservation): a skill which has been reinforced annually since year 1. Pupils will be considering how different people live in National Parks to appreciate the human and physical geography challenges they face.</p>	<p>The enquiry culminates in pupils reflecting upon international agreements to reduce global warming, phase out the burning of fossil fuels and to develop renewable and carbon neutral sources of energy.</p>
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