Learn more. Do more. Choose to be more.

# This scheme of work has been devised by the teachers at Newton Burgoland Primary School

## Place, space and scale

Places have distinctive characteristics which give them meaning and distinguish them from other areas.
Space refers to the formal layout of the natural and human environment
Scale provides the lens to look at the world, from a local to a worldwide scale

- Globes, maps and atlases
- Local, national, global
- Country, continent, ocean/ sea
- curiosity



## Environment

Physical features are natural objects such as mountains and rivers.
Human features are things built by humans such as bridges and road.
This also includes consequences caused by human actions such as pollution and CO2 emissions.

- Respect
- Desire to contribute



## Change & Impact

Change and impact are the results of something that occurs naturally or as a result of human actions.

- Respect the environment
- Contribute to reducing human impact on the environment.
- Begin to understand why some people cannot make changes to how they live.
- Know about fair trade

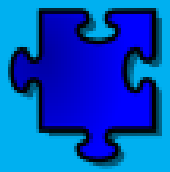



# GEOGRAPHY

## Connections

Identify similarities and/or differences between both human and physical features and/or places/locations.
Cause and consequence.

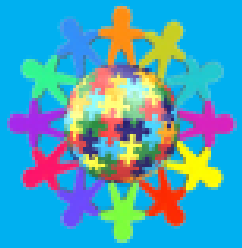
- Tourism
- Settlement
- Trade
- Transport
- rights



## Cultural awareness and Diversity

Understanding similarities and differences about how people live in this world.

- Curiosity
- Respect
- Rights
- Understand that environment shapes how we can choose to live



| INTENT |
|---|
| Our aim is to equip pupils with knowledge of diverse places, people, resources and natural and human environments together with a deep understanding of the Earth's key physical and human processes. |

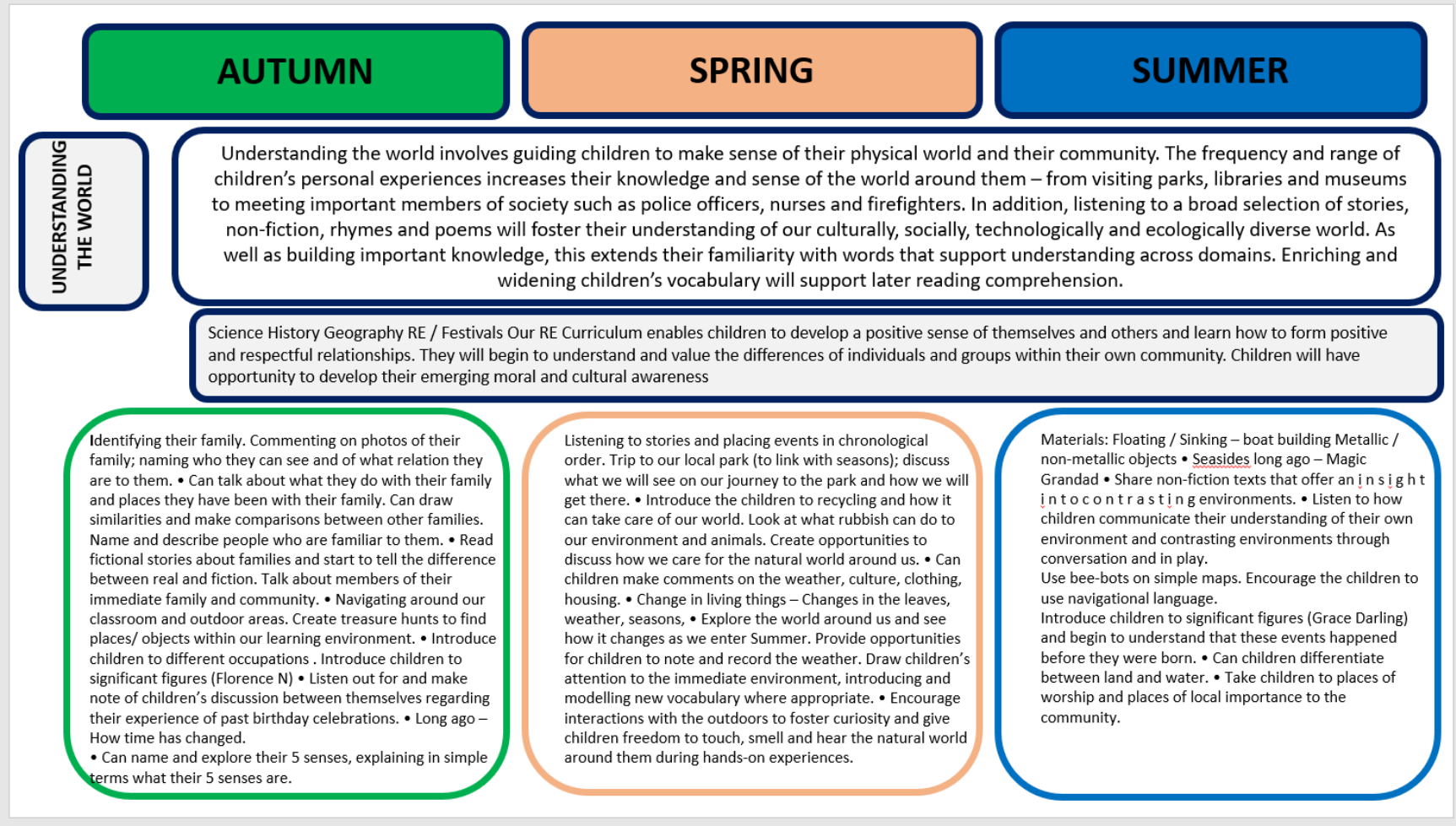
| Implementation |
|---|
| Geography is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. Connections are made across the curriculum.<br>**Our key knowledge concepts are**: Space (locational knowledge), Place, Human Processes (settlement, land use, economic activity (trade), distribution of natural resources (energy, food, minerals, water), Physical Processes (climate, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle) and Sustainability (refers to the ongoing capacity for the earth and its resources to support and maintain all living things.)<br>**Our key skills concepts are**: Using map, drawing maps and field work.<br>**Our connecting themes are**: place, space and scale; environment; change and impact; connections; cultural awareness and diversity |

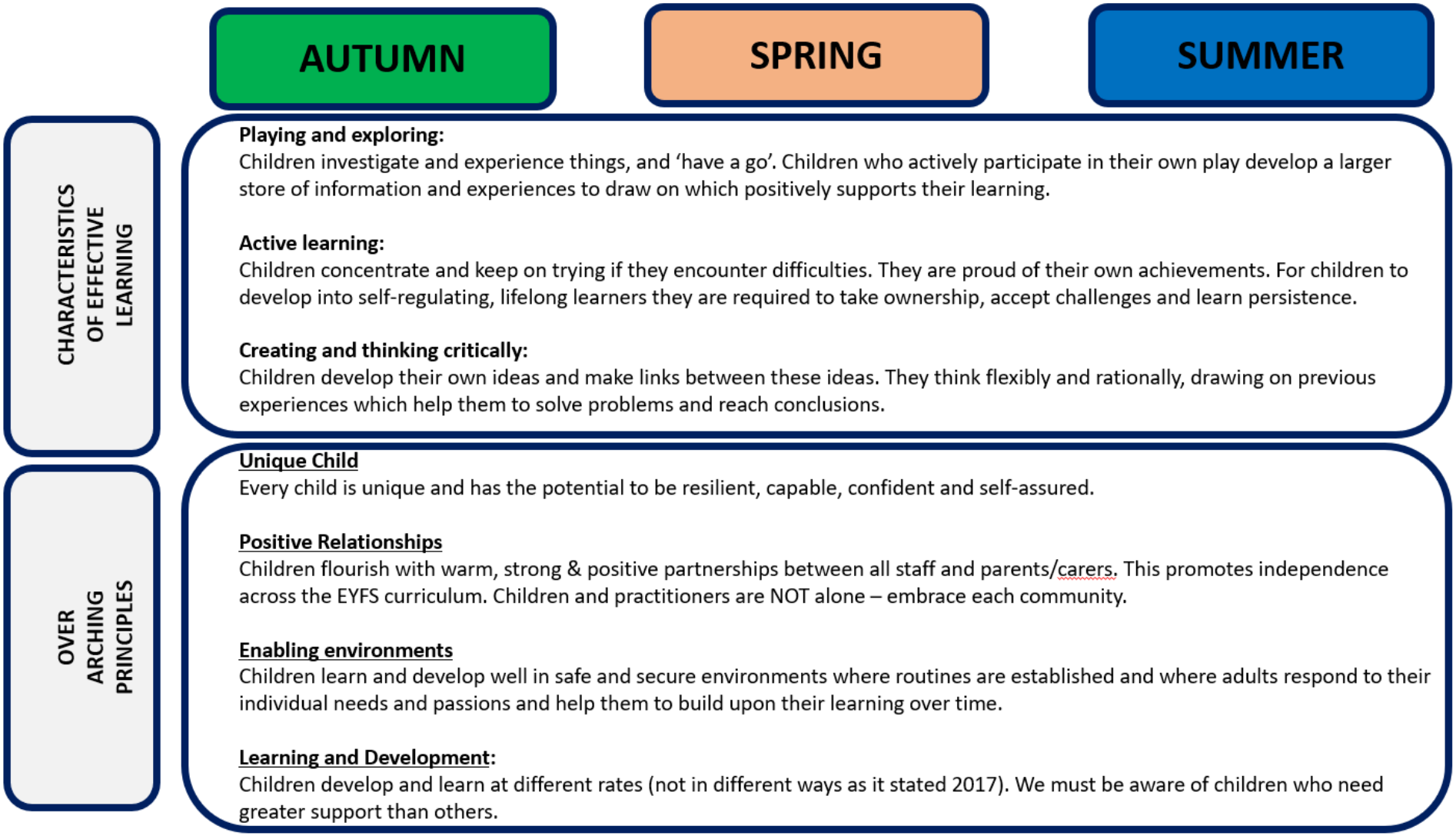
| Enrichment | Supporting Children: |
|---|---|
| Where applicable links to geography will be made through educational Visits. They are organised to enhance children's topical learning and extend their knowledge and skills further. | All children are entitled to an appropriate education, one that is bespoke to their needs, promotes ambitious standards and the fulfilment of potential. This will enable them to:<br>• achieve their best<br>• become confident individuals living fulfilling lives<br>Geography lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Teachers make reasonable adjustments, to prevent disadvantage and discrimination and to promote equality of opportunity for all pupils.<br>In addition support is provided through:<br>• Pre-teaching geographical vocabulary<br>• Provision of subject specific word mats<br>• use of sentence stems to structure writing |

| How we develop learning habits | Impact |
|---|---|
| Our aim is to ensure that children are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future. | As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context.<br>Geographical understanding, as well as children's spiritual, moral, social and cultural development is supported throughout the curriculum |

## Foundation stage

Learners in foundation stage are taught within a mixed age class. They actively engage with the geography curriculum through play.




AUTUMN
SPRING
SUMMER
CHARACTERISTICS OF EFFECTIVE LEARNING
Playing and exploring:
Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.
Active learning:
Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
Creating and thinking critically:
Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.
OVER ARCHING PRINCIPLES
Unique Child
Every child is unique and has the potential to be resilient, capable, confident and self-assured.
Positive Relationships
Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.
Enabling environments
Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.
Learning and Development:
Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

| National curriculum | | | | |
|---|---|---|---|---|
| | **Locational knowledge** | **Place knowledge** | **Human and physical geography** | **Geographical skills and fieldwork** |
| **KS1** | Name and locate the world's seven continents and five oceans<br>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles<br>Use basic geographical vocabulary to refer to:<br>* key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br>* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage<br>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map<br>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key<br>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment |
| **KS2** | 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<br>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time<br>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | Understand 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 | Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |

# Progression

| Year group | Autumn 1 | Autumn2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| F/1 A | *Houses and Homes*<br>*Our local Area* | | *UK & Surrounding Seas*<br>*London and landmarks* | | *UK and Surrounding Seas (features on coast)*<br>*Human and Physical (weather patterns)* | |
| F/1 B | *Human and Physical (Polar/Equator)*<br>*Locational Knowledge (Continents & Oceans)* | | *Locational Knowledge (Continents & Oceans)*<br>*Human and Physical* | | *Human and Physical (weather patterns)*<br>*Mapping* | |
| Y2 | *Our local Area and the UK* | | *Magical maps* | | On safari | |
| Y3/4 A | Biomes, climates and The River Nile | | The UK and Early Settlements | | | |
| Y3/ 4 B | Our changing nation- Leicester Global city of culture? | | Extreme earth – volcanoes and Earthquakes | | | |
| Y5/6 A | Our Changing World | | | | *Raging Rivers* | |
| T5/6 B | *Marvellous maps* | | *Magnificent Mountains* | | *Enough for Everyone/Trade and Economics* | |

## Fieldwork

observing, questioning, planning, collecting, recording, evaluating, representing, analysing, concluding, communicating, reflecting and responding.

| | F/Y1 | Y2 | Y3/4 | Y5/6 |
|---|---|---|---|---|
| What places are like and why, where places are and why, and how they connect to other places. | **Our local area**<br>(village study)<br>observing, questioning, representing, communicating, reflecting and responding | **Ashby de La Zouch**<br>(Town study)<br>observing, questioning, planning, collecting, recording, evaluating, representing, communicating, reflecting and responding. | **Creswell Crags**<br>**Leicester**<br>(City study)<br>observing, questioning, planning, collecting, recording, evaluating, representing, analysing, concluding, communicating, reflecting and responding | **River Study**<br>**Pollution study (mountains)–tourism**<br>observing, questioning, planning, collecting, recording, evaluating, representing, analysing, concluding, communicating, reflecting and responding. |

## Curriculum End Points, Enquiry questions and Key Knowledge within units of work

These indicate what we want the children to know and the key geographical skills we want them to be confident in by the end of each unit. They are organised around the key areas identified in the National Curriculum.

| Year group: F/1 | Unit of work: **ALL ABOUT ME** *Houses and Homes/ our local area*<br>**Enquiry Question: What is it like to live here? Do I like it here? How is this place similar or different to other places? What can you see when you walk around our village? How do you get from the chapel to the Wraggy? Can you locate our school on a map?** | Cycle: A |
|---|---|---|

**Schema**

| Place, space and scale | Environment | Cultural awareness and Diversity |
|---|---|---|
| Villages are smaller than towns and cities<br>Maps can help us to find places<br>different places have different features<br>different places can be near or far: school, town centre, Leicester and holiday destinations | Newton Burgoland is a village. I go to school in Newton Burgoland<br>Newton Burgoland is a quiet place with farms, houses a pub and a chapel – other places I have been too are much busier and louder | People live in different kinds of houses Different people like to live in different places<br>To know that they live in different types of houses - semi-detached, detached, terrace |

**Learn**

**F1** about similarities and differences in relation to places

**F2** about the features of their own immediate environment and how environments might vary from one another.

1: where I live
- where Leicester is on a map
- the united kingdom

2. there are different kinds of homes in the UK – detached, semi, flat, trailer

3. My school

How the land is used in the village

4. maps

What the local area looks like on a map

There are different kinds of maps

**Learn how to**

**F1** make observations and explain why some things occur, and talk about changes

**F2** Ask questions

**F3** Use geographical vocabulary

**Undertake simple fieldwork and use observational skills to study the geography of the school and its grounds.**

Use first hand observation to investigate places – the school grounds, the streets around and the local area.

recognise and record different types of land use, buildings and environments

Follow a route on prepared maps (left/right) & find information.

Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.

make a simple map (e.g. from a story).

use & construct basic symbols in a key

Follow directions – up, down, left and right

**Vocabulary**

| | |
|---|---|
| Place | Farm |
| People | Field |
| United | Road |
| Kingdom | Bridge |
| Country | Railway |
| City | School |
| Tree | Chapel |
| Wood | Pub |
| Forest | House |
| Buildings | School |
| | flat |

**Stem sentences**

I can see/ hear/ feel/smell

Yes because ……

No because ……

I like …… because …… and I don't like …

**Cross-curricular /Cultural capital/ enrichment/ diversity**

In history, children find out about how houses have changed over time. In computing, children learn how to program a BEE-bot In English, children learn how to make story maps

**About this unit**

This unit of work beings by exploring pupil's first-hand knowledge of what it is like in our local area. Pupils are introduced to maps, globes, aerial photographs and basic geographical language to help them talk about their experiences. They are encouraged to notice, ask questions and share ideas. The units of work for foundation and year one have been carefully sequenced, so that by the end of year 1 all pupils are fully prepared for year 2. Each year of units ensures that learning in foundation stage can be consolidated and extended in Y1.

| **Year group: F/1** | **Unit of work: OUR WONDERFUL WORLD** ( *UK & Surrounding Seas/ London and landmarks)*<br>**Enquiry Question: What is the United Kingdom like? Why is it like that? What is a landmark? What might it be like to live in London? What questions would you ask someone living in London?** | **Cycle: A** |
|---|---|---|

**Schema**

| **Cultural awareness and Diversity** | **Place, space and scale** | **Environment** |
|---|---|---|
| Different people like to live in different places<br>other countries have differences - food culture, peoples settlements | London is the capital of England it is a city.<br>England, Scotland Ireland and Wales are countries.<br>Great Britain is and Island surrounded by sea.<br>a map can show different countries | Places are different. Newton Burgoland is a village, Ibstock is a town and London is a city.<br>human behaviour can have an effect on the environment: - litter, house being built, vandalism |

**Learn**

**F1** about similarities and differences in relation to places

**F2** about the features of their own immediate environment and how environments might vary from one another.

1. Places:
   key features of towns, cities and the countryside - preferences
2. Places: the UK and its seas

- name the countries and seas of the UK
- *That the UK is an island.*
- *That the UK has 4 countries*
- *About the key features of those countries*
- The Names of the capital cities of the UK.
- That London is the capital of the UK
- The names of some landmarks in London

**Learn how to**

**F1** make observations and explain why some things occur, and talk about changes

**F2** Ask questions

**F3** Use geographical vocabulary

Describe *some differences between a town and the countryside using key words.*

Locate the UK using a map.

*make a London landmark using a range of materials.*

explain what London is like using key words.

*describe and explain 3 key features about London using key words.*

**Vocabulary**

England
Scotland
Wales
N. Ireland
Belfast
Cardiff
Edinburgh
London
North/ Irish/ Celtic Seas
English Channel
London
Houses of parliament
London Eye
Tower of London
Buckingham palace
United Kingdom
Great Britain

**Stem sentences**

**The capital of…….**
**It is …… and ……**
**The …… is …… and ……**
**They are …… because ……**

**Cross-curricular /Cultural capital/ enrichment/ diversity**

This unit of work links to work in History- the children will learn about our late queen and Queen Victoria

**About this unit**

In thus unit of work the children extend their understanding of where they live to consider the country they live in and then the United Kingdom. They find out about our capital city - London. **The units of work for foundation and year one have been carefully sequenced, so that by the end of year 1 all pupils are fully prepared for year 2. Each year of units ensures that learning in foundation stage can be consolidated and extended in Y1.**

| Year group: F/1 | **Unit of work: OFF TO THE SEASIDE** *UK and Surrounding Seas (features on coast)*<br>**Enquiry Question: What is it like to live by the sea? What are seaside towns like? How is a seaside town the same as other places I know? Would you like to live at the seaside?** | Cycle: A |
|---|---|---|

**Schema**

| **Connections** | **Place, space and scale** | **Environment** |
|---|---|---|
| There are seaside towns on the coasts of the United Kingdom.We can travel by car or train or bus to get to the seaside.I can see some things that are the same at the seaside and somethings that are different at the seaside. | Seaside towns are found on the coast.<br>Some beaches are small and some are very big.<br>different places have different features | In the summer seaside towns are very busy.<br>It is important to look after our beaches to protect sea life. |

| **Learn** | **Learn how to** | **Vocabulary** |
|---|---|---|
| **F1** about similarities and differences in relation to places<br>**F2** about the features of their own immediate environment and how environments might vary from one another.<br><br>1. Places – The seaside:<br>• *use keywords to describe what seaside locations are like.*<br>• The difference between human and physical features<br>• Name 3 seaside resorts and describe what they are like | **F1** make observations and explain why some things occur, and talk about changes<br>**F2** Ask questions<br>**F3** Use geographical vocabulary<br>observe aerial photographs of seaside locations- *spot key features of seaside locations using aerial photographs* Find information from aerial photographs.<br>locate seaside resorts in the four countries of the UK<br>*Describe* what seaside holidays and resorts were like in the past and how they are today - *explain some of the features of seaside holidays in the past and compare features of the seaside in the past and today.*<br>Describe a seaside town in the UK and compare it with the local area<br>Describe places and routes on a map.<br>find information in a simple atlas<br>use world maps, atlases and globes to identify UK & its countries<br>Ask geographical questions<br>Use observational skills and ask and respond to questions.<br>identify seasonal/ daily UK weather patterns | cliff,<br>coast,<br>forest,<br>hill,<br>mountain,<br>sea,<br>ocean,<br>river,<br>season<br>weather<br>Marine |

| Stem sentences | **Cross-curricular /Cultural capital/ enrichment/ diversity** |
|---|---|
| **I think.....because..... (prior knowledge)**<br>**I predict.....will happen.**<br>**They are the same because..... (comparing)** | In history children study how seaside holidays have changed over time. They learn more about coast and seas by finding out about Grace Darling. In science children learn about sea life and visit the sea life centre<br>**Museum services: holidays in the past** |

**About this unit**

This unit of work revisits previous learning about the local area and the UK so that learning is retrieved and secured.

In this summer term unit, the children talk about their holiday plans, they find out about how people holidayed in the past; they make links between holidays and the seasons. They explore the coast of Britain.

**The units of work for foundation and year one have been carefully sequenced, so that by the end of year 1 all pupils are fully prepared for year 2. Each year of units ensures that learning in foundation stage can be consolidated and extended in Y1.**

| Year group: F/1 | Unit of work: HOT AND COLD PLACES<br>Enquiry Question: Why are some places very cold and some places very hot? What are hot and cold places like? How are hot and cold places changing? Why are they changing? | Cycle: B |
|---|---|---|

**Schema**

| Cultural awareness and Diversity | Environment | Place, space and scale |
|---|---|---|
| Not everyone lives in the same way.<br>other countries have differences - food culture, peoples settlements | Some places are very cold and others are very hot.<br>need to care for creatures in the environment | Some countries are big and others are small.<br>different places have different features |

**Learn**

**F1** about similarities and differences in relation to places

**F2** about the features of their own immediate

**Places:**

Hot places: The rainforest and desert – key feature

Cold Places: The north and south pole- key features

Where these are located on a globe

About the animals that live in hot and cold places

**The world**

name and locate the continents and oceans of the world accurately.

*The names of climate zones around the world using key words (temperate, cold, warm, tropical).*

.

**Learn how to**

**F1** make observations and explain why some things occur, and talk about changes

**F2** Ask questions

**F3** Use geographical vocabulary

*Use an atlas to locate the continents and oceans of the world.*

*Label a world map accurately.*

*Explain where hot and cold countries are located in the world*

*Locate Europe on a world map*

Compare and contrast the environments of the UK, Antarctica and Africa and begin to explain through reasoning the similarities and differences;

Use basic geographical vocabulary to refer to key physical and human features.

Use world maps, atlases and globes to identify the countries, continents and oceans studied.

**Vocabulary**

Weather
Rainfall
Temperature
Sunshine
Wind
Fog
Snow
Cloud
Season
Winter
Spring
Summer
Autumn
Thunderstorm
City
Island
North Pole
South Pole
Desert
Drought
Ice
Country

**Stem sentences**

**They are the same because ……**

**They are different because ……**

**They are different because …… is …… and …… is ……**

**They are both alike because they are both ……**

**Cross-curricular /Cultural capital/ enrichment/ diversity**

In history, the children will find out about Ernest Shackleton and his exploration of the South Pole**. They will compare his journey with that of Admiral Heng Ze.**

**About this unit**

In this unit of work pupils begin to explore the wider world making comparisons with the local area and the UK

The units of work for foundation and year one have been carefully sequenced, so that by the end of year 1 all pupils are fully prepared for year 2. Each year of units ensures that learning in foundation stage can be consolidated and extended in Y1.

| **Year group: F/1** | **Unit of work: IN THE GARDEN** *Human and Physical (weather patterns)/ Mapping*<br>**Enquiry Question: Why do trees lose their leaves in the autumn?** | **Cycle: B** |
|---|---|---|

**Schema**

| **Cultural awareness and Diversity Change & Impact** | **Environment** | **Place, space and scale** |
|---|---|---|
| Our choices depend on the weather.<br>other countries have differences - food culture, peoples settlements | In the UK we expect to have 4 seasons.<br>Scientists measure the weather and make predictions.<br>human behaviour can have an effect on the environment:- litter, house being built, vandalism | Different places have different kinds of weather.<br>different places have different features |

| **Learn** | **Learn how to** | **Vocabulary** | |
|---|---|---|---|
| **F1** about similarities and differences in relation to places<br>**F2** about the features of their own immediate environment and how environments might vary from one another.<br>Seasonal change:<br>About what the weather is like in our country.<br>*The Names of 4 types of weather that happen in the UK.*<br>*How our weather changes throughout the year (seasons).*<br>*To name the 4 seasons.*<br>*some of the changes that take place in these seasons.*<br>To Understand the dangers of weather. | **F1** make observations and explain why some things occur, and talk about changes<br>**F2** Ask questions<br>**F3** Use geographical vocabulary<br>*Observe the weather and make a record*<br>Describe how the weather can affect us - the clothes we wear, how we travel and the things we do.<br>Understand and describe what weather forecasts show.<br>Explain weather symbols<br><br>**Plan and undertake fieldwork in the local area.**<br>*Collect and record weather data* | Weather<br>Rainfall<br>Temperature<br>Sunshine<br>Wind<br>Fog<br>Snow<br>Cloud | Thermometer<br>Anemometer<br>Rain gauge<br>Weather vane<br>Compass<br>Season<br>Winter<br>Spring<br>Summer<br>Autumn<br>Thunderstorm<br>Ice<br>Country |

| **Stem sentences** | | **Cross-curricular /Cultural capital/ enrichment/ diversity** |
|---|---|---|
| If it is raining then<br>I think that …… | I think that …… because ……<br>It is …… because ……<br>…… happened because …… | In the summer term children are learning about the life cycles of plants in science |

**About this unit**

This is the final unit of the school year. The children have experienced the seasons through forests schools. They have made a record of the weather each day of the school year and discussed the months, seasons and events associated with times of year. They have found out about the weather in hot and cold places.

**The units of work for foundation and year one have been carefully sequenced, so that by the end of year 1 all pupils are fully prepared for year 2. Each year of units ensures that learning in foundation stage can be consolidated and extended in Y1.**

| **Year group: 2** | **Unit of work:** *Our local Area and the UK* **Theme: INTO THE WILD AND INTO THE PAST**<br>**Enquiry Question: What is Ashby-de-la-Zouch like? How has it changed?** | **Cycle: NA** |
|---|---|---|

**Schema**

| **Place, space and scale** | **Environment** | **Change & Impact** |
|---|---|---|
| Ashby is bigger than Newton – it is a town. Maps can show us how towns and villages are different. | People make pollution – this is bad thing and we need to try to change by reusing /recycling/ reducing | Places keep changing – people live differently today |

**Learn**

**Places;** Ashby-de -la -Zouch

1 • name • location ➢ on map of England ➢ on map of UK

2. Human features: house ,shop , castle ,swimming pool, museum

3. Physical features: • hills

**Maps:**

Identify features on an OS map

Use map symbols

Follow a map

The difference between an aerial and ground-level view

**Change**

How Ashby has changed

How Ashby could be improved

**Learn how to**

**Plan and undertake fieldwork in the local area.**

Use simple fieldwork and observational skills to study the geography of the local area

Complete a chart to express opinions during Fieldwork.

Use first hand observation to investigate places – Ashby.

Recognise and record different types of land use, buildings and environments

How to find information in a simple atlas

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Use Map work skills

Follow a route on prepared maps (left/right) & find information.

**Vocabulary**

city, town, village, factory, farm, house, office, shop

Capital city
country
urban
rural
compare
contrast
characteristics

Stem sentences

They are the same because ……

They are similar because ……

They are different because …… is …… and …… is ……

They are alike because they are both ……

It feels different because this one …… and that one ……

**Cross-curricular /Cultural capital/ enrichment/ diversity**

In history, the children are finding out about shopping in the past. They learn about the importance of the local high street and the development of the supermarket.

**About this unit**

In this unit of work learners extend their knowledge off the local area and the United Kingdom. They build on the work completed in foundation and year 1 which focussed on the school and surrounding area. They will visit the market town of Ashby De la Zouch to complete fieldwork and make links to history. Children will be asked to retrieve learning about how homes have changed. They will look for evidence of the past and of change.

| Year group: 2 | Unit of work: magical maps<br>Theme: What can maps tell us about London, England and the world? | Cycle: NA |
|---|---|---|

**Schema**

| Place, space and scale | Change & Impact | Connections |
|---|---|---|
| London is built on the river Thames | Maps can show us how London has changed over time. | London is connected to other places by river, road, train and air. |

**Learn**

**The UK and maps**

- Recognise the Uk on a map
- name different kinds of map
- Name 4 points of a compass
- How to use an OS map

**The world and maps**

- *Locate the seven continents of the world using an atlas.*
- Use an atlas to find places around the world.
- *Locate the five major oceans of the world using an atlas.*
- *Explain the difference between seas and oceans.*
- *Begin to locate some of the world main seas*
- *Explain how to use an atlas*

Use key words to explain human and physical features seen on a map

**Learn how to**

Draw a simple sketch map of the local areas
*Compare different types of map.*
*Explain what a sketch map shows*
Use compass directions to move around a map.
Plan a route using amap
Use an atlas to find places in the UK.
*Use an index in an atlas to find countries and other places in the UK.*

**Plan and undertake fieldwork in the local area.**
*Compare an aerial view and a ground level view.*

**Vocabulary**

Asia
Africa
North America
South America
Antarctica
Australia/ Oceania/ Australasia
Europe
Arctic
Southern,
Pacific
Atlantic
Indian
surrounding
seas
Equator
hot/cold
Direction
plan
aerial
photograph
map key
symbols
grid

**Stem sentences**

I think this.....because.....
I know this, so I think .....
This will happen because.....

**Cross-curricular /Cultural capital/ enrichment/ diversity**

When looking at the great fire of London in history the children use maps to find out how the fire spread. In English they write a diary entry about the great fire.

**About this unit**

In year 2 learners find out about The Great Fire of London. This provides an opportunity to secure the knowledge developed in class 1 about the capital city of England and the four countries of the UK. They use historical maps to explore the city and find out how it changed following the fire. In geography, they explore maps at different scales and create their own maps.

| **Year group:2** | **Unit of work:** *On safari - Travels with my Bear*<br>**Enquiry Question: What is the difference between The National Forest and The National Park in Kenya? Why are there parks ? What are parks for? How can parks be improved? How do parks help to prevent climate change and protect habitats?** | **Cycle: NA** |
|---|---|---|

**Schema**

| **Place, space and scale** | **Environment, Change & Impact** | **Connections** | **Cultural awareness and Diversity** |
|---|---|---|---|
| The national park in Kenya is much bigger than the national forest. | The national park in Kenya helps to protect endangered species. The national forest is helping to support animal habitats. The trees help against climate change. | Animals and the environment matter to different people. | Parks are important for people in other countries too |

**Learn**

**Kenya**

Name, location on amp of the world/ map of Africa

Physical features

Human features

main cities, oceans, rivers and mountains

**The lives of people living in Kenya**

*About the Maasai people and culture.*

*About some similarities and differences between the Maasai culture and our culture.*

**The National Park**

what a national park is and its features, making links with the national forest in the UK

*How a national park is different to a game reserve.*

**Environment, Change & Impact**

Why *people visit Kenya on holiday.*

*About the animals that live in Kenya and explain why they might migrate*

*What 'endangered' means and why animals in Kenya might be endangered.*

**Learn how to**

*Use an atlas to locate Kenya on a world map.*

*Undertake research to find out more about Kenya and share their learning*

Use compass directions to describe places on a map.

*Use N, E, S and W correctly to move around a map.*

Work in a group to *Create a new national park or reserve including the key features (key, compass, title, symbols, safari route).*

*Use photographs to support learning in geography- to answer questions*

*Make comparisons between life in England and Kenya*

**Plan and undertake fieldwork in the local area.**

*What is it like in the national forest? Conkers*

**Vocabulary**

Asia
Africa
North America
South America
Antarctica
Australia/ Oceania/ Australasia
Europe
Arctic
Southern, Pacific Atlantic Indian
surrounding
seas
Equator
hot/cold
Direction
plan
aerial
photograph
map key
symbols
grid
compass
compare
contrast
nomad

**Stem sentences**

They are the same because ……
They are similar because ……
They are different because …… is …… and …… is ……
They are alike because they are both ……
It feels different because this one …… and that one ……

**Cross-curricular /Cultural capital/ enrichment/ diversity**

In English children write information texts about animals in Kenya

Respect for alternative ways of life.

**About this unit**

In this unit of work learners will build on their knowledge and understanding of the geography of the wider world from year 1 - hot and cold places - by studying the wilds of Africa. They compare the forests and woodland habitats of the UK studied in the autumn term with the national parks and reserves in Kenya.
They begin to think about the importance of conservation building on work in science in year 1.

| **Year group: 3/4** | **Unit of work:** All around the world<br>**Theme: Enquiry Question: Why is the weather different across the globe? Why do we have time zones?** | **Cycle: A** |
|---|---|---|

**Schema**

| **Place, space and scale** | **Change & Impact** | **Connections** | **Cultural awareness and Diversity** |
|---|---|---|---|
| Before clocks were invented, people kept time using different instruments to observe the Sun's meridian passing at noon. The earliest time measuring devices we know of are sundials and water clocks. | human activity affects an ecosystems climate sustainability is the quality of not being harmful to the environment or depleting natural resources | Humans have had an impact on our climate | climate refugees are forced to leave their countries because of environmental changes which risk their lives or livelihoods |

| **Learn** | **Learn how to** | Vocabulary |
|---|---|---|
| The position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere.<br>Locate the Equator on a map and globe.<br>Locate the Northern Hemisphere on a map and globe.<br>Locate the Southern Hemisphere on a map and globe.<br>Name some of the countries on the Equator.<br>Compare the climate of South America with the UK climate.<br>Identify the location of the Tropics of Cancer and Capricorn.<br>Identify differences between the UK and the tropics.<br>Identify similarities between the UK and the tropics.<br>Describe the climate in the tropics.<br>Explain the position and significance of the Prime Meridian.<br>Identify the location of the Prime Meridian.<br>Why one Prime Meridian was needed.<br>Why the Prime Meridian's location was chosen. | Identify lines of latitude and longitude.<br>Identify lines of latitude on a map.<br>Use longitude and latitude to find places on maps, atlases and globes.<br>Locate the Equator on a map and globe.<br>Identify the latitude and longitude of a location on a map.<br>Identify the location of the Tropics of Cancer and Capricorn<br>Find the local time in another city using time differences.<br>Identify a location on a map when the latitude and longitude are provided.<br>Identify the latitude and longitude of a location on a map.<br>Explain the position and significance of time zones.<br>Explain why day and night occur.<br>Explain why we need to have time zones.<br>Find the local time in another city using time differences. | Equator<br>Northern Hemisphere<br>Southern hemisphere<br>Coordinates<br>Latitude<br>Longitude<br>North pole<br>South pole<br>International date line<br>Polar regions<br>Arctic circle<br>Antarctic circle<br>Tropic<br>Tropic of cancer<br>Tropic of Capricorn<br>Climate<br>Time zone<br>Greenwich meantime |

| **Stem sentences** | **Cross-curricular /Cultural capital/ enrichment/ diversity** |
|---|---|
| I think this.....because.....<br>I know this, so I think .....<br>This will happen because..... | Maths – time and calculation |

**About this unit**

Making links to a study of the Ancient civilisations and Egyptians learners will build on their knowledge from key stage 1.In upper key stage 2 within science they will secure their understanding of day, night and seasons. This unit complements the unit: the UK and early settlements in cycle B ensuring that learning is secured.

| **Year group: 3/4** | **Unit of work:** Somewhere to settle<br>**Theme: Enquiry Question: Where would you choose to live? Why? How far would you travel for food?** | **Cycle: A** |
|---|---|---|

**Schema**

| **Place, space and scale** | **Change & Impact/ Environment** | **Connections** | **Cultural awareness and Diversity** |
|---|---|---|---|
| natural resources, river, topography, soil, shelter important factors in human settlement choices a settlement is an area where humans live. the world has different levels of population density | The worlds population is growing Types of settlement are changing<br>The number of mega cities is growing | people have settled next to rivers since prehistoric times | Human settlements vary in shape and often follow patterns. |

**Learn**

Features of settlements
Location of settlements
needs of settlers' and how/ why these have changed over time

**land use**

Why the banks of the Nile were a good place for the Ancient Egyptians to settle?
About the feature of other early settlements

**Human and physical**

Know settlements are close to rivers.

**Locational**

How to Use maps to locate Egypt and it's seas, rivers and deserts.

**Learn how to**

Identify patterns of historical settlements using maps.
Compare land use in different settlements.
Identify similarities and differences between land use in different places.
Use maps to identify links between settlements.
Compare human geography from past and present Egypt. Investigate physical features of Egypt
Create a map of a settlement.
Create a key for a map.
List important features of a settlement site.

skills and fieldwork Use aerial photographs, maps etc to investigate Egypt and how it has changed

**Plan and undertake fieldwork in the local area.**

Undertake fieldwork using questionnaires – why did people settle in Newton Burgoland? How important is transport when choose where to live?

**Vocabulary**

population
density
distribution
settlement
dwelling
permanent
temporary
village/town/city
shallow
steep
fertile
shelter
characteristics
dwelling
permanent
temporary
settlement
linear

**Stem sentences**

An argument for is..... because.....
An argument against is.....because.....
I understand however / due to / but / therefore .....
I accept your decision however I feel / believe..... because / as / due / to.....

**Cross-curricular /Cultural capital/ enrichment/ diversity**

**History: links to early British History**

**About this unit**

This unit will make links to settlements studied in history. Learners will begin to explore why people move. It will support pupils to understand how Britain became Multi-cultural linking to the unit of work studied in year B. Knowledge is built from a study of Ancient Egypt and is further developed in year 5 and 6.

| **Year group: Y3/4** | **Unit of work:** Extreme earth – volcanoes and Earthquakes<br>**Enquiry Question: Why do we have extreme events?** | **Cycle: B** |
|---|---|---|

**Schema**

| **Place, space and scale** | **Environment** | **Change & Impact** |
|---|---|---|
| Natural disasters can have a huge impact on people's lives. | Extreme weather can be caused by global warming<br>The worlds weather patterns are changing due to human activity | migration is the movement of population from one area to another<br>forced migration is where people have no option but to move<br>voluntary migration occurs when people choose to move<br>some migrants move for temporary periods whilst others move permanently |

| **Learn** | **Learn how to** | **Vocabulary** |
|---|---|---|
| About the structure of the Earth<br>About the layers that make up the Earth.<br>About what causes storms, Volcanos, earthquakes, Tornados and tsunami.<br>How tectonic plates move.<br><br>The locations of places where extreme vents occur | Describe and understand key aspects of physical geography<br>Create and label a cross-section of the Earth.<br>Compare the Earth's structure to a familiar object.<br>Use extinct, dormant and active when describing volcanoes.<br><br>**Plan and undertake fieldwork in the local area.**<br>Undertake fieldwork – visit Beacon hill a site created by a volcano<br>What is this place like now? | Topsoil Subsoil<br>Bedrock Magma<br>tectonic plate<br>volcano<br>eruption<br>active<br>dormant<br>extinct<br>Tsunami<br>Tornado<br>Crust Mantle<br>Inner core<br>Outer core |

| **Stem sentences** | **Cross-curricular /Cultural capital/ enrichment/ diversity** |
|---|---|
| I think this.....because.....<br>I know this, so I think .....<br>This will happen because..... | In History and English the text: Escape from Pompeii is used to support learning about the Roman Empire and as a stimulus for writing.<br>In science, children study rocks and soils. |

**About this unit**

This unit of work supports learning and Science: Rocks and Soils. It is enhanced by visit to The Magna Centre where the water cycle is revisited and learning in science reinforced. The eruption of the volcano in Pompeii may have been studied in history as a source of evidence for Roman life. In year 5 and 6 learning will be consolidated in raging rivers.

| **Year group: 3/4** | **Unit of work:** Our changing nation- Leicester global city of culture<br>**Enquiry Question: What is it like to live in Leicester? Why is Leicester so diverse?** | **Cycle: B** |
|---|---|---|

**Schema**

| **Place, space and scale** | **Change & Impact** | **Connections** | **Cultural awareness and Diversity** |
|---|---|---|---|
| Leicester is a small city compared with Birmingham and London. The use of Land in a city is different to a rural area | Migration changed Leicester | Leicester is built on a river | Migration brings opportunity<br>People have equal rights |

| **Learn** | **Learn how to** | **Vocabulary** | |
|---|---|---|---|
| **Why people have moved to The UK**<br>How the UK population has changed over time.<br>Where some immigrants to the UK came from.<br>**Leicester**<br>**Many people have settled in Leicester for different reasons**<br>About how life is different for people living in Leicester and where I live.<br>To appreciate, respect and celebrate diversity | Locate Leicester and my school on a map.<br>Identify physical features of Leicester using a map.<br>Identify human features of Leicester using a map.<br>Identify similarities and differences in locations of Leicester and my school.<br>Compare the physical geography of Leicester with that of my own area<br>Compare land use in Leicester with that of my own area.<br>Identify the way land is used from a digital map.<br>Use a key to record types of land use.<br>Identify similarities and differences between land use in Leicester and where I live.<br>Compare the human geography of Leicester with that of my own area.<br>Create a travel guide for a trip to Leicester.<br>Compare the physical and human features of Leicester with those of the area I live in.<br>**Plan and undertake fieldwork in the local area.**<br>Undertake fieldwork – how does this part of Leicester compare to where I live- shops | War<br>Migration<br>Political<br>Culture<br>Religion<br>Land use<br>Opportunity | Place of worship<br>festival<br>diversity<br>Border<br>Invasion<br>Empire<br>Political<br>Colony |

| **Stem sentences** | **Cross-curricular /Cultural capital/ enrichment/ diversity** |
|---|---|
| How..... Why.....<br>Where..... When.....<br>What..... After.....<br>Then / As a result of / Later / because ..... | History, DT global food, Religion and festivals<br>Religion and culture in Leicester |

**About this unit**

This unit supports learning in History: Roman Leicester, The Battle of Bosworth / The king in the Car Park. Links are made to the different religions represented in Leicester and places of worship (RE).

| **Year group: 5/6** | **Unit of work:** Our Changing World **Enquiry Question: How does the weather change the world we live in?** | **Cycle: A** |
|---|---|---|

**Schema**

| **Place, space and scale** | **Change & Impact, Environment** | **Connections** | **Cultural awareness and Diversity** |
|---|---|---|---|
| Weathering and erosion are natural processes, climate change and human activity is speeding up these processes | climate change is a change in the statistical distribution of weather patterns (and that the change lasts for an extended period of time) | People's lives are effected by changes to coastlines. | The capacity to change is dependent on wealth and political will. |

**Learn**

About erosion and weathering
About the impact of erosion and weathering
How coastal features are formed and about some features of a coastline.
About coastal features of the UK and some famous UK coastal features and their location
How water and weather, erosion and deposition can change coastlines.
About an area of the UK which has been affected by coastal erosion.
How the shape of Spurn Head has changed over time.
how physical changes have affected Earth since 1800.
About some physical changes to the Earth predicted to occur by 2050.

**Learn how to**

Identify similarities in photographs of a landscape taken at different times.
Compare maps of places

**Plan and undertake fieldwork in the local area.**

**Vocabulary**

Climate change
Global warming
Environment
Population
Physical weathering
Chemical weathering
Acid Dissolve
Minerals
Biological weathering
erosion
Border Invasion
Empire Political
Union Colony
Development
Regeneration
Protection
Physical changes
Human changes

| **Stem sentences** | | | **Cross-curricular /Cultural capital/ enrichment/ diversity** |
|---|---|---|---|
| Because of..... x happened<br>For example.....<br>To begin with.....<br>As a result of.....<br>The reason(s) for..... | In some ways....and.....are alike. For instance they both.....<br>Another feature they have in common is that.....<br>Furthermore they are both..... | However they also differ in some ways. For example.....while.....<br>Another difference is..... | Daily Newsround supports pupils learning about sustainability |

**About this unit**

This unit has links to sustainability within previous and subsequent unit. Builds on learners understanding of how rocks are formed and how the world has changed over time.

| **Year group: 5/6** | **Unit of work:** *Raging Rivers* **Theme: Enquiry Question: Should rivers be dammed?** | **Cycle: A** |
|---|---|---|

**Schema**

| **Environment** | **Change & Impact** | **Connections** |
|---|---|---|
| I have a responsibility as global citizens to think both critically and creatively, to play my part in caring for and sustaining our world and resources | understand the impact of humans and of nature in shaping the world in which they live | Rivers have played an important part in trade and settlement |

**Learn**

about the water cycle.
About and be able to locate the key rivers of the UK.
About the key features of a river system and how these are formed
About how rivers are used and the impact
Why humans build dams and the impact

**Learn how to**

Use the index in an atlas to find rivers on a map.
Use a legend to find rivers on a map.
Identify the place in which the source of a river is found.
Identify the sea a river flows into.
Identify key locations along a river.
Locate the key rivers of the world.
Compare the length of rivers.
Compare the discharge of rivers.
Use atlases and maps to identify the key features of a river system.
Identify meanders on a map and photograph.
Identify oxbow lakes on a map and photograph.

**Plan and undertake fieldwork in the local area.**

Undertake fieldwork – what is this river like? Bradgate park.

**Vocabulary**

Source
Mouth
Tributary
Reservoir
Pollution
Hydro-electric power
Valley
Dam
Waterfall
Rapids
Gorge
Meander
confluence
Floodplain levee
Delta
Leisure
Industry
conservation

**Stem sentences**

On the one hand..... But.....
I am convinced.....
Given that.....

**Cross-curricular /Cultural capital/ enrichment/ diversity**

The children will visit Bradgate park to investigate rivers.

**About this unit**

This unit of work build's on learns knowledge of rivers developed in study of Ancient Egypt and the Nile. The water Cycle which was studies in Year 3 and 4 within the science curriculum is revisited to secure knowledge. Learning supports the cycle B unit: Enough for everyone. Links are made to the problems caused by flooding.

<table>
<tr><td>Year group: 5/6</td><td colspan="3">Unit of work: Marvellous Maps<br>Theme: Enquiry Question: What can a map tell me about a place?</td><td>Cycle: B</td></tr>
<tr><td colspan="5">Schema</td></tr>
<tr><td colspan="2">Place, space and scale<br>Scale matters when using maps to find information.</td><td colspan="3">Change & Impact<br>Maps can show how a place has changed over time but they only show part of the story of a place</td></tr>
<tr><td>Learn<br>Why maps have symbols on them.<br>About what makes a good map symbol.<br>About some map symbols on an Ordnance Survey map.<br>To name the eight compass points.<br>How land use has changed over time.</td><td colspan="2">Learn how to<br>Find countries in Europe and North and South America on a map.<br>Look up the co-ordinates of a location.<br>Find a location on a page by using simple co-ordinates.<br>Find cities in the UK on a map and identify some of their features.<br>Identify physical features on a map.<br>Use a key to identify physical features.<br>Find information in an atlas using the index and simple co-ordinates.<br>Use an index to find a place name.<br>Find the correct page in an atlas by using the index.<br>Use a key to describe features on an Ordnance Survey map.<br>Use a key to find out what a symbol means.</td><td>Use the eight compass points to describe routes on a map<br>Follow directions using the eight compass points.<br>Give directions using the eight compass points.<br>Use four and six figure grid references to locate places on a map.<br>Explain how to give co-ordinates by going along and then up.<br>Find a location from four or six figure co-ordinates.<br>Plan a journey using the eight compass points and four or six figure grid references..<br>Give four or six figure coordinates for a location.<br>Find similarities and differences between photographs of the same location.<br>Find similarities and differences between maps of the same location.<br>Suggest what the differences seen might tell us about why a place has changed.<br>Undertake fieldwork – what can a map tell me about the village – what else can I find out by visiting</td><td>Vocabulary<br>Atlas<br>Index<br>Symbol<br>Compass<br>key<br>ordnance<br>grid<br>reference<br>North south<br>east west<br>North east<br>North west<br>south east<br>South west<br>Easting<br>Northing</td></tr>
<tr><td colspan="3">Stem sentences<br>How..... Why.....<br>Where..... When.....<br>What..... After.....<br>Then / As a result of / Later / because .....</td><td colspan="2">Cross-curricular /Cultural capital/ enrichment/ diversity<br>The children will take part in orienteering</td></tr>
<tr><td colspan="5">About this unit<br>This unit consolidates children’s learning about map reading and the use of maps. It is linked to learning in History and mathematics.</td></tr>
</table>

| **Year group:** | **Unit of work:** *Magnificent Mountains*<br>**Theme: Enquiry Question: Why are there mountains? Should tourists be able to climb Mount Everest?** | **Cycle: A** |
|---|---|---|

**Schema**

| **Environment /Change & Impact** | **Connections** | **Cultural awareness and Diversity** |
|---|---|---|
| Tourism can have a detrimental effect on an environment<br>Tourism changes traditional ways of living | Migration changed life in Britain. | Tourism can reduce local poverty |

| **Learn** | **Learn how to** | **Vocabulary** |
|---|---|---|
| About key mountain ranges of the world.<br>About key features of mountains: valley, summit, foot, slope, outcrop, ridge, tree line, snow line and plateau.<br>How different types of mountains are formed..<br>How tectonic plates move together to create fold mountains.<br>How lava flow creates volcanic mountains.<br>How fault lines in the Earth's crust move to create mountains.<br>How pressure from magma under the Earth's surface creates dome mountains.<br>How erosion creates plateau mountains.<br>About a mountainous climate.<br>What the weather is usually like on a mountain.<br>The differences between a weather forecast and climate.<br>About the risks associated with a mountain climate.<br>About how tourism affects mountain regions and why people might visit mountains.<br>About ways to limit the damage tourism causes to an area.<br>About who is responsible for limiting the damage tourism can cause. | Use a legend to find areas of higher ground on a map.<br>Identify the country a mountain range is found in.<br>Locate key mountain ranges of the world.<br>Use the index in an atlas to find mountains.<br>Find the height of a peak on a map.<br>Use a map to find and describe key features of the mountains.<br>Identify what a hill might look like based on its contours.<br>Draw contour lines to show higher ground.<br>Describe the key features of a mountain range.<br>Identify a valley and the summit, foot and slope of a mountain.<br>Identify a plateau, an outcrop, a ridge, the tree line and the snow line.<br>Draw a mountain range including the key features i have identified.<br>Compare mountain climates.<br><br>**Plan and undertake field work**<br>Undertake fieldwork – dove dale – impact of tourism | Mountain<br>Rock<br>Landscape<br>Volcano<br>Crust<br>Mantle<br>Magma<br>Lava<br>River<br>Ocean<br>Island<br>Planet<br>Solar System<br>Universe<br>Tectonic plate<br>Scale<br>Atlas<br>Political |

| **Stem sentences** | | **Cross-curricular /Cultural capital/ enrichment/ diversity** |
|---|---|---|
| In some ways.....and.....are alike. For instance they both.....<br>Another feature they have in common is that.....<br>Furthermore they are both..... | However they also differ in some ways. For example.....while.....<br>Another difference is that.....whereas.....<br>Finally.....but.....<br>The similarities/differences seem more significant that the similarities/differences because..... | In English learners study Everest with AJ. |

**About this unit**

This unit builds on learning from year 3 and 4 (extreme earth). Has links to human impact on the earth studied in raging rivers and the theme of sustainability and environmental change.

| **Year group:** 5 | **Unit of work:** *Enough for Everyone/Trade and Economics*<br>**Theme: Enquiry Question: How do we make sure everyone has enough?** | **Cycle: A** |
|---|---|---|

**Schema**

| **Place, space and scale** | **Environment/Change & Impact** | **Connections** | **Cultural awareness and Diversity** |
|---|---|---|---|
| the world's population is increasing.<br>the rate of population increase is decreasing.<br>that the world has different levels of population density | We are all responsible for ensuring that human activity does not have a negative impact on the planet or the lives of others | My choices matter and can make a difference | Not everyone can make fair and sustainable choices due to poverty and climate.<br>two thirds of the refugees worldwide come from just five countries: Syria, Afghanistan, South Sudan, Myanmar and Somalia |

| **Learn** | **Learn how to** | **Vocabulary** |
|---|---|---|
| About fair trade<br>About where our food comes from.<br>About some foods that are produced in the UK.<br>About why foods are imported and exported.<br>About some benefits of importing food/ About some issues related to importing food.<br>what food miles are.<br>About the importance of conserving food, water and energy supplies.<br>About the terms efficiency and conservation.<br>that access to natural resources varies in different countries.<br>why food shortages are a global problem.<br>About areas of the world most affected by food shortages.<br>About how CO2 levels impact global access to resources.<br>About causes of food shortages in a foreign country. | Identify ways to reduce food wastage.<br>Identify ways to reduce water wastage.<br>Identify ways to reduce energy usage.<br>Identify ways to reduce my carbon footprint<br>Reflect on my own role in reducing resource shortages around the world.<br><br>**Undertake field work**<br>My food miles<br>My food waste | Food miles<br>Fair trade<br>Import Export<br>Efficiency<br>Carbon footprint<br>conservation |

| **Stem sentences** | | **Cross-curricular /Cultural capital/ enrichment/ diversity** |
|---|---|---|
| In my opinion..... Should be banned.<br>I have two main reasons for believing this. First of all, as I'm sure you'll agree,.....<br>My second important reason for wanting to ban..... is that..... | Perhaps some people would argue that.....<br>However, I would point out that.....<br>It is clear that a ban on.....would be a great step forward! | PSHCE |

**About this unit**

This unit of work builds on previous units, developing knowledge of human responsibility for equality and preventing pollution/ reversing climate change.

End of unit assessment: geography

| | | |
|---|---|---|
| Unit:<br>Year group | | |
| Needed support | On track for ARE | On track for greater depth |
| | | |
| Learning habits | | |
| Needed support | Expected | Above |
| | | |
| Skills to be returned to: | Knowledge to be returned to: | |
| Concepts to be returned to: | Vocabulary to be returned to: | |
| Revisited in the next unit ( identified by monitoring and shared with relevant staff): | | |