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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| EYFS | **Enrichment: Muddy Faces** | **Enrichment: Local walk to the post-box** |  | **Space.**  Begin to understand the need to respect and care for the natural environment and all living things.  Recognise some environments that are different to the one in which they live.  **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.**  **Enrichment:** | **Animals –**  **What different environments do they live in?**  Talk about the differences between materials and changes they notice.  Understand the effect of changing seasons on the natural world around them.  **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**  **Enrichment:** | **Pirates –**  **Exploring Maps.**  Talk about what they see, using a wide vocabulary.  Draw information from a single map.  **Explore the natural world around them, making observations and drawing pictures of animals and plants.**  **Enrichment: Treasure Hunts.**  **Muddy Faces** |
| Year 1 | **What is the geography of where I live?**  Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments  Use a number of GIS layers of Google Earth to identify and observe familiar physical and human geographical features of the immediate vicinity of their school  Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe  Using a range of layers in Google Earth GIS imagery, identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school  Understand that the many different uses of land observed in the local area can be grouped into a small number of categories  Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area  Use interactive online mapping to plot, describe and explain a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features  **Enrichment Opportunity:**  Local area walk to Hazel grove Library  Muddy Faces | **Enrichment Opportunities:**  Muddy Faces | **How does the weather affect our lives?**  Identify and describe the basic atmospheric elements of the weather  Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices  Present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement  Identify, describe and begin to explain ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings  Observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur  Recognise and describe how Vivaldi in his concerto The Four Seasons is able to create an evocative picture of changes in the weather from one season to another  Observe and offer reasons for the distribution of hot and cold places in the world  Explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles  Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences  Understand why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and empathise with the emotions they would have felt as a result | **Enrichment Opportunities:**  DT Topic – Where does food come from? | **Why does it matter where our food comes from?**  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  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  Identify and describe the main geographical features of the physical landscape of Devon and compare and contrast these with some of the human features of its towns and cities  Offer reasons and begin to explain why the weather in Devon makes it a good place for dairy farming  Compare and contrast the average annual weather conditions in Devon with those of the United Kingdom as a whole  Describe how cheese is manufactured on one Devon farm and how it is exported  Identify the top 10 most popular fruits in the United Kingdom and understand why half of these are imported  Identify and describe the main stages in the harvesting, packaging and export of bananas from Costa Rica to the United Kingdom  Explain why Costa Rica is a good location for farmers to grow bananas and how exported bananas reach the United Kingdom  Identify and describe how sugar is refined from sugar beet on British farms  Understand why being careful about how much added sugar we eat each day is important for maintaining a healthy lifestyle  Identify and categorise fruit and vegetables sold at a high street greengrocer, their cost and whether they are locally produced, UK grown or imported  Describe and explain some of the benefits of greengrocers and supermarkets buying fruit and vegetables from local farmers |  |
| Year 2 | **Enrichment Opportunities:**  Eco Council  Muddy Faces | **Why don’t penguins needs to fly?**   * Describe and explain the components of the food chain of an Emperor Penguin. * Identify and describe 3 geographical features of a South American country that Peter the Polar bear visits on his journey to Antarctica. * Compare and contrast the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco). * Explain geographic reasons why Polo finds it difficult to live in Zambia and Marco finds it a problem to live in Antarctica. * Design and construct a simple model of a waterfall and use if to identify and describe some of its geographical features. * Describe and offer reasons why an ostrich doesn’t need to fly and explain how this is very similar to a penguin.   **Enrichment Opportunities:**  Eco Council  Muddy Faces | **Enrichment Opportunities:**  Eco Council | **How does the geography of Kampong Ayer compare with the geography of where I live?**   * Identify and describe the location of where they live in the UK, within Europe and the world and in relation the Equator and north and south poles. * Compare their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles. * Using maps at various scales and online websites, identify time differences and estimate distances between the UK and Brunei and between the UK, Brunei and other locations in the world. * Identify, describe and observe the types of traditional homes found in Kampong Ayer and compare and contrast these with their own homes and through fieldwork record and categorise types of homes found in the locality of their school.   Identify the key features of a traditional home in Kampong Ayer on a simple scale plan and construct a similar scale plan of their own home, offering reasons for any similarities or differences observed.  **Enrichment Opportunities:**  Eco Council | **Enrichment Opportunities:**  Eco Council | **Why do we love being by the seaside so much?**   * Identify and describe the main physical and human features of seaside environments. * Provide reasons as to why it is important to protect living things as the seaside. * Describe popular activities undertaken at the seaside. * Understand the interdependence of living things in seaside environments. * Identify, describe and categorise living things within a rock pool habitat. * Identify, describe and offer reasons for the presence of pollution on a beach. * Describe and explain how people can take greater care of the seaside environment.   Describe and explain reasons why seaside holidays have changed in living memory.  **Enrichment Opportunities:**  Eco Council |
| Year 3 |  | **Why do some earthquakes cause more damage than others?**   * Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources * Observe and record the distribution of earthquakes in New Zealand over the past two hundred years * Identify, describe and explain the causes of Earthquakes * Describe and explain why New Zealand experiences earthquakes when they don’t occur at all in many other areas of the world * Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction * Identify, describe and explain the causes of Volcanoes * Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand   **Enrichment Opportunities:**  Eco Council |  | **Beyond the Magic Kingdom: What is the Sunshine State really like?**   * Identify, describe and explain the function and attraction of theme parks around the world and in particular the Magic Kingdom in Florida * Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida * Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the Magic Kingdom from countries around the world * Recognise and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world * Recognise the key human and physical features and achievements of the Kennedy Space Centre in Florida and explain the geographical reasons for its location * Describe and explain why sea turtles which live in the waters around Florida are endangered and reach a judgement as to how they might be conserved for the future * Reach a conclusion and make a judgement as to the best time climatically for British tourists to holiday in Florida   **Enrichment Opportunities:**  Eco Council |  | **Why do so many people live in Megacities?**   * Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density * Describe and begin to explain the distribution of megacities across the continents of the world * Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants * Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country * Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom * Recognise and locate the largest cities in South America * Describe and offer reasons for the features of the city of Brasília, capital of Brazil * Explain and conclude why the Brazilian government built a new capital city in 1960 * Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant   **Enrichment Opportunities:**  Eco Council |
| Year 4 |  | **How and why is my local area changing**   * Identify, describe and give reasons for why environments change * Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life * Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment * Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development or the work of a significant individual * Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations   Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world  **Enrichment Opportunities:**  Eco Council |  | **How can we live more sustainably?**   * Describe and explain using examples what living sustainably means * Identify, describe and explain the differences between renewable and non-renewable resources * Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable * Understand in basic terms how solar panels and wind turbines generate electricity * Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing * Explain how electricity is generated in hydroelectric power stations * Understand why creating new habitats for birds is a good example of sustainable development   Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world’s poorest countries makes the lives of people more sustainable  **Enrichment Opportunities:**  Eco Council |  | **Why are jungles so wet and deserts so dry?**   * Observe, describe and explain in basic terms the pattern of climate in the United Kingdom * Identify, describe and begin to offer reasons for the distribution of different types of climate around the world * Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world * Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements * Understand how climate affects both the landscape of different biomes and the plants and animals that can live there * Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;   Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world  **Enrichment Opportunities:**  Eco Council |
| Year 5 | ENRICHMENT  ECO CLUB  ECO COUNCIL  DT CLUB | **Who are Britain’s National Parks for?**  **Learning Objectives:**  • Identify, locate, describe and explain the distribution of the 15 National Parks in the UK  • Observe and record the common key natural features of the National Parks of the UK  • Recognise those other special qualities of National Parks, which are referred to as ‘cultural heritage’  • Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special  •Identify and record the key physical and human geographical features of Southwest England  • Describe the landscape of The Valley of Rocks in Exmoor National Park, and explain the attraction of this area for visitors such as artists  • Offer reasons for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park  • Describe and explain the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the United Kingdom  • Understand who looks after National Parks in the UK and evaluate the importance of the jobs that people do  • Compare and contrast the Everglades National Park with Dartmoor and Exmoor National  ENRICHMENT  ECO CLUB  ECO COUNCIL  DT CLUB | ENRICHMENT  ECO CLUB  ECO COUNCIL  DT CLUB | **How is climate change affecting the world?**  **Learning Objectives:**  • Describe and explain why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people  • Explain the impact on people of changing weather patterns in Victoria in Southeast Australia  • Understand why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns  • Evaluate different viewpoints about the implications of changing weather patterns on the people of Greenland  • Explain how global warming is affecting weather patterns around the world and evaluate its impact in different places  • Understand how and why countries around the world have acted to reduce global warming  • Understand how people can make a contribution to reducing greenhouse gas emissions  ENRICHMENT  ECO CLUB  ECO COUNCIL  DT CLUB | ENRICHMENT  ECO CLUB  ECO COUNCIL  DT CLUB | **What is a river?**  **Learning Objectives:**  • Identify and describe how physical features of rivers change from source to mouth  • Offer reasons to explain why the course of a river changes as it flows from higher to lower ground  • Use OS maps, aerial photographs and GIS to explain how physical features change along the course of a river  • Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river  • Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife  • Describe the components of the hydrological or water cycle and explain the important role that rivers play  • Explain the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence about the causes of its sudden decline and closure  • Reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding  • Evaluate the techniques used by classical composers to portray the different stages and features of the course of a river and create and record a personal musical piece to evoke the features of a waterfall  • Understand climatically what the Little Ice Age refers to and how occasional severe winters impacted upon the River Thames and the people of London  ENRICHMENT  ECO CLUB  ECO COUNCIL  DT CLUB |
| Year 6 | ENRICHMENT  ECO CLUB  ECO COUNCIL  DT CLUB | **How do volcanoes affect the lives of people on Hiemaey?**  **Identify, recognise and describe, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day;**  **Identify, describe and and compare and contrast the countries of Europe;**  **Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular;**  **Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region;**  **Explain and reach a judgement, using appropriate and specialised subject vocabulary, why there are so few trees on Hiemaey;**  **Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution;**  **Understand how and why the environment of Hiemaey has changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people of Hiemaey;**  **Understand the stages in the manufacture of an economic activity – fish processing – together with what export, import and trade entails;**  **Make a reasoned geographical judgement, using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes.**  ENRICHMENT  ECO CLUB  ECO COUNCIL  DT CLUB | ENRICHMENT  ECO CLUB  ECO COUNCIL  DT CLUB | **Why are mountains so important?**  **Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements;**  **Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover;**  **Explain how the movement of plates of the Earth’s crust can form ranges of fold mountains;**  **Reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924;**  **Demonstrate that they understand how fossils form and can explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953;**  **Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains;**  **Measure, record, compare and contrast climate data for Derek’s farm with where they live and begin to offer reasons for their observations;**  **Explain and reach a conclusion as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east;**  **Identify, locate, describe and explain the tourist attractions of the Cambrian Mountains by interpreting and making judgements from evidence presented on Ordnance Survey maps;**  **Evaluate a range of evidence to make a judgement as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago;**  **Understand that even ‘green’ and ‘renewable’ energy schemes will have environmental costs, evaluate both sides of an argument and make a judgement about the most appropriate way forward;**  **Understand why Scotland is an attractive winter sports centre.**  ENRICHMENT  ECO CLUB  ECO COUNCIL  DT CLUB | ENRICHMENT  ECO CLUB  ECO COUNCIL  DT CLUB | **Eco Unit**  **What is fair trade fair?**  **Identify, describe and explain why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people;**  **Evaluate a range of evidence, reach a conclusion and make judgements as to the impact on people of changing weather patterns in Victoria in Southeast Australia;**  **Understand why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make judgements about what should be included in them;**  **Reflect upon and evaluate different viewpoints and reach a personal judgement about the implications of changing weather patterns on the people of Greenland;**  **Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places;**  **Understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be;**  **Understand how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions;**  **Describe and explain how each of the main renewable sources of energy works, evaluate their advantages and disadvantages and make a judgement regarding which would be most suitable for the poorest countries in the world.**  ENRICHMENT  ECO CLUB  ECO COUNCIL  DT CLUB |