CHERITON FITZPAINE PRIMARY SCHOOL

HISTORY CURRICULUM OVERVIEW

Exe Valley Federation
CHALLENGE DISCOVER SUCCEED

"A people without the knowledge of their past history, origin and culture is like a tree without roots." – **Marcus Garvey**	**VISION** Our history curriculum aims to inspire our pupils' curiosity to know more about the past and how it has shaped the present – and will shape the future. History helps pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time. We hope that their knowledge and historical skills will help them make more informed life choices and aspire to be open-minded citizens, making a valuable contribution to society: asking perceptive questions, thinking critically, weighing evidence and developing perspective. Our local area in the Exe Valley has a rich and diverse history and we believe this should drive our curriculum, along with familial stories so that children develop their understanding of the community in which they are rooted and the diversity of their own country, the UK and the wider world.

Settlement Climate Everyone's world Maps Change

		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Maple N	EYFS Birth - 3	Understand simple questions about 'who', 'what' and 'where' CL Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. PSED Explore and respond to different natural phenomena in their setting and on trips. Explore natural materials, indoors and outside. Notice differences between people. UW					
	EYFS 3-4	Understand position through words alone. For example, "The bag is under the table," – with no pointing. M Describe a familiar route. M Discuss routes and locations, using words like 'in front of' and 'behind'. M Use all their senses in hands-on exploration of natural materials. UW Begin to understand the need to respect and care for the natural environment and all living things. UW Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. UW					
	EYFS R	Draw information from a simple map. UW Recognise some similarities and differences between life in this country and life in other countries. UW Explore the natural world around them. UW Recognise some environments that are different to the one in which they live. UW					
	ELG	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UW 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. UW 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. UW Understand some important processes and changes in the natural world around them, including the seasons. UW					
		AUTUMN A		SPRING A			SUMMER A

Ash R/Y1	**Unit Overview**	**AROUND OUR LOCALITY** Pupils explore their classroom, school and local environment through observation, mapping and fieldwork. They learn to identify human and physical features, use maps and aerial photographs, collect and record data, and suggest improvements to their local area. GEO W		**SAFARIS** This topic focuses on the geography of Kenya through focusing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. They will look at how the climate is different to ours. PLANBEE		**SEASIDES** In this unit, pupils explore seas, coasts and beaches through map work, fieldwork and comparisons. They learn about oceans, continents, the seas around the UK, and the human and physical features found at the coast. They also develop their geographical enquiry and map skills. PLANBEE	
	Key Vocab	classroom, school, map, building, playground, garden, path, near, far, walk, environment, local	map, aerial photograph, human feature, physical feature, environment, fieldwork, observation, data, route, symbol, compass, location	Kenya, Africa, safari, animal, lion, elephant, giraffe, zebra, hot, map, mountain, village	Kenya, Africa, Climate, Weather, Compass, Equator, Culture, Landscape	sea, coast, beach, sand, water, map, island, ocean, country, north, south, shell	ocean, continent, sea, coast, beach, island, United Kingdom, human feature, physical feature, compass, north, south
	Memorable Moment	Walk around Cheriton Fitzpaine		Trip to the zoo		Trip to seaside	
	Learning Focus	1. What is our classroom like? 2. What is our school like? 3. How can we create a map of our school? 4. What can we find out about our local environment? 5. What information can we collect in our local environment? 6. What changes would we make to our area?		1. Where is Kenya? 2. What is the climate and weather like in Kenya? 3. Which animals live in Kenya? 4. How do compass points help me navigate a map? 5. What is the landscape of Kenya like? 6. What is the culture of Kenya? 7. What's the same and what's different?		1. Where are the world's oceans and continents? 2. What can we see at a British beach? 3. Which seas surround the United Kingdom? 4. How can we find out more about a coastal place? 5. How are beaches around the world similar and different? 6. How can we use compass directions to travel around a map?	
	Fieldwork Enquiries	How can we learn about our local area through fieldwork?				What human and physical features can we find at the seaside?	
	Key Knowledge	A map shows places from above. An aerial photograph is a picture taken from above. Human features are things built by people. Physical features are natural features of the environment. Maps can include symbols and keys to represent features. Fieldwork helps geographers learn about places. Data can be collected through observations, surveys and recordings. Places can be improved by making changes to the environment.		Identify the 7 continents of the world Explain that countries near the equator are hotter Describe the climate in Kenya Identify some animals that live in Kenya Name 4 compass points Describe the physical geography of Kenya Identify features, such as mountains, valleys, cities etc Describe different lifestyles and cultures in Kenya		The Earth is divided into seven continents and five oceans. The United Kingdom is made up of England, Scotland, Wales and Northern Ireland. The UK is an island nation surrounded by seas. A coast is where the land meets the sea. Beaches can have physical features (sand, cliffs and rocks.) Beaches can have human features such as piers, cafés and promenades. Different coastal locations have similarities and differences. Maps and compass directions help us locate/describe places.	
	Key Skills	Use simple maps, aerial photographs/plans to identify features. Use simple compass directions and locational language. Recognise and describe human and physical features. Draw and use simple maps. Use and construct symbols in a key. Ask geographical questions about a place. Collect and record information through fieldwork. Communicate findings using maps, discussions and simple data.		Locate Kenya on a world map Use directional language Use 4 compass points to locate Make comparisons between Kenya and the UK		Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and surrounding seas of the United Kingdom. Use simple maps and atlases to locate places. Use geographical vocabulary to describe physical features. Use geographical vocabulary to describe human features. Observe/record features of a locality through fieldwork. Ask/answer geographical questions about environments. Use simple compass directions to describe locations and routes.	
		AUTUMN B		SPRING B		SUMMER 1B	

	Unit Overview	**WHERE DO I LIVE?** Pupils develop their understanding of where they live by exploring the United Kingdom, its countries and capital cities, and their local area. They learn to use maps and geographical vocabulary to describe places and identify human and physical features in their locality. PLANBEE		**CHINA** Pupils explore China and compare it with their own locality. They learn about China's location, landscapes, cities, culture, schools and farming, while developing their map skills and understanding of similarities and differences between places around the world. TWINKL		**AT THE FARM** Pupils explore the purpose and importance of farms, the features found on them and how farmers use the land. They learn to use maps, symbols and compass directions, investigate how the seasons affect farming and compare rural farm life with life in urban areas. PLANBEE	
	Key Vocab	home, house, village, town, city, map, country, flag, road, street, school, world	continent, ocean, United Kingdom, England, Scotland, Wales, Northern Ireland, capital city, village, town, city, location	China, panda, dragon, rice, school, map, globe, city, mountain, river, food, flag	China, Beijing, Asia, culture, landscape, farming, atlas, globe, physical feature, human feature, compare, location	farm, farmer, animal, field, crop, tractor, barn, cow, sheep, season, map, rural	farm, arable, livestock, dairy, rural, urban, crop, pasture, compass, direction, symbol, season
	Memorable Moment	Local area walk		Chinese food tasting		Trip to farm	
	Learning Focus	1. Where is the United Kingdom in the world? 2. What are the countries and capital cities of the UK? 3. What are the features of the countries of the United Kingdom? 4. What is the area where we live like? 5. How can I describe where I live?		1. Where is China? 2. What is life like in China? 3. How is Beijing similar to and different from London? 4. How is school life in China different from our school? 5. What is Chinese culture like? 6. How does farming support life in China?		What is a farm and why is it important? What features can we find on a farm? How can we use a map to find our way around a farm? How do the seasons affect life on a farm? How is life on a farm different from life in a town?	
	Fieldwork and Key Enquiries	What can we discover about the place where we live?				How does life on a farm compare with life in a town?	
	Key Knowledge	The world is divided into seven continents and five oceans. The United Kingdom is in Europe. The UK is made up of England, Scotland, Wales and Northern Ireland. Each country in the UK has its own capital city. Places can be described using human and physical features. Settlements can be villages, towns or cities. Cheriton Fitzpaine is a village in Devon. An address helps identify where someone lives.		How is life in China similar to and different from life in our local area? China is a country in the continent of Asia. China is much larger than the United Kingdom. Beijing is the capital city of China. China has a range of physical features including mountains, rivers and farmland. People and schools in China and the UK have similarities and differences in their daily lives. Culture includes food, celebrations, traditions,ways of life. Rice farming is an important part of life and food production in China.		Farms provide food/other products that people use daily. Different types of farms include arable, livestock, dairy. Farms are usually located in rural areas. Farms have different features such as fields, barns, sheds and animal housing. Maps use symbols/keys to represent places and features. A compass shows direction using N,S, E, W The four seasons affect how crops grow and how animals are cared for. Rural areas and urban areas have different human and physical features.	
	Key Skills	Name and locate the seven continents and five oceans. Name the countries and capital cities of the UK. Use maps, atlases and globes to locate places. Identify human and physical features. Use geographical vocabulary to describe places. Compare villages, towns and cities. Observe features of the local area. Describe where they live using geographical language.		Locate China on a world map, atlas and globe. Identify Asia and compare it with Europe. Use maps and atlases to find places and landmarks. Identify human and physical features of China. Ask and answer geographical questions about places. Compare similarities/differences between China and UK. Use geographical vocabulary to describe locations and features. Draw and interpret simple maps.		Use basic geographical vocabulary to describe human and physical features. Identify features of rural and urban environments. Use simple compass directions Use locational and directional language to describe routes and locations. Read and interpret simple maps. Use and construct basic symbols in a key. Observe and describe seasonal changes. Compare similarities and differences between places.	

		AUTUMN A	
OAK 2/3/4	**Unit Overview**	**SETTLEMENTS** In this unit, pupils learn about settlements and how places change over time. They explore different types of settlements, investigate maps of their local area, discover why people choose to settle in certain locations, and carry out fieldwork to investigate change within their local settlement. Pupils collect, present and analyse data before suggesting improvements for their community. GEO WONDERERS	
	Memorable Moment	**Fieldwork enquiry**	
	Key Vocab	Settlement, village, town, city, hamlet, map, symbol, key, route, local area, fieldwork, community	Settlement, hamlet, village, town, city, population, facilities, land use, Ordnance Survey (OS) map, four-figure grid reference, fieldwork, community
	Learning Focus	**What Are Settlements?** Know that a settlement is a place where people live and work. Identify different types of settlements including villages, towns and cities. Recognise features commonly found in settlements, such as houses, shops and roads. Describe features of their own local settlement. Use simple directional language to describe locations. **How Can Maps Help Us Locate Places?** Understand that maps help us find places. Use simple maps, aerial photographs and keys. Recognise common map symbols. Locate features within a settlement using a map. Create a simple map with a key. **Where and Why Have People Settled in Our Local Area?** Identify features that make a good place for people to live. Understand that people choose places to live for different reasons. Describe physical and human features in the local area. Compare different places within the local area. Explain why people might choose to live in their settlement. **How Can We Find Out About Change in Our Local Area?** Ask simple geographical questions about the local area. Observe and discuss changes within the local environment. Collect information through simple surveys and observations. Record findings using photographs, tally charts or notes. Develop simple fieldwork skills. **What Does Our Data Show Us?** Organise information collected during fieldwork. Present information using simple charts and pictograms. Identify patterns in data. Explain simple findings using geographical vocabulary. **What Action Could We Take in Our Local Area?** Share findings from fieldwork. Suggest ways to improve the local area. Explain opinions about changes in the community. Consider how people can help care for places. Reflect on what they have learned about their settlement.	**What Are Settlements?** Explain what a settlement is and describe its purpose. Identify and compare different types of settlements, including hamlets, villages, towns and cities. Understand how settlements vary in size, population and facilities. Use OS maps, aerial photographs and satellite images to identify settlement features. Describe settlement features using compass directions. Compare different settlement types and their characteristics. **How Can Grid References Help Us Locate Places?** Understand the purpose of OS maps. Use four-figure grid references accurately. Identify human and physical features using OS map symbols. Locate settlements and features using grid references. Interpret map keys and symbols. Begin to understand how six-figure grid references provide more precise locations. **Where and Why Have People Settled in Our Local Region?** Explain why settlements develop in particular locations. Understand how physical features influence settlement locations. Identify human and physical factors affecting settlement growth. Use OS maps to investigate how settlements have changed over time. Understand how settlements develop and adapt to changing needs. Consider how migration and population change influence settlements. **How Can We Find Out About Change in Our Local Settlement?** Understand the purpose of geographical fieldwork. Develop geographical enquiry questions. Plan an investigation into local settlement change. Decide what data is needed and how it will be collected. Understand the difference between primary and secondary data. Design surveys to gather opinions about settlement change. **What Does Our Data Show Us?** Present fieldwork data using appropriate graphs and charts. Analyse patterns and trends within collected data. Compare primary and secondary sources of information. Draw conclusions from evidence. Explain how changes within a settlement affect people differently. Use evidence to answer an enquiry question. **What Action Could We Take in Our Settlement? What Solutions Could We Suggest in Our Settlement?** Communicate geographical findings effectively. Evaluate the success of a fieldwork enquiry. Consider different viewpoints about settlement change. Suggest realistic improvements for a settlement. Justify recommendations using evidence collected. Reflect on the impact of geographical investigations and possible future enquiries.
	Fieldwork and Key Enquiries	How has our local settlement changed, and what do people think about those changes?	

		SPRING A	
OAK 2/3/4	Unit Overview	**MY REGION AND THE SOUTH AEGEAN** In this unit, pupils explore the geography of Europe, with a particular focus on Greece and the South Aegean region. They develop their locational knowledge of the UK, Europe and the wider world, investigate physical processes including plate tectonics, earthquakes and volcanoes, and compare the physical and human geography of the South Aegean region with their own locality. Pupils use maps and globes, study land use and economic activity, and draw comparisons between regions to deepen their understanding of place.	
	Memorable Moment	**Greek tasting table**	
	Key Vocab	Map, globe, continent, Europe, country, capital city, Greece, island, volcano, earthquake, settlement, land use	Globe, latitude, longitude, Europe, capital city, physical feature, human feature, plate tectonics, earthquake, volcano, settlement, economic activity
	Learning Focus	**How is the world represented on maps and globes?** Identify maps and globes as ways of representing the world. Locate the UK and Europe on a globe and world map. Understand that maps help us find places. Use simple directional language and recognise basic map symbols. **What are the key features of the UK and my region?** Name the four countries of the UK and their capital cities. Identify key physical and human features of the local area. Describe where the local area is within the UK. **What are Europe's human and physical features, including countries and capital cities?** Locate Europe on a world map. Identify some European countries and capital cities. Recognise physical features such as mountains, rivers and seas and human features such as cities and landmarks. **What are the key geographical features of Greece?** Locate Greece on a map of Europe. Identify that Greece is a country with many islands. Recognise key physical features including mountains, coastlines and seas. Compare aspects of Greece with the UK. **What are the key physical features of the South Aegean region, and how do they compare to Devon?** Identify physical features of the South Aegean region such as islands, mountains and coastline. Compare these features with those found locally. Use geographical vocabulary to describe similarities and differences. **What are the key settlements in the South Aegean region, and how do they compare to Devon?** Identify settlements in the South Aegean region. Describe features of villages, towns and cities. Compare settlements in Greece with those in the local area. **How is the land used in the South Aegean region?** Identify different types of land use. Understand that people use land for farming, tourism, housing and transport. Compare how land is used locally and in the South Aegean region. **What are the similarities and differences between Devon and the South Aegean region?** Compare the physical and human geography of two places. Identify similarities and differences between regions. Use evidence from maps, photographs and learning throughout the unit to explain comparisons.	**How is the world represented on maps and globes?** Understand how maps and globes represent the world. Use latitude, longitude, hemispheres and the Equator to describe location. Interpret a range of maps at different scales. **What are the key features of the UK and my region?** Locate counties, regions and major physical and human features of the UK. Describe characteristics of the local region and compare them with other areas of the UK. **What are Europe's human and physical features, including countries and capital cities?** Locate European countries and capitals. Identify major mountain ranges, rivers and seas. Understand the relationship between physical and human geography across Europe. **What are the key geographical features of Greece?** Locate Greece within Europe. Describe its physical geography, including mountains, islands and surrounding seas. Understand how geography influences life in Greece. **What are the key physical features of the South Aegean region, and how do they compare to my region?** Investigate the physical geography of the South Aegean region. Compare climate, landforms and natural features with the local region. Use maps and geographical data to support comparisons. **What are the key settlements in the South Aegean region, and how do they compare to my region?** Investigate settlement patterns in the South Aegean region. Compare population, settlement type and location with settlements in the local area. **How is the land used in the South Aegean region, what are the economic activities and how do they compare to my region?** Explore land use patterns and economic activities including tourism, farming and transport. Compare economic activity with the local region and explain reasons for differences. **What are the similarities and differences between my region and the South Aegean region?** Synthesise learning from across the unit. Compare physical and human geography in both regions. Use geographical evidence to explain similarities, differences and interconnections.
	Fieldwork and Key Enquiries	How is our local area similar to and different from the South Aegean region?	

		SUMMER A	
OAK 2/3/4	Unit Overview	**COASTAL EROSION** In this unit, pupils investigate coastal environments and the physical processes that shape them. They learn what coasts are, how coastlines change over time through erosion, explore methods used to protect coastlines, and consider the impact of coastal erosion on people and communities. Grammarsaurus	
	Memorable Moment	**Trip to coast**	
	Key Vocab	Map, globe, continent, Europe, country, capital city, Greece, island, volcano, earthquake, settlement, land use	Globe, latitude, longitude, Europe, capital city, physical feature, human feature, plate tectonics, earthquake, volcano, settlement, economic activity
	Learning Focus	**What are coasts?** Identify a coast as the place where land meets the sea. Locate coastal areas on maps of the UK. Recognise common coastal features such as beaches, cliffs and harbours. Describe simple human and physical features of coastal places. **How are coasts changing?** Understand that waves can change coastlines over time. Identify simple examples of erosion. Describe how water and weather can affect coastal features. Observe changes through photographs and maps. **What can be done to protect coasts?** Understand that people can take action to protect coastlines. Identify simple coastal defences such as sea walls and rock barriers. Explain why coastal protection is important for people and places. **How does coastal erosion affect people?** Describe how erosion can affect homes, roads and communities. Understand that changes to coastlines can have positive and negative impacts. Explain how people adapt to changes in coastal environments.	**What are coasts?** Locate major coastal areas of the UK. Understand that coasts are dynamic environments where land meets the sea. Identify and describe physical coastal features such as cliffs, beaches, bays and headlands. Use maps and aerial photographs to investigate coastal landscapes. **How are coasts changing?** Explain how erosion, weathering and wave action shape coastlines. Understand that coastlines are constantly changing. Investigate examples of coastal erosion in the UK. Use geographical evidence to explain physical processes. **What can be done to protect coasts?** Investigate different coastal management strategies including sea walls, groynes and rock armour. Explain how and why coastal defences are used. Evaluate the advantages and disadvantages of different approaches to coastal protection. **How does coastal erosion affect people?** Understand the social, economic and environmental impacts of coastal erosion. Investigate case studies of communities affected by erosion. Explain how people respond and adapt to changing coastlines. Use evidence to discuss different perspectives about coastal management.
	Fieldwork and Key Enquiries	How is our local coastline changing, and how does this affect people?	

		AUTUMN B	
OAK 2/3/4	Unit Overview	**LAND USE** In this unit, children will learn about the places around them and begin looking for land use patterns. Using a case study of a fictional town to provide context, children will investigate their local area, focusing on its facilities and transport links and how they might be changing. Children will learn different ways of presenting, analysing and evaluating the data collected about their locality. GRAMMARSAURUS	
	Memorable Moment	FARMWISE	
	Key Vocab	local area, map, road, shop, house, park, travel, village, town, field, school, facility	local area, map, road, shop, house, park, travel, village, town, field, school, facility
	Learning Focus	**What places can we find in our local area?** Identify different places in the local area. Recognise human and physical features. Use simple maps to locate familiar places. **What is a village, town and city?** Identify the differences between villages, towns and cities. Describe features of different settlements. Use geographical vocabulary to compare places. **How is land used in our local area?** Identify different uses of land. Recognise areas used for homes, farming and recreation. Describe how people use different spaces. **How do people travel around our local area?** Identify different forms of transport. Describe how people travel to different places. Recognise how transport helps people access facilities. **What can we find out about our local area through fieldwork?** Observe and record information about the local area. Collect simple geographical data. Share findings using maps, charts and discussions .	**What places can we find in our local area?** Identify different places in the local area. Recognise human and physical features. Use simple maps to locate familiar places. **What is a village, town and city?** Identify the differences between villages, towns and cities. Describe features of different settlements. Use geographical vocabulary to compare places. **How is land used in our local area?** Identify different uses of land. Recognise areas used for homes, farming and recreation. Describe how people use different spaces. **How do people travel around our local area?** Identify different forms of transport. Describe how people travel to different places. Recognise how transport helps people access facilities. **What can we find out about our local area through fieldwork?** Observe and record information about the local area. Collect simple geographical data. Share findings using maps, charts and discussions .
	Fieldwork and Key Enquiries	How is our local coastline changing, and how does this affect people?	

		SPRING B	
OAK 2/3/4	Unit Overview	**CLIMATE ZONES AND BIOMES** Pupils learn about the world's climate zones, biomes and vegetation belts, exploring how climate influences environments and ways of life. They investigate the Amazon rainforest and the state of Amazonas in Brazil, comparing its human and physical geography with their own region and considering the impact of deforestation and climate change. GEO	
	Memorable Moment	Rainforest Day	
	Key Vocab	weather, climate, hot, cold, rainforest, forest, desert, map, globe, river, habitat, environment	climate zone, biome, vegetation belt, tropical, temperate, arid, polar, deforestation, Amazon rainforest, Amazonas, Equator, hemisphere
	Learning Focus	**What is the weather like in different parts of the world?** Identify hot and cold places around the world. Describe different types of weather. Locate hot and cold places on a map. **What are different habitats like around the world?** Identify different habitats. Describe the animals and plants that live there. Compare habitats. **Why are forests important?** Identify different types of forests. Explain why forests are important for people and wildlife. Locate major forests on a map. **Where is the Amazon rainforest?** Locate the Amazon rainforest on a map. Identify some of its physical features. Describe what makes it special. **Why do we need to protect rainforests?** Understand why rainforests are important. Identify some threats to rainforests. Suggest ways to protect them. **How is life in the Amazon different from life here?** Describe how people live in the Amazon. Compare life in the Amazon with life in Devon. Identify similarities and differences. NOT ON PLAN: Layers of rainforest, and what can be found there.	**What are climate zones?** Identify the difference between weather and climate. Name the main climate zones. Locate climate zones around the world. **What are biomes and vegetation belts?** Identify the world's main biomes. Understand the difference between biomes and vegetation belts. Describe the features of different biomes. **What are different forest biomes like?** Identify different forest biomes around the world. Use maps and atlases to locate forests. Explain why forests are important. **How does the Amazonas state of Brazil compare with our region?** Locate the state of Amazonas in Brazil. Identify human and physical features of Amazonas. Compare Amazonas with our local region. **How is deforestation and climate change impacting Brazil?** Understand the importance of the Amazon rainforest. Explain why deforestation is happening. Describe how the rainforest is being protected. **Do all people live the same way in the Amazonas state of Brazil?** Describe how people live in urban and rural areas of Amazonas. Compare lifestyles in different parts of the region. Explain how climate and environment influence the way people live. NOT ON PLAN: Layers of rainforest, and what can be found there.
	Fieldwork and Key Enquiries	How do climate zones and biomes affect the way people live?	

		SUMMER B	
OAK 2/3/4	**Unit Overview**	**VOLCANOES AND EARTHQUAKES** In this unit, pupils explore the dynamic processes that shape our planet, focusing on volcanoes, earthquakes and tectonic hazards. They learn about the structure of the Earth, how tectonic plates move, the causes and effects of volcanic eruptions and earthquakes, and how people respond to and manage these natural hazards. Pupils investigate why people continue to live in areas affected by tectonic activity and consider different viewpoints about the risks and benefits of doing so. GEO WONDERERS	
	Memorable Moment	Natural disasters day	
	Key Vocab	*Earth, volcano, earthquake, mountain, lava, ash cloud, eruption, natural hazard, environment, damage, safety, community*	*Tectonic plate, crust, mantle, core, magma, convergent boundary, divergent boundary, volcano vent, shield volcano, composite volcano, epicentre, seismic waves*
	Learning Focus	**What Is Inside the Earth?** Identify that the Earth is made of different layers. Know that the crust is the outer layer where we live. Use simple diagrams to explore the Earth's structure. **What Is a Volcano?** Identify main parts of a volcano. Understand that volcanoes are mountains that can erupt. Locate famous volcanoes on a world map. **What Happens When a Volcano Erupts?** Understand that eruptions release lava, ash and gases. Describe how eruptions affect people and places. Explore examples of volcanic eruptions. **What Is an Earthquake?** Understand that earthquakes make the ground shake. Learn that earthquakes happen beneath the Earth's surface. Explore the effects of earthquakes on people and buildings. **How Can People Stay Safe During Earthquakes?** Explore ways people prepare for earthquakes. Understand simple safety procedures. Compare buildings designed to withstand earthquakes. **Would You Live Near a Volcano?** Explore reasons people live near volcanoes. Understand benefits such as fertile soil and tourism. Give and explain personal opinions.	**What Is Inside the Earth?** Describe the layers of the Earth. Understand the crust, mantle, outer core and inner core. Explain that the Earth's crust is divided into tectonic plates. **How Is the Earth Structured?** Explain how tectonic plate movement creates volcanoes. Identify and label volcano features. Compare shield and composite volcanoes. **What Are the Effects of Volcanic Eruptions?** Explain how volcanoes erupt. Investigate positive and negative impacts of eruptions. Study a significant volcanic eruption case study. **Why Do Earthquakes Occur?** Explain how tectonic plate movement causes earthquakes. Understand fault lines and the epicentre. Investigate the effects of earthquakes. **How Do People Manage Earthquake Hazards?** Explore earthquake prediction, preparation and response. Investigate earthquake-resistant buildings. Compare responses in different countries. **Why Do People Live Near Tectonic Hazards?** Investigate advantages and disadvantages of living near tectonic hazards. Examine real-world examples. Form and justify geographical opinions using evidence.
	Fieldwork and Key Enquiries	How do tectonic processes shape the Earth's surface?	

BEECH Y/56		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
	Unit Overview	**What's it like in North America?** Children will voyage across the Atlantic with your class as they discover the continent of North America and all its amazing countries, cities and landscapes. They will identify the 23 countries of North America, from the vast lands of the USA and Canada down through Central America and on to the Caribbean islands. On the way they will explore the various geographical features of different areas of North America and compare them with their own locality. PLANBEE	**Climate Change: What can we do?** Children will learn about Climate Change in this informative and positive mini-topic. They will understand key terms and explore how climate change is affecting people, plants and animals around the world. They will find out how people are taking action and consider what actions they can take themselves. HAMILTON	**Raging Rivers: Why are rivers so important?** Children will name and locate their geographical region, identifying physical characteristics and key topographical features, including rivers. Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using various methods, including sketch maps, plans and graphs, and digital technologies. Children will use maps and digital/computer mapping to describe the features studied. GRAMMARSAURUS and TWINKL	**Mountains** In this Mountains unit, children will look at the formation of different types of mountain, revisiting tectonic plate movements and features of a mountain. Children will learn how to describe the type of weather that occurs on mountains and how mountains affect life on Earth. They will use their map skills to locate mountains, looking at contour lines and revisiting their learning on grid references, looking at six-figure grid references in particular. The final three lessons will compare two mountain ranges, Eryri (Snowdonia) in Wales and the Rocky Mountains in North America, with children describing the impact of tourism on these mountainous regions. Finally, children will have the opportunity to answer the unit question: Are All Mountains the Same? TWINKL GEO	**Exploring Eastern Europe: What's the difference between East and West?** In this unit, children have the opportunity to explore Europe. Firstly, they will learn about the countries of Europe. They will then look in more detail at some of the contrasting areas of Europe, finding out about the landscape, climate and locations in each area. TWINKL	**The economic activity of the UK** In this unit, children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each impacts the UK's economy. Children will learn about different economic activities in the United Kingdom and their sustainability. GRAMMARSAURUS
	Key Vocabulary	*Biomes, climate, continent, country, equator, flora, fauna, latitude, longitude, temperate, tropical, polar, dry*	*Conserve, consume, climate change, greenhouse gas, food miles, non-renewable/renewable energy, produced, solar energy, wind turbine*	*channel, confluence, course, data, delta, erosion, estuary, evaluate, floodplain, lower course, meander, middle course, mouth, numerical, observe, OS map, oxbow lake, river basin, river course, silt, source, spring, tributaries, upper course, valley*	*Physical, chemical, biological, weathering, erosion, dissolve, deposition, acidic, border, boundary*	*Agriculture, arable, climate, continent, country, human and physical geography, landscapes, population, precipitation*	*Economy Sector Sustainability Agriculture Energy Resources Renewable Non-renewable Rare Earth Elements Automation Pollution Waste Management*

	Fieldwork and key enquiries			***Key Enquiry:*** Is flooding a big problem? Visit local areas at risk of flooding. Investigate what causes flooding and ways to limit flood damage.			**Key Enquiry:** How far has my lunch travelled? Investigate where our food comes from. Visit a supermarket and local farm shop. Interview local food businesses. Does it matter to people how far their food has travelled?
	Memorable Moment	Trip to the zoo	Visit from sustainability group	Trip to River Yeo		European café	The trading game
	Learning Focus	1. Which countries are in North America? 2. What are the climates of countries in North America? 3. Can I name some key geographical features? 4. What are the capital cities like? 5. How do time zones differ? Can I make comparisons?	1. What is the greenhouse effect? 2. What are the causes of climate change? 3. What are the impacts of climate change? 4. Children's rights 5. How are people taking action? How can we take action in school?	1. What are rivers and where are they formed? (G) 2. Rivers of the world (Twinkl) 3. Features of a river (Twinkl) 4. How do we use rivers? (Twinkl) 5. Fieldwork – collecting data (G) Analysing data (G)	1. Where Do Mountains Come From? 2. 2. How Do Mountains Affect Life? 3. 3. How Do We Show Mountains on Maps? 4. 4. What is the Eryri (Snowdonia) Region Like? 5. 5. What Are the Rocky Mountains Like? 6. 6. How Are the Rocky Mountains and Eryri Affected by Tourism?	1. Continents, Countries and Cities 2. Comparing Landscapes 3. Comparing Climates 4. Comparing Places 5. Planning a Trip 6. What Happened in Chernobyl?	1. What are the sectors of the UK economy? 2. How sustainable is agriculture in the UK? 3. How sustainable is energy generation in the UK? 4. How sustainable is water use in the UK? 5. How sustainable is the use of rare earth elements? 6. How does automation affect the economic activity of the UK? 7. How sustainable is waste management in the UK?
	Key Knowledge	Name some countries and capital cities located in the Americas. Use geographical terminology to describe the location and characteristics of a range of places Describe the climates and biomes of different regions Know the physical and human geographical features of my local area. Name famous features of North America (both natural and human-made) Identify why different parts of the word have different time zones	Deepen understanding of the interaction between physical and human processes. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. Describe and understand key aspects of human geography including land use, economic activity and the distribution of natural resources.	List main events in the water cycle List features of a river (upper, middle and lower course) Describe how water erodes a riverbank Describe how deposition changes the shape of a river Name the advantages/benefits and disadvantages/risks of building dams	Locate significant UK and world mountains and mountain ranges Describe the patterns that are often found in the location of mountains, mountain ranges, volcanoes and earthquakes, using knowledge of plate tectonics to explain why patterns occur. Describe how different types of mountains are formed Describe and locate the key features Explain how mountains affect climate. Describe and explain the differences and similarities between regions in different countries and begin to give reasons for some of these differences, linked to physical processes and climate. Compare mountains in different places.	Identify countries of Europe Identify capital cities Describe the climate Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	explain the UK's trade links with other countries Explain the importance of fair trade Explain the global supply chain Identify how trading has changed through history
	Key Skills	Use maps, atlases, globes and digital/ computer mapping to: •locate countries and capitals within the Americas. •Identify regions based on their environments Compare how the weather and climate is affected by a geographical location	Use digital maps Compare physical and human geography in different countries	Compare the features of rivers at different points along its course Observe and identify the impact of flooding on a location Investigate what causes flooding using a range of sources Explore ways to limit flooding damage	Understand that every human experiences places differently and give some examples of places that demonstrate this. Find information in an atlas using the index and simple grid references. Use a map to find and describe mountains of the UK. Use maps, atlases and models to locate, explain and understand areas of high ground in the UK, including the use of contour lines. Confidently use maps and atlases of a variety of scales to locate places studied. Use zoom and scale bars to estimate and compare distances. Use the key on an OS map to recognise more key features.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences Compare features of eastern European landscapes with my own area Compare climates	Use maps to show trade links Compare geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America