

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	CORE Geography unit:		NON-CORE Geography opportunities:		NON-CORE Geography opportunities:	
	<p><i>In Geography, children will build on their geographical knowledge of the UK from Year 2. In this unit, they will explore specifically how the landscape and land use has changed over time by exploring key similarities and differences of their local area Cheadle Hulme from 1913 to today. In the second half term, children focus specifically on the United Kingdom and explore whether the UK is the same in every region by focusing on the landscape, cities, towns, coasts and mountains.</i></p> <p>How has the landscape and land use of the United Kingdom changed over time?</p> <ol style="list-style-type: none"> Are there different zones around school which we use for different purposes? How many different ways can land be used in our local area? How many different ways can land be used in the UK beyond our area? How has land use changed in our area since 1913? <p>Is the United Kingdom the same all over?</p> <ol style="list-style-type: none"> What is a region? How is the UK divided up? Does the UK landscape look the same all over? What is the same and different about cities, towns and villages? How is the North West the same or different to the South East and the South West? 		<p>History - Spring: Changes in Britain from the Stone Age to the Iron Age.</p> <p><i>In History, Children explore changes in Britain from the Stone Age to the Iron Age. Throughout the unit, they compare geographically how lives were different, changes to the settlement geographically and compare landscapes during the Stone, Bronze and Iron Ages, noticing significant similarities and changes.</i></p> <p>Geography key question lessons:</p> <ol style="list-style-type: none"> How were people's lives different in the Stone, Bronze and Iron Age? Children compare the lives of Stone, Bronze and Iron Age settlements to identify key changes, similarities and differences over time. What was the impact of the Neolithic Stone Age on settlers' life? Children recognise the importance of the Neolithic Stone Age and the changes this brought to settlements from the Palaeolithic Stone Age, geographically focusing on the changes in landscape due to farming and permanent housing. Explored above through comparing the geographical landscape during the Palaeolithic/Mesolithic/Neolithic Stone Age, and the Bronze & Iron ages. Over time, throughout the unit, Children will compare the Stone Ages, Bronze Age and Iron Age visually using the key text 'A Street through time' and recognise the landscape, housing, tools and jobs through a comparison table to highlight this. 		<p>History - Summer 1: Ancient Civilisations</p> <p>An introduction to the different civilisations: What did the 4 civilisations have in common and what was the significant achievement of each of them?</p> <p><i>In History, Children compare the 4 Ancient Civilisations that occurred during the same time period as the Stone, Bronze and Iron ages in Britain. Throughout the unit, children compare geographically how the civilisations were different, changes to the settlement geographically and compare landscapes noticing significant similarities and changes between each of the 4 civilisations.</i></p> <p>1. Which countries are the first civilizations in? Do you notice anything about where these countries are located? (Geography focus) Children are introduced to the 4 Ancient Civilisations and locate where they are on a map, comparing their similarities and differences.</p> <p>2. What is the common feature that the ancient civilizations all have in common? (Geography focus) Children identify the common geographical features that the 4 Ancient Civilisations needed in order to survive.</p> <p>History - Summer 2: An in-depth study of Ancient Egypt</p> <p>1. How did the location of Ancient Egypt match the locations of the other civilisations at the time? Did Egypt experience any problems from its location? (Geography focus) Children relate back to their Ancient Civilisations learning to focus on Ancient Egypt. Here, they explore whether Egypt, due to its location, had any problems during settlement for Egyptians.</p>	

	6. What makes the coast different? 7. What do I now know about the UK and its landscapes?		
4	CORE Geography unit:	CORE Geography unit:	CORE Geography unit:
	<p>Key Question <u>Is Europe the same all over?</u> <i>Locational knowledge from the National Curriculum. Children explore the continent of Europe to give them locational context for the Greek history topic in Autumn 2 and the Roman topic in Spring 2.</i></p> <ol style="list-style-type: none"> 1) What do I know about the continent of Europe? 2) What are the countries and capitals of Europe? 3) What is the significance of latitude on environmental regions? 4) What are the key mountainous regions of Europe? –Alps study. 5) What are the key rivers of Europe? – Rhine Study. 6) How do I advertise the continent of Europe based on prior lesson knowledge? 	<p>Key Question <u>Why are water and rivers so important?</u> <i>Human and physical geography focus from the National Curriculum.</i></p> <ol style="list-style-type: none"> 1) What are the physical process of the water cycle? 2) How do I study rainfall across the UK? 3) Can I use the correct vocabulary when describing rivers? 4) How do I use 4-figure grid references to record the path of a river? 5) What are aspects of physical and human geography and why cities are found on rivers? 6) Why is sustainability important? 	<p>Key Question <u>How is the NW of England similar or different to the Naples Bay Region in Italy?</u> <i>Place knowledge from National Curriculum. Links to the Romans where appropriate e.g. Pompeii and volcanoes.</i></p> <ol style="list-style-type: none"> 1) How do I locate the North West region of England using a range of resources? 2) What are the geographical features of the NW? 3) What are the details of OS maps? 4) What do contours on OS maps mean? 5) How do I use 4-figure grid references? 6) How do I draw a detailed sketch map of the NW 7) How do I locate Italy and the Naples Bay region using a range of resources? 8) What are the physical and human features of the Naples bay region? 9) How do I a detailed sketch map of Naples Bay? 10) What are the key features of earthquakes? 11) What are the key features of volcanoes? 12) Can I report on the similarities and differences between the NW and the Naples bay region?
5	NON-CORE Geography Opportunities:	NON-CORE Geography Opportunities:	CORE Geography unit:

History: Who got what in the Battle for Britain?

- 1) Where did the Vikings and Anglo-Saxons live around 900AD and what was the geography of these locations like?** Children name and locate key places in Europe that affect the Vikings and Anglo-Saxons including countries and capital cities.
- 2) Why did the Vikings leave Scandinavia?** Children look at different statistics related to the geography of the comparative regions of Scandinavia and the UK. They draw conclusions based on the data.
- 3) Who got what in the Battle for Britain?** Children name different counties, towns and cities of the UK and understand which places were Viking or Anglo-Saxon settlements based on their names. Children also name and locate counties.

What was Mesoamerica like during the period of the Maya and what is Central America like now?

Children understand where the Maya civilisation was in the world around 900AD and how this is similar and different to the civilisations in Britain at the same point in history.

- 1) Where did the Maya live?** Where are the different countries in Central America and what are their key characteristics? (9 point compass points) What is central America like compared to the rest of the world? (Identifying the equator, northern and southern hemisphere, and tropics of cancer and Capricorn) *Where did the Maya live in Mesoamerica – children look at how this links to modern day Central America and what countries and capital cities would have made up Mesoamerica.*
- 2) What impacts did the geography of Mesoamerica have on Maya settlements?** Understand how the geography of Mesoamerica has influenced the Maya settlements and children use a grid reference to locate places in the city. How do thematic maps provide us with information about different countries?
- 3) What are the different environmental regions in Mesoamerica?** Children identify the different climate zones and geographical areas of Central America, looking at how these may influence where civilisations build their cities.

How is North America similar and different to the North West of England?

Children initially study the continent of North America (including the Caribbean) and make geographical observations about the continent. Then apply this knowledge to compare and contrast it to the North West of England.

INCLUDES CENTRAL AMERICA

Summer 1

- 1) What do I already know about North America and how can I use an atlas to improve my knowledge? Which countries make up North America and what are their capital cities?
- 2) How does latitude affect North America in terms of climate zones and environmental regions?
- 3) How does being a very large country cause problems in terms of having many different lines of longitude?
- 4) What are the mountains like in North America?
- 5) What are the rivers like in North America?
- 6) What are the lakes like in North America and what are the Great Lakes?

Summer 2

- 7) What are the volcanoes like in North America and where are they?
- 8) How do earthquakes affect North America?
- 9) How is the Great Lakes region the same or different to our region where we live (e.g. the North-west including the Lake District of the UK)?
- 10) What is our region like in the UK?
- 11) What are the Human or Physical features which attract tourism?
- 12) Which are the most important towns and cities in the North American region and in the UK region.

4) How was Maya Trade impacted and influenced by their geography? Children use maps to understand how natural resources can be traded between different cities and the human impact of this.

5) *What happened to the Maya and how may the geography of their civilisation have led to their decline?*

6	NON-CORE Geography opportunities:	CORE Geography unit:	History and Geography study:
	<p>History: <i>How have wars changed over time?</i> 1) What are the key European locations we will be studying? <i>Revision of locational knowledge of Europe</i> 2) What effect did physical geography have on how wars were fought? <i>Addressing how key topographical features affected the way wars were fought.</i> 3) How did physical geography, in particular Britain being an island, influence the expansion of its empire? Comparison with the Roman Empire expansion. <i>Addressing how key topographical features affected the way empires expanded.</i> 4) What are the key cities and towns that were bombed during the World Wars? <i>Consolidate locational knowledge of the UK. Revisit lakes covered in Year 5 by discussing evacuees in the Lake District.</i></p>	<p>Key Question <u>Why is South America so diverse?</u> <i>Children explore the continent of South America. After revising key objectives in locational knowledge, addressing place knowledge, we move on to physical and geographical themes in particular, settlement.</i></p> <ol style="list-style-type: none"> 1) Where is South America? How can I locate South America's countries and capital cities using a map? 2) What does South America look like? What are the countries, capital cities and key topographical features of South America? What is the significance of the lines of latitude on South America? 3) What are the biomes in South America? climate and living things. Tundra, forests, grasslands and deserts. 4) What are the physical features? 5) What are the contrasting settlements, civilisations and lifestyles of South America? 6) Compare a major settlement to the UK. 7) Why do people move to different settlements? 	<p>Key Question <u>How does our past help us prepare for the future?</u> <i>A History and Geography study of the local area and changes over time incorporating all geographical skills and fieldwork objectives.</i></p> <p>Each enquiry question runs over 2 lessons</p> <p>Regional and Local</p> <ol style="list-style-type: none"> 1) What does our local area look like? 2) How has our local area changed over time? 3) Why has our local area changed over time? 4) How can we ensure sustainability in our local area? <p>Global History</p> <ol style="list-style-type: none"> 1) What effect did WW1 and WW2 have on our local area? 2) What does a war memorial tell us about our local history? <p>(Field Trip included)</p>