

GREENFIELDS COMMUNITY PRIMARY SCHOOL VALUES:

Be Amazed - Stay curious and follow your dreams. Never lose your sense of wonder.

Be Brave - Confront your fears and take a chance. Mistakes are the best lessons.

Be Original - Never stop asking questions. Seek out the answers.

Be Bold - You are capable of changing a situation. Become the explorer of tomorrow.

GREENFIELDS COMMUNITY PRIMARY SCHOOL INTENT:

The Greenfields curriculum is driven by our school values. There are clear links between what we say the ambition for our children is and how we intend to achieve it. It is our aim to enable our children to stand on the shoulders of those that have gone before and create things which may well help them fuel solutions to society's problems. In selecting specific content, staff celebrates and embraces the different backgrounds, heritage, language and traditions of all the children living in this country as well as introducing them to the best that has been thought and said in the past and present. Over the course of the academic year, children will have the opportunity to explore more deeply each of our school values in a planned and progressive way.

GREENFIELDS COMMUNITY PRIMARY SCHOOL IMPLEMENTATION:

How the Greenfields curriculum works: Our curriculum is unique to our school and our children. Our values underpin the curriculum at Greenfields which allows our children to understand in explicit detail our ambition for them; what it means to be a part of our school. Teachers use the national curriculum objectives as a starting point to design the curriculum for their year groups, all the while thinking about how best to connect different content and skills in a meaningful way. This enables teachers to use the very best examples from across each subject discipline to foster the curiosity and fire ambition within our children.

Making meaningful links: Teachers use the overarching value for that term to link children's learning. Staff use our values as the starting point when making decisions about the lens through which very deliberate and specific content is viewed in individual subjects, ensuring that our children have the opportunity to develop progressive knowledge, skills and behaviours, and that these assimilate over time through many different experiences and opportunities offered across school; we are building schemas.

The extended Greenfields curriculum: Across the school, from Pre-school to Year 6, embedded within the Greenfields curriculum is the understanding that 'real life' experiences and outdoor learning are vital to children achieving their best. Experiences and visits are planned in a progressive way across school, ensuring that there is a core offer across children's career at Greenfields.

... be amazed...

This value in our curriculum is all about fostering a sense of curiosity by introducing our children to the widest of worlds including the most spectacular that the human and natural world has to offer. In the Early Years, this begins by looking at finding wonder in the everyday; changing of the seasons, a growing plant, simple cause and effect. With our eldest children, we expose children to the finest examples of academia, the creative arts, science, sports, society and exploration; giving our children the very best and varied examples from which to aspire.

Subjects are linked in progressively and conceptually through our 'be amazed' value in the following way:

EYFS	KS1	LKS2	UKS2	AMAZED (Autumn 1)
love, dreams, beauty	love, dreams, beauty	love, dreams, beauty	love, dreams, beauty	
	passion, creativity,	passion, creativity	passion, creativity	
		diversity, belief	diversity, belief	
			equality, values	

...be brave...

This value in our curriculum is to instil in our children the confidence to take a chance. Our children know that making mistakes are fundamental to learning. Resilience is not taught; it is a retrospective skill that is developed over time. Our curriculum gives our children the opportunity to build resilience by being confident to take the first step. In the Early Years, this begins by being willing to have a go at something new. In our eldest children, we prepare our children for the pressures of life beyond our school, both academic, social and personal, equipping them with skills to become strong and mentally healthy young adults with high self-esteem.

Subjects are linked progressively and conceptually through our 'be brave' value in the following way:

EYFS	KS1	LKS2	UKS2	BRAVE (Autumn 2)
empathy, fears	empathy, fears	empathy, fears	empathy, fears	
	consequence, mistake, strength	consequence, mistake, strength	consequence, mistake, strength	
		power, conflict	power, conflict	
			adversity, protest	

...be original...

This value in our curriculum is all about fostering our children to be questioning and evaluative of all they see and hear. Our children are encouraged to think originally about what they have learnt and how to apply their learning between different situations. In the Early Years, this begins by establishing a voice for children who feel undaunted by sharing what they know, as only by developing what you know can you begin to question. In our eldest children, we look for opportunities to think of solutions that might not always be obvious; being selective and having the skills to prioritise information so that they can be effective in their efforts.

Subjects are linked progressively and conceptually through our 'be original' value in the following way:

EYFS	KS1	LKS2	UKS2	ORIGINAL (Spring)
change, identity	change, identity	change, identity	change, identity	
	individuality, freedom	individuality, freedom	individuality, freedom	
		wisdom, reform	wisdom, reform	
			morality, truth, faith	

...be bold...

This value in our curriculum encourages the skills of reflection to ensure children understand how they have gained the knowledge they have. Our children know that their learning is not defined by content but by developing the skill of using what they know. It is a combination of confidence and caution in the right measures and at the right time. In the Early Years, this begins by children initiating their own learning. In our eldest children, it is developing subtlety in their opinions and thoughts; understanding that others may hold different viewpoints, but that they are able to act with respect and tolerance.

Subjects are linked progressively and conceptually through our 'be bold' value in the following way:

EYFS	KS1	LKS2	UKS2	BOLD (Summer)
choice, responsibility	choice, responsibility	choice, responsibility	choice, responsibility	
	fairness, loyalty	fairness, loyalty	fairness, loyalty	
		influence, democracy	influence, democracy	
			justice, opportunity	

Across the school year, we have grouped together subjects that form the focus for the term or half term. We know that by giving children the time to immerse themselves in a subject in an experiential way which allows them to make purposeful connections and associations with prior knowledge, allows them to learn better. In essence, children who are given the opportunity to live and breath a subject as they are learning it, remember more. The children are given the opportunity to consolidate their learning over multiple sessions, rather than concentrating the same amount of practice into one session. We ensure that children are given the opportunity to recall information from previous lessons, previous weeks and terms, all which together helps to support rich, deep learning embedded with a child's longer term memory.

AUTUMN 1	AUTUMN 2	SPRING	SUMMER
<i>...be amazed</i>	<i>...be brave</i>	<i>...be original</i>	<i>...be bold</i>
FOCUS SUBJECTS ~ Art, D&T	FOCUS SUBJECTS ~ Geography & History	FOCUS SUBJECTS ~ Geography, D&T, Music	FOCUS SUBJECTS ~ History, Art, Music
ONGOING SUBJECTS ~ English, Maths, Science, PSHE & RSE, MfL, RE, PE, Computing	ONGOING SUBJECTS ~ English, Maths, Science, PSHE & RSE, MfL, RE, PE, Computing	ONGOING SUBJECTS ~ English, Maths, Science, PSHE & RSE, MfL, RE, PE, Computing	ONGOING SUBJECTS ~ English, Maths, Science, PSHE & RSE, MfL, RE, PE, Computing

GREENFIELDS COMMUNITY PRIMARY SCHOOL IMPACT:

The expectation of the Greenfields curriculum: The content of the Greenfields curriculum is rooted in the National Curriculum. By the time children reach the end of each year group, our children will have developed a rich body of knowledge in all subjects and had the opportunity to practise skills that will enable them to enter the next stage of their education successfully. It is our expectation that children will have broad and wide ranging knowledge, understanding and examples from which to begin to form opinions about their preferences and aspirations into adulthood. It is our fierce determination that regardless of a child's background, they will have had the same opportunities and exposed to the best examples from all subject disciplines, capturing their desire to continue learning as they become adults.

All learning leads towards an end point. The Greenfields curriculum has been designed both to offer progression from year to year, but also across a year. The content of each subject has been deliberately ordered to best support children's understanding.

GEOGRAPHY CURRICULUM

The geography curriculum at Greenfields has been designed to instil in pupils a curiosity and a fascination about the world around them, starting with their local area and moving gradually further afield. By the end of their time at Greenfields, students will not only have been given in depth and comprehensive exposure to the Geography National Curriculum, but also be given the opportunity to develop their understanding through a range of fieldwork activities both inside and outside of the classroom.

The geography curriculum has been carefully devised to make sure that all 4 National curriculum strands are developed as a child moves through the school. Location knowledge will be embedded into children's learning so that each year it is built upon, but previous learning is not forgotten. Geographical skills and fieldwork are at the forefront of the curriculum, allowing for children who will become confident in vital skills such as map reading and using a compass as well as conducting in depth studies of their local environment. Teaching of human and physical geography will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Children will be exposed to places gradually further afield and be able to compare their local environment to other places around the world, developing their understanding of the impact that humans have had on our planet.

At Greenfields we will develop aspirational young geographers who:

- Use their eager and exploratory mind-set to understand the world around them.
- Have a secure locational knowledge of the wider world.
- Understand and explain different aspects of physical geography and natural phenomena.
- Explore modern environmental and humanitarian crises and begin to understand how they could be addressed.
- Appreciate the balance that must be struck between human development and preserving the world around us.

At Greenfields, we ensure that children are at the heart of our teaching and learning in Geography. We aim to make Geography an inspiring, creative, rigorous, and practical subject. Through our Enquiry curriculum, Geography links are made to the themes to ensure the pupils collaborate and explore projects that solve various real and relevant problems. By making links to Geography in World of Work workshops we aim to show the children the plethora of careers that could be open to them in the future thanks to their Geography skills.

At Greenfields, we teach geography through our Greenfields curriculum. Each subject stands alone in its own right allowing teachers to select the very best examples of the subject discipline. Subjects are linked by our overarching school value for that term, allowing breadth and depth of subject content to be explored. Where natural links can be made, teachers can group teaching of specific content to allow children the context for the content.

GREENFIELDS COMMUNITY PRIMARY SCHOOL
Yearly Overview- GEOGRAPHY

Geographical skills and fieldwork Place Knowledge Human and Physical Geography Location Knowledge

EYFS	Development Matters Content Nursery	<p>Use all their senses in hands-on exploration of natural materials. Talk about what they see using a wide vocabulary.</p> <p>Continue to develop positive attitudes about differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.</p>	
EYFS	Development Matters Content Reception	<p>Draw information from a simple map</p> <p>Explore the natural world around them</p> <p>Recognise some similarities between life in this country and life in other countries</p> <p>Recognise some environments that are different to the ones in which they live</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	
	Specific content	<p>Familiarise the children with the name of the road and town that the school is located in. What else do they know that is situated in Wideopen?</p> <p>Look at aerial views of the school setting and of the high street in Wideopen/Lockey Park. Encourage children to comment on what they can see and what else they already know.</p> <p>Offer opportunities for children to draw/make simple maps of their immediate environment. Contrast this with maps from imaginary settings such as treasure maps or fairytales. Create maps and treasure hunts outdoor for children to follow.</p> <p>Give children lots of opportunity to explore their</p>	<p>Compare Wideopen to other contrasting occasions that the children know well. This could be from holidays they have been on or familiar settings from books/videos seen. Use specific vocabulary to discuss these places. How are they similar/different to Wideopen? Use images/video clips/shared texts to enhance children's understanding of these places. Discuss children's lives in other countries in terms of similarities and differences, taking care to avoid sweeping stereotypes or generalisations.</p> <p>Teach children about a range of contrasting natural environments compared to ours in Wideopen.</p> <p>Model the vocabulary needed to name specific features of the natural world eg. desert, forest, jungle, iceberg, storm. Share with children a range of non-fiction texts which will offer insight into these contrasting environments. Give children the chance to communicate their own understanding of contrasting environments through conversation and play.</p>

		natural environment. Create opportunities to discuss and practice caring for the natural world around us.	<p>Discuss changing weather patterns as part of everyday teaching. Throughout the year, give children the chance to observe the natural world and encourage children to note how the seasons change. Give children the chance to record the weather in appropriate ways - make a class weather chart. Learn the vocabulary of the seasons and select appropriate texts to share with the children.</p> <p>Within the context of children's holidays or places they have some previous understanding of, expose children to discussion about a range of environments around the world. How are they similar/different to ours? Create a class book of different places that the children have visited. Find the locations on a map or on a globe. Discuss how the children got to these places. How long did it take?</p>
	Subject Voc	map, address, road, town, village, school, shop, church	similarities, differences, natural, jungle, desert, forest, iceberg, weather, Autumn., Spring, Summer, Winter, seasons,
Year 1 	NC Content	<p>Keep a weather chart and explain how the weather changes with each season. Draw a basic map that leads from their home to school. Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Understand the geographical similarities and differences between their home town and a contrasting town within the local area.</p> <p>Identify seasonal and daily weather patterns within the UK. Use basic geographical vocabulary to refer to key human features such as town, road, farm and village and key geographical features such as beach, coast, hill, mountain. ocean, valley.</p> <p>Find where they live on a map of the UK. Identify the 4 countries making the United Kingdom and name their capital cities and surrounding seas.</p>	
		 Progression across the year	
	Specific content	<p>Children to be exposed to basic maps of Wideopen, introducing the idea of symbols. Teach children the difference between a picture and a map.</p> <p>Introduce them to different types of maps and aerial photos of the school - gradually zoom out</p> <p>Look at a zoomed in picture of the school on the map</p>	<p>Start by looking at a map of the local area and finding where we are in relation to other places the children might have heard of.</p> <p>Find Wideopen on the map and ask if children know their address. What does an address mean and why might it be important to know it?</p> <p>Model how to find Newcastle in an atlas and on google maps. Zoom in closely to show the children that wideopen is close to Newcastle.</p>

as well as local roads, houses and shops.

Children create a Messy map of school and the surrounding area using resources easily available around the classroom.

Children to understand the cycle of seasons in North East England - keep a weather chart as a class and discuss changes in temperature, rainfall, daylight.

What do the children already know about Newcastle?

Discuss children's responses to this - what understanding and experiences do they have of Newcastle as a city.

Which country do we live in? Do we live in England or the United Kingdom? Or could it be both?

Start at Wideopen and Newcastle on the map and zoom out until the children can see England and then the United Kingdom.

We live in England but England is part of the United Kingdom along with Scotland, Wales and Northern Ireland.

How does Newcastle contrast with Wideopen?

Locate Whitley Bay on the map and discuss what they children notice about where it is located.

It is next to the sea. What kind of things would they expect to find next to the sea?

Show the children pictures of Whitley Bay and discuss what it is like there with children who recognise it.

Make some comparisons between Newcastle and Whitley Bay

If they could get the bus to Newcastle or to Whitley Bay, which would they choose? Why?

After recapping learning about Newcastle and Whitley Bay introduce Rothbury by showing the children where it is on the map.

What do they notice about the location of Rothbury? It is far away from the sea and not near a big city like Newcastle. What do they think they will see in Rothbury?

What types of houses might people live in Newcastle, Whitley Bay or Rothbury? Why might they be different?

Discuss with the children what they know about different jobs that people might do.

Make a list of these with the children and address misconceptions about who can do what job - boys and girls can do any job they like!

Give children a list of jobs and start a discussion about whether it would be best to live in the seaside, countryside or in the city to do these jobs.

Children to answer the question - Would you rather live in the city, in the countryside or by the beach?

Give the children different scenarios and ask them to decide if these people would rather live in the countryside, city or by the beach.

			<p>'James is a vet who has a big family that needs a detached house to live in. He loves going walking especially around hills and valleys.'</p> <p>'Robyn is a nurse who works in a busy hospital. She doesn't have any children and likes spending time near the river.'</p> <p>Where would be the best place for each person to live? Why?</p> <p>Encourage children to think about where they would rather live using the geographical vocabulary they have learned over the topic.</p> <p>Ask them to answer the question for themselves and give reasons for their choice.</p>
	Subject Voc	map, symbol, atlas, globe, seasons, temperature,	atlas, map, address, Newcastle, England, Scotland, Wales, Northern Ireland, United Kingdom, London, Edinburgh, Cardiff, Belfast, North Sea, Irish Sea, city, village, town, cliff, beach, coast, countryside, farms, hills, mountains, farms, valleys, house, apartment, flat, terraced, semi detached, detached
Year 2	NC Content	<p>Use simple compass directions (North, South, East and West) and directional language to describe a map.</p> <p>Use aerial photographs to devise a simple map and construct basic symbols in a key.</p> <p>Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage.</p> <p>Understand the geographical similarities and differences of the local area and a contrasting non-European country</p> <p>Understand the location of hot and cold countries in the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key human features such as town, road, farm and village and key geographical features such as beach, coast, hill, mountain. ocean, valley.</p> <p>Find the equator, the north and south poles, the world's 7 continents and 5 oceans.</p>	
	Specific content	<p>Refer back to work done in year 1 - on local maps.</p> <p>What is a map? Why do we use symbols?</p> <p>Carry on from previous learning by discussing the importance of a key. Why do we need to add a key to a map?</p> <p>Introduce new learning about North, South, East and West - learn the directions of the compass. Why are these important when using a map?</p> <p>Use an aerial photo to construct a simple map of the local area - include the path to Weetslade - children walk the route around the paths and show where that is in relation to school.</p>	<p>Where in the world is Australia? Find the North East of England on google maps and then zoom all the way out until we can see Australia. Demonstrate this clearly on a globe, Australia is 10,000 miles away on the other side of the globe.</p> <p>Children use their atlas to locate Australia - firstly do this on a world map and then demonstrate how to use the index to find a map of Australia. Show the children both a political and a physical map. What different things do these show?</p> <p>What continent is Australia in? What does the word continent mean? Show the children a map of the continents of the world and discuss which continents you would fly over in order to reach Australia.</p> <p>One of the major differences between Australia and the UK is the climate. What do we mean by climate?</p> <p>Why is the climate so different in Australia? Refer back to the world map - Why is Australia warmer? Look at the Equator and the location of both poles. Explain to children</p>

how being closer to the equator and further away from the South Pole than the UK is from the North Pole affects the average temperature.

Avoid the misconception that the weather across Australia is constant. Because Australia is much larger than the UK they have three different climate zones - temperate around the edges (like the UK), tropical in the North and desert in the middle of the country.

What are the different types of wildlife that Australia has compared to the UK.

Native Australian animals and plant species under threat from animals that have been introduced like cane toads and rabbits.

Compare this to grey squirrels threatening red squirrels in the UK.

Build on work done around coasts last year to compare British coasts with the Great Barrier Reef.

A very important difference between Australia and the United Kingdom is the size of the two countries.

the UK - 250,000 km squared

Australia - 7,600,000 km squared

You could fit the UK into Australia more than 32 times!

Despite having all of this space there are only 25 million people in Australia compared to 66 million in the UK.

Why aren't there more people?

Compare this to a map of the UK. Show the children that cities and towns are evenly spread across the UK, major cities aren't just around the edges.

How is climate change affecting Australia?

Why are bushfires such a huge problem for the human and animal populations of Australia?

How is pollution affecting the Great Barrier Reef?

Does this issue only affect Australia or does it affect the UK as well?

Answer the question 'what can we do to protect Australia'

Use the understanding developed over the topic to suggest ways

To protect the seas and the Great Barrier Reef around Australia

To stop bushfires burning huge parts of Australia

			To protect Australian animals from invasive species
	Subject Voc	North, South, East, West, compass, key	globe, atlas, Australia, United Kingdom, Europe, Asia, North America, South America, Africa, Australasia, Antarctica, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, climate, Equator, North Pole, South Pole, desert, humid, Great Barrier Reef, population, urban, rural, climate change, pollution, bushfires, settlements
Year 3	NC Content	<p>Use maps & atlases to plot NSEW and understand basic OS symbols.</p> <p>Use fieldwork to observe and record the human and physical features of the local area.</p> <p>Understand that countries in different parts of the world have geographical similarities and differences.</p> <p>Understand the impact of the weather on local populations.</p> <p>Understand how natural geographical features (such as rivers and mountains) link to the development of human geography.</p> <p>Describe and understand key aspects of physical geography including rivers and mountains.</p> <p>Name some major cities in the UK and locate them on a map.</p> <p>Understand that the UK is split into different counties which have different human and physical characteristics.</p>	
	Specific content	<p>Build on work done in KS1 - refer back to local maps and compass directions. Move this a step forward by studying OS maps - teach children the importance of a key and basic OS symbols.</p> <p>What is the significance of the scale on the map? Compare a variety of maps with different scales.</p> <p>How does an OS map differ from a map you might see of a town or on google maps?</p> <p>Design an OS style map of our school - What features are important for people to know? gates, trees, entrance, football goals, car park - design a key and identify symbols for these.</p> <p>Children sketch different areas of the school and then as groups/whole class make a map of the school using the symbols identified.</p>	<p>Reinforce with children what the 7 continents are. Spend time locating these on an atlas, on a globe and on google maps. Reinforce this learning from KS1.</p> <p>Start the discussion about rivers by finding the 4 longest rivers in the world on the map:</p> <p>Nile 4132 metres North East Africa Amazon 4000 metres South America Yangtze 3917 metres China Mississippi 3902 metres USA</p> <p>What continents are these rivers in?</p> <p>Where are the major rivers within the UK - locate London, Newcastle, Bristol, Nottingham, Liverpool on the map - Why are big cities often on major rivers?</p> <p>Why have rivers always been so important to humanity? What purposes do rivers have?</p> <p>Rivers are an important aspect of the water cycle - what is the water cycle and why is it important? Teach the journey of a river from the source of the river to the mouth of the river.</p> <p>Contrast a smaller local river (the Tyne) with the Amazon. Where are the sources of both rivers? How many tributaries does each have?</p> <p>Would you like to live near a river? Introduce the children to the concept of a floodplain (a generally flat area of land next to a river or stream). Would you want to live on a floodplain? Why? Why not?</p>

			<p>Where is Cumbria? Look on the map and find the county of cUmbria. discuss what a county is (a division of a state or country for local government). What county are we in? What other counties do we know that are near us? Durhan, Northumberland, Teeside, Yorkshire.</p> <p>Explore case studies of local flooding in Cumbria. How would the children cope in these circumstances? How would it affect their lives?</p> <p>Discuss changes in the environment which are causing flooding to become a more regular occurrence. Does this affect us in the UK? Why?</p> <p>Introduce the idea that humans are influencing the weather because we are polluting the earth leading to climate change. Introduce the idea that there are things we can do - not driving cars as much, less plastic, renewable energy.</p> <p>Discuss ways the children can make a difference in avoiding contributing to excess climate change.</p> <p>How can we avoid flooding affecting people's homes?</p> <p>Come up with an answer to the question should we live next to the river?</p> <p>Draw on understanding gathered throughout the topic to set the children the problem of designing a new town near a river.</p> <p>Where would they build their houses in order to minimise the chances of them flooding?</p> <p>Would they build them on the floodplain? If so what measures would they take to prevent the houses from excess flooding?</p> <p>Would they build houses higher up away from the river? How would this affect who could live there? (these houses would be much more expensive)</p> <p>What flood warning systems would they have in place?</p> <p>How would this town make sure that it is not contributing further to climate change (bike lanes, public transport, renewable energy (from hydroelectric?))</p>
Subject Voc	Symbols, Ordnance Survey map, scale		<p>continents, Asia, Africa, Europe, North America, South America, Australasia, Antarctica, Nile, Mississippi, Amazon, Yangtze, the water cycle, source, tributary, waterfall, main channel, estuary, mouth, floodplain, floodplain, economy, climate, population, environmental change, pollution, climate change, renewable energy, hydroelectric</p>

Year 4	NC Content	<p>Use maps and atlases, including OS maps, to introduce four figure grid references. Use fieldwork to observe, measure and record the human and physical features of the local area.</p> <p>Compare the geographical similarities and differences of a country in Europe and the UK.</p> <p>Explain why people may choose to live in a particular place, referring to land uses and climate. Describe and understand key aspects of physical geography including volcanoes and earthquakes.</p> <p>Use an atlas or globe to locate the countries of Europe, including Russia and the countries of the EU.</p>	
	Specific content	<p>Refer back to map work done previously - compass directions and OS symbols - introduce 4 figure grid references and explain how we would locate an area on a map using a 4 figure grid reference.</p> <p>Why are these important?</p> <p>Map out Weetslade Park - local council need a new map of Weetslade park</p> <p>Children walk around Weetslade Park in groups of 4 or 5 deciding what a map of the park needs to include and taking pictures.</p> <p>When back in the classroom children design sketch maps on grid paper and show their understanding on map drawing/grid references.</p>	<p>Recap understanding from last year by discussing the highest mountain on each continent - reinforce with children what the 7 continents are. Spend time locating these on an atlas, on a globe and on google maps. Reinforce this learning from Y3/KS1.</p> <p>The highest mountains on each continent are:</p> <ul style="list-style-type: none"> • Mt. Everest (8,850 m) in Asia (Nepal/China) • Aconcagua (6,962 m) in South America. (Argentina) • Denali (6,190 m) in North America. (America-Alaska) • Kilimanjaro (5,895 m) in Africa. (Tanzania) • Mt. Blanc (4,809 m) in Europe. (France) • Puncak Jaya (4,884 m) in Oceania. (Indonesia) • Mt. Vinson (4,892 m) in Antarctica. <p>Show children pictures of each mountain reinforcing which one is in each continent - discuss basic similarities and differences</p> <p>How are mountains formed? (this is pre-teaching for longer earthquakes and volcanoes topic in year 4)</p> <p>What do you notice about where major mountain ranges are located in the world? Show children a map of major mountain ranges and then the tectonic plates map - why do mountains form in the places that they do?</p> <p>Focus on Europe - identify where Europe is on an atlas, globe and on google maps. What major European countries do they know? identify the major countries of Europe together with the children and identify what children already know about these places - focus on the UK, Ireland, France, Germany, Spain, Portugal, Russia, Sweden, Norway, Italy, Greece and any other countries the class has knowledge of.</p> <p>Focus specifically on Italy - do any of the children know any Italian mountains - (Vesuvius, Etna, Stromboli) What do all 3 of these mountains have in common? They are all</p>

volcanoes.

What is a volcano?

Discuss the process of how a volcano erupts

As well as volcanoes Italy also suffers from a large amount of earthquakes. Why do children think that this is? Link the answer back to the work done earlier on tectonic plates.

Why do earthquakes happen?

Show children footage of the major earthquake that struck Italy in 2016 - discuss what people should do in that situation.

Prepare a guide for how to deal with an earthquake.

How can we make sure that buildings are built to withstand earthquakes?

How do earthquakes affect different parts of the world?

Let's consider the earthquake which hit central Italy on August 24th 2016 where tragically 295 people died and 400 were injured.

Italy is considered a higher income country - what does this mean?

Italy has more money than other countries to make sure that it's buildings are earthquake ready.

Discuss other high income countries in earthquake prone areas - USA, New Zealand, Japan

Contrast this to the awful events in Haiti on 12th January 1910. Where is Haiti?

Haiti is a lower income country which has much less money to spend on earthquake preparedness.

Tragically 220,000 people were killed, 330,000 were injured and 1.3 million were made homeless.

Why do we think there was such a huge difference?

Earthquakes are unpredictable but surely the best way to avoid volcanoes is to make sure you don't live too close to them!

Actually lots of people live around the base of volcanoes. Why could that be? Discuss positive and negative reasons for living near an active volcano.

Answer the question 'Would you like to live in an area prone to Volcanic activity'

			<p>What does it depend upon? Make sure the children avoid simplistic answers to the question.</p> <p>If you lived in a higher income country - which had a high level of preparedness for earthquakes then it would be much safer than in a lower income country.</p> <p>There are great economic benefits to farming the fertile land that surrounds volcanoes, do they outweigh the dangers of facing a possible eruption?</p> <p>Consider the benefits of increased tourism around volcanoes and geothermal springs.</p>
	Subject Voc	grid reference	<p>continents, Asia, Africa, Europe, North America, South America, Australasia, Antarctica, Mt. Everest, Kilimanjaro, Mt. Blanc, Aconcagua, magma, lava, molten rock, mantle, Earth's crust, inner/outer core, tectonic plates, mountain ranges, vents, crater, ash cloud, earthquake, epicentre, Richter Scale, poverty, economic growth, lower income, higher income. wealth. geothermal springs</p>
Year 5	NC Content	<p>Use compass points and four and six figure grid references to build their knowledge of the UK and the wider world. Use fieldwork to observe, measure, record and present human and physical features in the local environment.</p> <p>Study the physical and human geography of a region within North or South America. Make a comparison between the physical and human geography of countries in different continents.</p> <p>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. Describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts and the water cycle.</p> <p>Name and locate the main countries, rivers and mountain regions in North and South America. Understand the position and significance of the Equator, the Arctic and Antarctic circles and the tropics of Cancer and Capricorn.</p>	
	Specific content	<p>Build on learning about compass points and 4 figure grid references from last year.</p> <p>Extend the children into working in more detail - introduce more OS symbols and locate points more accurately using 6 figure grid references. Apply this to local maps but also contrast this with maps showing different terrain - eg The Lake District.</p> <p>Discuss contour lines - what do they mean when they are further apart or close together?</p>	<p>Re-cap previous locational knowledge studied throughout KS1 and LKS2. Discuss the location of the 7 continents and make reference to the 5 oceans. Make sure children are secure in this understanding. Focus on Australia and the European countries studied in Year 4 and then pick out other major countries in the world such as China, India, Egypt and South Africa. Which continents are they in?</p> <p>Focus on North and South America. Use the globe, atlases and google maps to locate major countries in North and South America - USA, Canada, Mexico, Brazil, Argentina, Peru - Ask children to independently find these places using their atlases.</p> <p>Demonstrate to the children the different types of map that can give us information about the Americas. What is the difference between a political and a physical map? (One shows countries, one shows physical features such as mountains, rainforests and deserts.)</p>

how would you navigate between points - is the most direct route always the best way?

Orienteering afternoon around Weetslade, Children given the chance to demonstrate the skills that they have learned - can they navigate around the map and find checkpoints.

Introduce a third type of map - one that shows the different climate zones.

What is a climate zone?

Look at the climate zone map. What do you notice about where these climate zones occur?

- polar regions are at the far North and far South of the globe near the Poles
- a tropical climate occurs near the Equator

Show children contrasting temperature and rainfall charts for Newcastle (located in a temperate climate zone) and Manaus (located in the tropical rainforest)

What do children notice?

With the children define what the tropical climate means

Introduce children to the Tropics of Cancer and Capricorn. These imaginary lines on the map show where the tropical zones end. There are no tropical climate zones north of the Tropic of Cancer or south of the Tropic of Capricorn.

Locate the rainforests of the world on the map and then focus on the Americas. What is the name of the huge rainforest in South America? Which countries is it in? Children may know it is in Brazil but it actually spans 8 countries - Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, Suriname.

The rainforest is a specific type of biome (Biomes are areas of our planet with similar climates, landscapes, animals and plants).

There are 5 main types of biomes in the world (desert, tundra, forest, grasslands and aquatic)

Compare the rainforest with other types of Biomes such as the desert or the savannah.

The rainforest is a type of biome that is absolutely vital to our planet? Do children know why?

Discuss the role that trees have in turning carbon dioxide back into oxygen and also the crucial role that the water cycle plays in the water cycle.

Build on teaching done in Year 3 rivers topic to teach the water cycle in greater depth.

Because of the amount of rain that falls the rainforest has a very distinctive vegetation belt - this means the plant life as a whole in a certain area of the planet.

Teach children about the layers of the rainforest - emergent, canopy, understory and forest floor. What are the features of each of these layers and which animals thrive there.

Focus on adaptations made by plants in the rainforest to help them thrive

Over recent decades the Amazon rainforest has been shrinking at an alarming rate.

20% of the Amazon biome (1 million square kilometres - 4 times the area of the whole of the UK) is already without trees, If the rate of deforestation continues then by 2030 30% of the Amazon rainforest could have been destroyed.

Every 6 seconds an entire football pitch worth of rainforest is destroyed! He believed in using the Amazon resources sustainably for the economic benefit of local people & protecting the rainforest from logging, cattle ranching, mining & agriculture (plantations).

Why is deforestation so damaging to the environment?

It is clear that deforestation of the Amazon is something that has a devastating effect upon the environment. But why is it happening?

To illustrate this have a whodunnit type lesson about the mystery of who killed Chico Mendez.

Millions of people rely on the Amazon rainforest to make a living and survive

Many of the South American countries that have the Amazon biome within them are developing countries - this means a country where most of its people live on a lot less money and with a lot fewer public services than those in an industrialized nation. Because these countries have rapidly expanding populations and economies they often need to use the vast natural resources on offer in the rainforest to make a good living for themselves.

There is only so much land available to use and only so many different ways that people can make money. The rainforest has become a casualty of too many people with not enough land to live on.

Given what we have found out about the importance of the Amazon rainforest and the difficulties people face in protecting it discuss with the children the question they need to answer 'Is the Amazon rainforest in irreversible decline?'

What does the question mean? - is it too late to reverse the impact of deforestation

Children to explore a range of solutions to the deforestation of the Amazon.

Encourage children to come to a conclusion that is hopeful but not simplistic - just saying that 'we should stop buying things that come from the rainforest' or 'we should catch the illegal loggers and throw them in jail' are not realistic.

			All solutions must offer an economic alternative for the people local to the Amazon.
	Subject Voc		Mexico, USA, Canada, Brazil, Argentina, Peru, Mexico City, Washington DC, Ottawa, Brasilia, Buenos Aires, Lima, political map, physical map, climate, climate zones, equator, Tropic of Capricorn, Tropic of Cancer, tropical climate, biome, rainforest, grassland, savannah, tundra, water cycle, evaporation, precipitation, condensation, vegetation belt, canopy, emergent layer, understory, forest floor, deforestation, biodiversity, indigenous people, developing country, industrialised country, economic growth, MORALITY, natural resources, sustainable energy, hydroelectric power, land usage, settlement, irreversible decline
Year 6	NC Content	<p>Use the 8 points of a compass and four and six figure grid references to build their knowledge of the UK and the wider world. Use a range of fieldwork methods to observe, measure, record and present human and physical features in the local environment.</p> <p>Make comparisons between the physical and human geography of countries in different continents. Understand the way humans have altered the physical geography of a location.</p> <p>Suggest what a place might be like in the future, referring to issues affecting the environment such as the distribution of natural resources. Describe and understand key aspects of physical geography including biomes and climate zones.</p> <p>Understand the significance of the Greenwich Meridian and explain how the time zones work. Understand land use patterns within the UK and how these have changed over time.</p>	
	Specific content	<p>Build on the map work done in previous years and recap grid references before introducing the concept of the 8 points of the compass.</p> <p>How would you use a map to navigate? What do contour lines mean? Is the straight route always the best way to go?</p> <p>Children to be taught how to follow a compass - Challenge set out in forest school to follow the different directions to complete a route.</p> <p>Study the OS maps of the area - practice orienteering challenge in Weetslade Park - can they work together in groups to find all of the points using a map and a compass.</p> <p>Mini D of E style trip at the coast - Groups of 6/7 start at a certain spot in Seahouses, need to find their way to Beadnell/Newton</p>	<p>What preconceptions do the children have about world superpowers - Who do they think are the most powerful countries in the world? Why? (Might say USA/China/Russia/UK) - discuss their reasoning for these choices.</p> <p>Focus on the USA. Where is it in the world? Pick out key cities and geographical features New York, Los Angeles, Chicago, Miami, New Orleans, The Rocky Mountains, The Mississippi River, The Grand Canyon</p> <p>Which cities are on the West Coast, which cities are on the East coast?</p> <p>Bring in the idea of how big the country is by discussing time zones. The West coast of America is 3 hours behind the East coast, which is 5 hours behind the UK.</p> <p>What does this mean? Give the children a map of the world's time zones and see if they can identify what the time would be in different countries. Introduce the concept of Greenwich Meridien Time.</p> <p>How did America become such a powerful nation?</p>

(1 member of staff with each group to help if needed)

Has the improvement in technology and the advent of things like google maps meant that map/compass skills are no longer as important? Why?

Start with the physical geography of America- why has it helped them develop their economy so quickly?

All about location!

- Vast amount of natural resources - plenty of land to grow food, natural gas and oil
- It is surrounded by water on both sides, deserts to the south and ice to the north - making it almost impossible to conquer but very easy to trade with people from other countries.
- The Mississippi River - vital to America as it has more miles of navigable inland waterways than the whole rest of the world put together!

Once America was secure in its own borders it started looking for ways to influence the rest of the world.

- In 1907 it sailed 16 ships around the world showing the strength of its Navy.
- America helped other countries in exchange for access to their land to build military bases. This means that they have bases all over the world (see map in Prisoners of Geography)

NASA - America at the forefront to show that they have control over space as well as other countries in the world.

Microsoft/IBM/Apple - What influence have they had on the development of the world?

Hollywood and the American music industry - Expose the world to vast amounts of American culture.

What do they know about China?

Where is China - find major cities (Beijing, Shanghai) on the map and locate the Great Wall of China and major rivers (The Yangtze River and the Yellow River)

China did not win the lottery of location in the same way that America did - they had to overcome lots of difficulties in order to defeat natural challenges they faced.

- The Great Wall of China was built in order to protect China from invading armies from the North. It was started nearly 2500 years ago and stretches 21,000kms making it the biggest man made structure on Earth.
- China conquered the land of Tibet meaning that it had the Himalayan mountains to use as a natural border against India.

- China built the Grand Canal which linked the Yangtze and the Yellow rivers together. This was crucial as it helped to unite the North and South of China and allow them to trade goods. (Making it similar to the Mississippi)

In recent times the Chinese economy has increased rapidly because of their huge population and large amount of natural resources.

China is the world's largest producer of agricultural products.

China is the world's largest manufacturer.

China is the largest exporter of goods in the world and the second largest importer of goods after the United States.

Until recently China did not have a major navy - but now they need to import and export goods all over the world they have embarked on a large programme of ship building.

As their economies grow they also offer huge amounts of money to help less well off nations across the globe. Why do you think they might do this? (In order to make countries favour them over the US)

What does it mean to be a world superpower?

A superpower is a country with a dominant position characterised by its ability to influence the world. This is done through the combined means of economic, military and political strength.

Pick this sentence apart, what do these terms mean?

Annotate this sentence so that it makes sense to the children in vocabulary they can understand.

economic - The part of a society that creates wealth.

Wealth is not just money.

Wealth comes from the production of goods and services, which people buy with money.

military - The strength of a country's armed forces - army, navy and air force

political - The way that people living in groups make decisions.

Make direct comparisons between the two countries in these areas -

Economic power - America was very lucky in that its geography gave it lots of chance to become wealthy - China more recently has caught up and overtaken America because of the amount of people and the natural resources that it has.

			<p>Military - America has had a huge navy for over a hundred years and has used its bases to influence all parts of the globe - China has recently developed a huge navy and is claiming it owns lots of the surrounding seas.</p> <p>Politics - How does the 'democratic' US political system differ from that of Chinese Communism.</p> <p>US - Like the UK, America has a democratic system of government whereby people vote for the president.</p> <ul style="list-style-type: none"> • 2 major parties democratic and republican • People have the right to protest if they don't like something <p>(Children will have lots of very relevant ideas here regarding whether the American system really is democratic (Donald Trump's election fraud claims) and about recent protests (widespread coverage of BLM).</p> <p>China - Communist regime where the state has ultimate power over the people.</p> <ul style="list-style-type: none"> • People do not have a meaningful vote • People have no right to protest and the government cracks down fiercely on anyone who does <p>Although this has helped China become an economic superpower, does this really benefit all of their citizens?</p> <p>Children to answer the question 'What does it take to become a world superpower'</p> <p>Children to demonstrate their understanding about what a country needs to become a superpower.</p> <p>Encourage them to think about:</p> <p>Natural resources - what resources does a country have that will allow them to become powerful Physical geography - Where does the country need to be located - trade links, rivers, natural/manmade defences Military power over other countries Political power over its own people and other countries</p> <p>Children design their own country and demonstrate why it has all of the features necessary to become a world superpower.</p>
	Subject Voc		<p>world superpower, USA, New York, Los Angeles, Chicago, Miami, New Orleans, The Rocky Mountains, The Mississippi River, The Grand Canyon, time zones, GMT, natural resources, trade links, China, Shanghai, Beijing, Great Wall of China, Yangtze River, Yellow River, manufacture, agricultural, import, export, influence, global, economic, military, political, democracy, communism</p>

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