



Cameley Church of England Primary School

Geography - Our Curriculum

2022/2023



'Nurturing Faith: Inspiring Learning'



Curriculum Intent for Geography at Cameley CEVC Primary School

"Geography was always the lesson I looked forward to most. It could be bleak midwinter outside but inside you are learning about African farming methods or the great lakes, no other lesson had that excitement." Ben Fogle

At Cameley, we believe that through learning Geography children should develop a broad awareness of geographical topics, understanding the world far beyond maps and globes. Our curriculum sequentially and progressively develops our children's learning of geography by ensuring we expose children to a diverse range of knowledge about people, cultures, places and the history of the world in which we live and interlinks this with geographical skills.

Subject content within **Geography** is organised through threshold concepts which are mapped out through the National Curriculum aims.

These are: Map Skills; Fieldwork; Geographical Knowledge; Making Comparisons; Vocabulary; Processing and Presenting Information.

This ensures that children are able to see a clear progression through their own learning as these consistent knowledge hooks help us as teachers to organise new knowledge systematically and ensure a logical progression throughout their time at our school.

"It seems to me that the natural world is the greatest source of excitement, the greatest source of visual beauty, the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living." David Attenborough.

We aim to foster a sense of curiosity a fascination about the world that will remain with the children for the rest of their lives. In our geography curriculum we have woven our core curriculum drivers of inclusion, reflection, inspiration and aspiration as well as linking to the high quality texts we use in reading and in writing. Our school is located in a village on the edge of two cities with huge historical significance, Bath and Bristol. It is in a semi-rural location with outstandingly beautiful English countryside surrounding the village. Children will use our local area of Temple Cloud as the basis for their understanding of the local area, and as a start point for further comparisons integral to the geography curriculum. Our curriculum aims to empower teachers to make use of our local surroundings as a primary learning resource



to support both human and physical geography as well as the tool for practicing geography skills with the wealth of geographical features, provision of a variety of different outdoor spaces e.g. farmland, woodland, historic building and newer building works. Our children will develop an ability to evaluate information, form their own opinions and develop strategies and skills to articulate themselves.

Our children's future will continue to be shaped by the ever changing world around them, just as our worlds future depend on our children. We acknowledge the paramount importance to be placed upon sustainability and know that it is essential that children understand the impact that humans continue to have on our planet and how we can mitigate against climate change. Our geography curriculum take opportunities to understand how technological changes and different periods of history have directly impacted on our climate.

"The truth is: the natural world is changing. And we are totally dependent on that world. It provide our water, food and air. It is the most precious thing we have and we need to defend it." David Attenborough.

Reading and Vocabulary within Geography

The way that we have designed the curriculum engages pupils to read a wider breadth of fiction and non-fiction texts. We are passionate about reading at Cameley and demonstrate this in **Geography** by exploring different types of genre and texts to help discover new information both visually and through written word. This enables us to help put topics within subjects in to a context whilst building upon previous learning. As well as this, it helps children to recall important information and embed learnt knowledge from the short term memory in to the long term memory. Within our reading, we aim to expose children, of differing needs, to high quality contexts linking back to cultural capital and with an aim to develop a wider range of vocabulary across the curriculum subjects. In **Geography** we aim to promote reading and vocabulary by displaying a range of quality and age-appropriate non-fiction texts in the classrooms (relevant to the taught topic) and identification of key topic vocabulary to discuss definition and use within evidenced work.

Key Concepts Over Time

EYFS					
Autumn	Processes	Scale	Place	Environment	Trade
Spring	Processes	Scale	Place	Environment	Trade
Summer	Processes	Scale	Place	Environment	Trade
Year 1					
Autumn	Processes	Scale	Place	Environment	Trade
Spring	Processes	Scale	Place	Environment	Trade
Summer	Processes	Scale	Place	Environment	Trade
Year 2					
Autumn	Processes	Scale	Place	Environment	Trade
Spring	Processes	Scale	Place	Environment	Trade
Summer	Processes	Scale	Place	Environment	Trade
Year 3					
Autumn	Processes	Scale	Place	Environment	Trade
Spring	Processes	Scale	Place	Environment	Trade
Summer	Processes	Scale	Place	Environment	Trade
Year 4					
Autumn	Processes	Scale	Place	Environment	Trade
Spring	Processes	Scale	Place	Environment	Trade
Summer	Processes	Scale	Place	Environment	Trade
Year 5					
Autumn	Processes	Scale	Place	Environment	Trade
Spring	Processes	Scale	Place	Environment	Trade
Summer	Processes	Scale	Place	Environment	Trade
Year 6					



Autumn	Processes	Scale	Place	Environment	Trade
Spring	Processes	Scale	Place	Environment	Trade
Summer	Processes	Scale	Place	Environment	Trade

Long Term Overview (Implementation)

Beneath, is a long term overview of **Geography**. This shows a clear progression of why the subject is taught in this order and how it is mapped.

Area	Foundation/EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			2022/2023		2022/2023		2022/2023
Autumn	Who we are and where we come from.	Cathedrals and castles.	Continents and oceans.	Land Use.	Hills, mountains and coastlines.	Field work, skills and knowledge.	Europe and the polar regions.

Spring	The wider world.	Local Area Study.	Compass points and map skills.	Europe and South America.	UK, Europe and South America.	Agriculture and world trade.	London in Depth.
Summer	Our world.	Contrasting Places.	Compare UK islands to Greece.	Extreme Earths.	Map skills.	Rainforests.	Fieldwork on the coast.

Progression of skills

Area	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Map reading	Look at aerial photographs and discuss what you can see.	Unpick physical and human features from aerial photographs. Develop a simple map	Recall points of an 8 point compass and use these in relation to maps of local area and the UK.	Use maps, atlases and globes along with 8 point compass to locate countries and describe	Begin to use map signals, atlases and globes and orientation, including 4 figure grid references.	Begin to use map signals and orientation, including 6 figure grid references and know and use limited O.S symbols.	Use maps, atlases, globes and digital/computer mapping (GIS) to locate countries and describe features

		<p>using a range of symbols.</p> <p>Use locational and directional language to describe routes (north, south, east, west, next to, above, below)</p>	<p>Make simple maps of their environment with a key.</p> <p>Begin to use OS symbols identifying: woods, river, school, road, houses.</p>	<p>features studied.</p> <p>Make maps of their environment with a key and a range of OS symbols: places of worship, airport, railway, bus or coach station, bodies of water.</p>			<p>studied and know with confidence the O.S symbols.</p>
Physical Geography	<p>Begin to recognise and discuss human features in local environment.</p>	<p>Recognise basic landmarks and physical features from aerial photos.</p> <p>Discuss the difference between the origin of physical and</p>	<p>Identify the location of Earthquakes and volcanoes around the world.</p> <p>Identify physical features of a volcano.</p>	<p>Identify the location and features of Earthquakes and volcanoes around the world, including understanding why these occur.</p>	<p>Identify the physical features of a river and mountain, including examples of locations around the world.</p> <p>Explain the role of the</p>	<p>Understand and explain the role that rivers and mountains have in physical geography of the local area.</p> <p>Make links to the effects on human geography for this area.</p>	

		<p>human features.</p> <p>Observe and record the weather and seasons, identifying patterns and raising questions.</p>	<p>Discuss reasons for these.</p>	<p>Observe and identify patterns in these.</p>	<p>water cycle in formation of a river.</p>	<p>Begin to explore the detrimental effects that this may have for an area.</p>	
<p>Human Geography</p>	<p>Talk about human features of their own immediate environment.</p> <p><u>Human features</u> Town Village Road Path</p>	<p>Identify and name the human features in their environment.</p> <p><u>Human features</u> city, town, village, farm, house,</p>	<p>Discuss the importance of the human features in their environment.</p> <p>Identify and discuss different types of land use and settlements.</p> <p>Make links between their own area and other areas.</p>	<p>Discuss the pros and cons of the human features within their own environment and other areas.</p> <p><u>Human Features</u> urban, land use, agriculture, cartographer.</p>	<p>Identify different settlements and the reasons for these developing in various locations.</p> <p>Discuss how the physical and human features of a settlement are linked in its development.</p>	<p>Understand how a settlement develops into one with trade links for a specific resource.</p> <p>Explain why settlements trade links may benefit or suffer from its physical or human features.</p>	<p>Draw on links between human and physical features to explain that settlements grow when they are benefiting from human features and physical features using examples.</p> <p>Explain how if one of these is affected, it</p>

			<u>Human Features</u> city, town, village, factory, farm, house, office, port, harbour and shop				may affect the trading of the settlement using examples.
Interdependence	Discuss the importance of both physical features (hill, trees, river) and human features (roads, buildings) in our environment.	Begin to compare and contrast the importance of both physical features (hill, trees, river) and human features (roads, buildings) in our environment. Children to discuss why we need both.	Discuss the different impact human and physical features studied (e.g. earthquakes/ changing land use) have on our environment.	Compare and contrast impact human and physical features studied (e.g. earthquakes/ changing land use) have on our environment.	Begin to make links between the effects of developing human features (settlements and land use) on physical features.	Begin to make links between the effects of developing human features (settlements and land use) on physical features.	Draw on links between human and physical features and explain that they are shaped, interconnected and change over time.
Data Collection and Analysis	Use simple fieldwork and observational	Use simple fieldwork and observational	Use simple fieldwork and observational	Use fieldwork to observe, measure and	Use fieldwork to observe,	Use fieldwork to observe, measure,	Use fieldwork to observe, measure,

	skills to study the geography of their school and local area. Engage in follow up discussion analyse what has been seen.	skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment using sketch maps.	skills to study the geography of their school, the school grounds and the local area and the key human and physical features of its surrounding environment using sketch maps and tally charts.	record the human and physical features in the local area using a range of methods, including plans and graphs.	measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs.	record and present the human and physical features in the local area using a range of methods, including digital technologies.	record and present the human and physical features in the local area using a range of methods, including digital technologies.
Interpretation of Information	Draw what they have seen whilst studying the local area.	Label and discuss sketch maps of local area, including identifying physical and human features.	Label sketch maps using physical and human features. Analyse tally chart data collected and use this to make a summary.	Create simple graphs to represent data collected including bar charts.	Create simple graphs to represent data collected including line graphs.	Create key research questions and use a range of graphs to represent data and evidence answers to these.	Create key research questions and use a range of digital graphs to represent data and evidence answers to these.

Progression: Autumn term

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Describe who I am and where I come from.</p> <p>Talk about features of my local environment.</p>	<p>See the local environment.</p> <p>Compare local environment with Farleigh Hungerford castle.</p> <p>Give reasons for why castles and cathedrals were built in specific environments.</p>	<p>Describe where the United Kingdom is on a globe.</p> <p>Classify continents and oceans on a globe.</p> <p>Present differences between UK and Mexico.</p> <p>Experience using maps and globes.</p> <p>Articulate how features of globes and maps help us to understand scale.</p> <p>Analyse the difference in sizes of continents and oceans.</p> <p>Describe where the equator and poles are on the globe.</p> <p>Compare conditions on the equator to the poles.</p> <p>Question how life may be different</p>	<p>Articulate trade in ancient Egypt.</p> <p>Give reasons for the success of quarrying in ancient Egypt.</p> <p>Compare resources with those traded from the U.K.</p> <p>Arrange a diagram of the flooding cycle.</p> <p>Give reasons for the flooding in ancient Egypt.</p> <p>Interpret whether this process is deemed as positive on the Somerset levels.</p> <p>Articulate where Egypt is using globes and maps.</p> <p>Choose the human and physical features of Egypt</p>	<p>Compare land use in a coastal environment and mountain environment.</p> <p>Give reasons for tourism on the UK coastline.</p> <p>Work out the lasting effects of tourism on the UK coastline.</p> <p>Articulate the place of rivers, and lakes in the water cycle..</p> <p>Present model of the water cycle.</p> <p>Explain why rivers and coastlines and varied and ever changing.</p> <p>Locate using an atlas, the highest peaks</p>	<p>Find and use examples of differing height above sea level using contour lines to study the map of the local area.</p> <p>Interpret and present data collection from fieldwork on local River Cam Brook.</p> <p>Draw conclusions on how height above sea level affects the river.</p>	<p>Analyse the differences in climate between the tropics and polar regions.</p> <p>Interpret the location of biomes on a map of the world relating.</p> <p>Generate key human and physical differences in an area of Scandinavia (Stockholm) and Polar regions.</p> <p>Find and use examples of time zones in Scandinavia and Polar regions.</p> <p>Work out mountainous ranges in Scandinavia using topographical map.</p> <p>Conclude the differences between the polar regions and tundra regions.</p>

			<p>for those who live on the equator.</p>	<p>which enabled trade links.</p> <p>Explain how the location of rivers and oceans surrounding Egypt supported the development.</p> <p>Articulate the environmental feature in the Nile canal.</p> <p>Find and use an adaptation to combat flooding in modern day Egypt.</p> <p>Interpret why there is a shift in views in modern day Egypt compared to Ancient Egypt.</p>	<p>and longest rivers in the U.K.</p> <p>Present key human aspects of rivers and coastlines in the UK - distribution, settlements and land use.</p> <p>Focussing on a small area of U.K. interpret the effects of the location near the coastline.</p>		<p>Give reasons for rising sea level in polar regions.</p> <p>Interpret changes in sea level using primary and secondary sources.</p> <p>Conclude how rising sea level due to Global warming is effecting the polar regions.</p>
<p>Key Vocabulary</p>	<p>House Flat Bungalow Cottage Town Village City</p>	<p>Moat Battlements Hill Castle Cathedral Map</p>	<p>United Kingdom Wales Scotland England Northern Ireland Europe South America</p>	<p>Africa Egypt River Nile Flooding cycle Desert Drought Valley</p>	<p>Source Mouth Headland Cliff River Estuary Ocean</p>	<p>Landforms Climate Waterforms Elevation Contour Rising Sea Level Cam Brook</p>	<p>Arctic Antarctic Polar Equator Poles Hemisphere Innuits</p>

	Countryside		Country Continent Ocean Equator Globe Atlas Map Scale	River Bank Red sea	Shore Tide Coastline Beach Bay Stack Cliff Arch Water cycle Evaporation Condensation	Wellow Brook River Avon Cam Valley Erosion Weir	Biomes Tundra Primary source Secondary source Climate change
Key Tasks	 A Place Called Home By Kate Baker and Rebecca Green	 Castles Magnified By David Long and Harry Bloom	 Atlas of Adventures By Lucy Letherland	 Geography Matters in Ancient Egypt By Melanie Waldron	 Once Upon a Raindrop By James Carter & Nomoco	 The Song of the River By Gill Lewis	 The Polar Bear's Explorer Club By Alex Bell and Tomislav Tomic
POP Tasks	POP task Nurse – Talk about 1 thing they found on our walk around Temple Cloud. Reception - Children to draw some of the paces we saw on our walk around Temple Cloud.	Key information poster	Key information poster	Double Page spread	Double Page spread	Double Page spread	Double Page spread

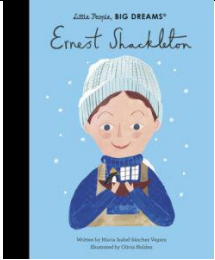

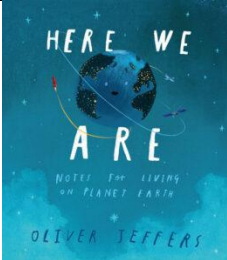

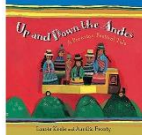

British Values (Term 1)	Democracy, Solidarity and equality	Democracy, Solidarity and equality	Democracy, Solidarity and equality	Democracy, Solidarity and equality	Democracy, Solidarity and equality	Democracy, Solidarity and equality	Democracy, Solidarity and equality
British Values (Term 2)	Mutal respect, equality, equity and solidarity	Mutal respect, equality, equity and solidarity	Mutal respect, equality, equity and solidarity	Mutal respect, equality, equity and solidarity	Mutal respect, equality, equity and solidarity	Mutal respect, equality, equity and solidarity	Mutal respect, equality, equity and solidarity
Christian Values (22/23)	Generosity (T1) Compassion (T2)						
Christian Values (23/24)	Justice (T1) Perseverance (T2)						
SMSC Links	Encourage a respect for democracy and support for participation in the democratic processes including respect for how laws are made and applied.	Encourage a respect for democracy and support for participation in the democratic processes including respect for how laws are made and applied.	Encourage a respect for democracy and support for participation in the democratic processes including respect for how laws are made and applied.	Encourage a respect for democracy and support for participation in the democratic processes including respect for how laws are made and applied.	Encourage a respect for democracy and support for participation in the democratic processes including respect for how laws are made and applied.	Encourage a respect for democracy and support for participation in the democratic processes including respect for how laws are made and applied.	Encourage a respect for democracy and support for participation in the democratic processes including respect for how laws are made and applied.

Progression: Spring

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	<p>Describe the country I live in.</p> <p>Use the globe to recognise that there are different countries</p> <p>Experience the environment in which I live.</p> <p>Compare Temple Cloud to Africa.</p>	<p>Describe where I live on a map.</p> <p>Compare human and physical features of a location.</p> <p>Present a simple map using symbols to represent features.</p>	<p>Experience the local environment.</p> <p>Compare two different places on a map.</p> <p>Give reasons for why the old settlement became the new in a discussion.</p> <p>Respond to the different scales of maps, globes, aerial photographs using stimulus.</p> <p>Articulate directions, routes and features on a map.</p> <p>Present a simple map of the local area.</p> <p>Describe a place.</p> <p>Identify similarities and differences between places.</p>	<p>Classify countries into those in Europe and those in South America.</p> <p>Present the distance between continents using an Atlas to explain the scale.</p> <p>Interpret the difference in size between the two continents; including the 12 South American countries in comparison to the 49 European.</p> <p>Compare the key features (physical and human) of Greece and Brazil.</p> <p>Analyse the differences in climate, drawing on knowledge of the equators, and population/ trade of Brazil.</p>	<p>Compare the key environmental features (physical and human) of the UK and Peru.</p> <p>Analyses the differences in landscapes within Peru deserts to Andes mountains, using knowledge of the tropics and equator to support this.</p> <p>Interpret how population is effecting the environment in Peru.</p> <p>Articulate the difference in population between the UK and Peru.</p> <p>Present similarities and differences in the capital cities Lima and London.</p> <p>Use a map to identify UK and Peru, including the whereabouts, surrounding oceans</p>	<p>Find and use examples of agricultural resources from UK, Spain and Carribean.</p> <p>Interpret how different countries climates enabled them to grow varied produce.</p> <p>Generate a map of world trade of agricultural resources and biodiversity.</p> <p>Present the three types of farming used in the UK and define agroforestry.</p> <p>Combine how the three countries use their agricultural resources to</p>	<p>Analyse the population growth over the past 500 years in London.</p> <p>Select the most important 5 landmarks in London to research.</p> <p>Conclude how London and it's transport links make it an effective capital city for the UK.</p> <p>Find and use resources to analyse the route and stretch of the River Thames.</p> <p>Interpret how the river Thames has supported the development of London., drawing on knowledge of</p>
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			Place symbols on a map.	Interpret how the differences effect what it is traded between South America and Europe (farming).	and bordering countries. Explain where the tropics and equator are on Earth. Give reasons for Lima being the capital city of Peru, using a map to identify it's whereabouts.	create trade and income. Justify why oceans are protected from overfishing.	Henry V111 waterways. Justify the installation of the Thames Barrier.
Key Vocabulary	Explore Map Ocean Sea Explorer South Pole Antarctic	Human features Physical features Symbol Route Directions Map	Similarities Differences Human features Physical features Symbol Route Directions Map Atlas Compass Aerial view	Continent Europe South America Brazil Amazon Rainforest Goods Produce	Peru South America Andes Amazon Machu Pichu Pacific Ancient Invaders Tropic of Capricorn Population Density Biomes	Agriculture Resources Biodiversity Land Use Biomes Produce Trade Overfishing Conservation Treaty Importation Exportation	City of London Greater London River Thames Canal Waterways Barrier Landmarks Underground Great Western Railway Big Ben Buckingham Palace Westminster Trafalgar Square Tower Bridge Diversity Cosmopolitan Architecture Tourism

							Trade Transport links
Key Tasks	 <p>Ernest Shackleton By Maria Isabel Sanchez Vegara & Olivia Holden</p>	 <p>As the Crow Flies By Gail Hartman and Harvey Stevenson</p>	 <p>Here We Are By Oliver Jeffers</p>	 <p>The Explorer By Katherine Rundall</p>	 <p>Up and Down the Andes By Laurie Krebs</p>	 <p>A World Without Fish By Max Kurlanksy</p>	 <p>The Buildings That Made London By David Long and Josie Shenoy</p>
POP Tasks	<p>POP task Nurse – Name 2 animals that live in Africa</p> <p>Reception - Draw and talk about the differences between Temple Cloud and Africa</p>	<p>Key information poster</p>	<p>Key information poster</p>	<p>Double Page spread</p>	<p>Double Page spread</p>	<p>Double Page spread</p>	<p>Double Page spread</p>
British Values (Term 3)	<p>Individual liberty, self-help, self-responsibility and equality</p>	<p>Individual liberty, self-help, self-responsibility and equality</p>	<p>Individual liberty, self-help, self-responsibility and equality</p>	<p>Individual liberty, self-help, self-responsibility and equality</p>	<p>Individual liberty, self-help, self-responsibility and equality</p>	<p>Individual liberty, self-help, self-responsibility and equality</p>	<p>Individual liberty, self-help, self-responsibility and equality</p>
British Values	<p>Mental health and wellbeing, self-help</p>	<p>Mental health and wellbeing, self-help</p>	<p>Mental health and wellbeing, self-help</p>	<p>Mental health and wellbeing, self-help and</p>	<p>Mental health and wellbeing, self-help</p>	<p>Mental health and wellbeing, self-help and</p>	<p>Mental health and wellbeing, self-help and</p>

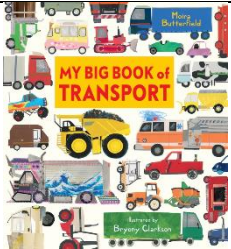

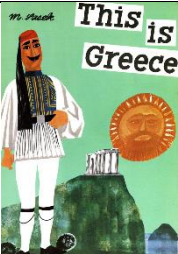
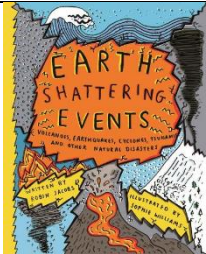

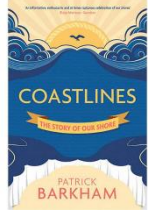
(Term 4)	and self-responsibility	and self-responsibility	and self-responsibility	self-responsibility	and self-responsibility	self-responsibility	self-responsibility
Christian Values (22/23)	Courage (T3) Forgiveness (T4)						
Christian Values (23/24)	Service (T3) Trust (T4)						
SMSC Links	Encourage respect for others	Encourage respect for others	Encourage respect for others	Encourage respect for others	Encourage respect for others	Encourage respect for others	Encourage respect for others

Progression: Summer

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	<p>Describe the area around the school and describe what this is used for including roads / carparks / farmland / housing.</p> <p>Compare how I travel to school with other children in my class.</p>	<p>Respond to a range of different contrasting places, explaining why they are different.</p> <p>Articulate the difference in in human and physical features.</p> <p>Analyse human and physical features of Antarctica and United Kingdom.</p> <p>Describe what I notice about the Antarctic environment and Caribbean environment.</p> <p>Compare and contrast features of Arctic and Tropical environment.</p> <p>Give reasons for why people may</p>	<p>Describe where Greece is in relation to the 7 continents and 5 oceans.</p> <p>Compare physical and human features of Greek islands and U.K. as an island.</p> <p>Give reasons for the development of tourism of Greece.</p> <p>Question why the UK has a higher population than Greece.</p> <p>Describe what an island is.</p> <p>Label the UK islands and Greek islands.</p> <p>Identify differences in the Climate in U.K. and Greece and explain why.</p>	<p>Label the parts of a volcano.</p> <p>Present a model for each of the extreme weathers for how this process happens.</p> <p>Explain the impact of these events on the environment</p> <p>Articulate the effect of these events on the environment.</p> <p>Find and use ways in which people rebuild their environment.</p> <p>Interpret how people living in these environments adapt to prepare for these events including earthquake safety.</p> <p>Arrange where these events occur</p>	<p>Use 4 figure grid references to locate places in local environment.</p> <p>Find and use 4 figure grid references to identify location on maps and atlases.</p> <p>Combine information from 3 different sources of varying scales to describe a route.</p> <p>Compare the routes of modern day trade to that of the slave trade using maps/ globes and atlases.</p> <p>Articulate the routes of the slave trade on a world map using 8 point compass.</p> <p>Explain how Fair Trade is established.</p>	<p>Present and analyse the the layers of the rainforest.</p> <p>Interpret the effects of deforestation on life in the rainforest.</p> <p>Conclude what will happen to the rainforests if the process of deforestation continues.</p> <p>Analyse how the climate supports the diversity of the rainforest.</p> <p>Find and use world maps to identify where the Rainforests are in relation to the equator and the tropics.</p>	<p>Present trade at the seaside.</p> <p>Interpret from sources how tourism generates income for UK coastal towns.</p> <p>Conclude how the impact of trade and tourism is important to coastal towns.</p> <p>Analyse the features of coastlines.</p> <p>Explain how arches, stacks, beaches and bays form.</p> <p>Justify reasons for spending money on coastal defences.</p> <p>Question the human impact of</p>
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		visit either of these locations.	Find and use sources to explain why Tourism is popular in Greece. Explain how differences in Climate effects different trade.	using a tectonic plate map. Classify real life events into cause e.g. earthquake, volcanic eruption and tsunamis.			tourism on the coastlines. Select the physical effects of coastal erosion on those living in coastal towns. Conclude the difference in human and physical impacts on coastlines in the U.K.
Key Vocabulary	Road House School Carpark Shop Field Park Farmland Journey Transport	Human features Physical features Symbol Route Directions Map Caribbean Arctic Environment	Continent Country Greece United Kingdom Europe Ocean Mediterranean sea Atlantic Ocean Island Trade Tourism	Tectonic plate Volcano Eruption Earthquake Tsunami Active Dormant Lava Ash cloud Crust Mantle Inner core Outer core	Scale Route Grid reference 8 point compass Globe Atlas Map Slave Trade Trade map Trade links Fair Trade	Canopy Rainforest Tropical Climate Habitat Endangered Environment Deforestation Ecosystem Tropics Climate Humidity	Port Coast Shore Sand dunes Mud flats Beach Cliffs Habitat Erosion Forces Defences Tourism Trade Income Weathering Longshore drift Physical threat

<p>Key Tasks</p>	 <p>My Big Book of Transport By Moira Butterfield</p>	 <p>All the Way to Havana By Martina Eagle</p>	 <p>This is Greece By Mr Sasek</p>	 <p>Earth Shattering Events By Sophie Williams</p>	 <p>Juliana's Bananas By Ruth Walton</p>	 <p>The Rainforest Book By Charlotte Milner</p>	<p>Human threat</p>  <p>Coastlines By Patrick Barkham</p>
<p>POP Tasks</p>	<p>POP task Nurse – Talk about the features of the school ground. Reception - Draw a map of how I travel to school.</p>	<p>Key information poster</p>	<p>Key information poster</p>	<p>Double Page spread</p>	<p>Double Page spread</p>	<p>Double Page spread</p>	<p>Double Page spread</p>
<p>British Values Term 5</p>	<p>Tolerance of different cultures and religions, equality and equity.</p>	<p>Tolerance of different cultures and religions, equality and equity.</p>	<p>Tolerance of different cultures and religions, equality and equity.</p>	<p>Tolerance of different cultures and religions, equality and equity.</p>	<p>Tolerance of different cultures and religions, equality and equity.</p>	<p>Tolerance of different cultures and religions, equality and equity.</p>	<p>Tolerance of different cultures and religions, equality and equity.</p>
<p>British Values Term 6</p>	<p>Rule of law, equity and solidarity.</p>	<p>Rule of law, equity and solidarity.</p>	<p>Rule of law, equity and solidarity.</p>	<p>Rule of law, equity and solidarity.</p>	<p>Rule of law, equity and solidarity.</p>	<p>Rule of law, equity and solidarity.</p>	<p>Rule of law, equity and solidarity.</p>

Christian Values (22/23)	Friendship (T5) Respect (T6)						
Christian Values (23/34)	Truthfulness (T5) Thankfulness (T6)						
SMSC Links	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely