
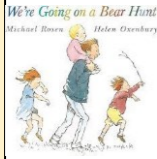


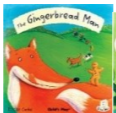



GEOGRAPHY




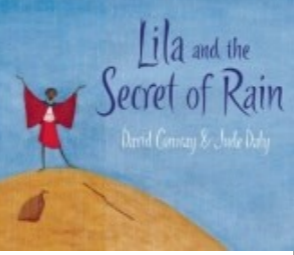
EYFS THEMES and LINKS

<p>EYFS 23-24 Spr1 Sum 2</p>	<p align="center">Cycle 2 Our World How is our world changing?</p> <p>Children will begin to build a foundation of the world around them, discussing what they can see feel, smell, hear, touch and know about the world. Children will learn about events happening in the world such as pollution, raising sea level and melting ice glaciers.</p> <p>Children will begin to create links between seasons, weather and changes.</p> <p>Children in FS1 will use their class text 'We're Going on a Bear Hunt' to go on a sensory journey and recreate the story focusing on the different weather types and terrain.</p> <p>Children in FS2 will use the Class Text 'Clean Up' to begin to look at how to protect our environment and the different things we can do to make our world a better place.</p> <p>The children will also look at Lunar New Year, how this event is celebrated and compare it to New Year on the 31st December</p> <p>EYFS Class Text: The Odd Fish by Naomi and James Jones</p> <p>FS1 Class Text: We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury</p> <p>FS2 Class Text: Clean Up! by Nathan Bryon</p> <p><u>Why this, why now?</u> Children will have visually seen the changes which have happened since starting school moving from summer to autumn and now Winter. They will be able to discuss the changes and begin to form understanding of all the seasons. This also builds on understanding of themselves in Autumn 1, learning about people in their community in Autumn 2 to now looking at the environment around them. There is also a link from protecting themselves in Autumn 2 to protecting the world around them. This also provides a foundation for cultural capital in protecting their world which is continued in Year 1.</p>   	<p align="center">Cycle 2 Traditional Tales Who blew the house down?</p> <p>Children will use the anchor texts 'Goldilocks and the Three Bears, Jack and the Beanstalk and The Gingerbread Man' to explore traditional tales. Children will learn to recite parts of the story, develop their expressive art skills by acting out scenes and develop storylines. Children will look at key characters, plots and settings and make links to their real lives..</p> <p>EYFS Class Text: Goldilocks and the Three Bears by Alex Sheffler</p> <p>FS1 Class Text: The Gingerbread Man by Estelle Corke Jatkowska</p> <p>FS2 Class Text: Jack and the Beanstalk by Nick Page</p>    <p><u>Why this, why now?</u> This topic will help develop literacy skills when listening to and talking about the stories they have heard. This will provide a good foundation the use of stories in writing and the different elements to a story</p>		
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GEOGRAPHY: Year 1 – Year 6

Objectives

<p>Year 1: Spr 1 Sum 1</p>	<p align="center">What is it like to live in Royston?</p> <p>Building on learning from EYFS, All about me, children further explore their surrounding locality, Royston. Children build upon their self-identity and a sense of belonging by exploring where they live. Children will use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features of its surroundings.</p> <p>Class Texts: One Springy Day & The Secret Path both by Nick Butterworth</p>  <p>Children will go on walks to the local park to observe animals in the local environment and the impact of human actions on our environment. Children will use simple compass directions, locational and directional language to describe the location of features and routes on a map.</p> 	<p align="center">How do animals survive in their habitats?</p> <p>Building on previous learning from Autumn 1, children will further explore seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas in the world in relation to the North and South Poles.</p> <p>Class Texts: Meerkat Mail by Emily Gravett The Umbrella by Ingrid Schubert and Dieter Schubert</p>	<p align="center">Geographical Enquiry</p> <p>I know:</p> <ul style="list-style-type: none"> Some facts about Royston How to use different resources like books or the internet to answer simple questions about Royston and Barnsley How to use maps to find out about Royston and Barnsley The directions up, down, left, right, forwards and backwards How to draw a simple picture map of Parkside, Royston or an imaginary place from a story <p>I can:</p> <ul style="list-style-type: none"> Tell you the things I like about Royston Tell you the things I don't like about Royston Think of questions to ask about Royston and Barnsley Follow directions up, down, left, right, forwards and backwards Use a simple picture map to move around <p align="center">Geographical knowledge</p> <p>I know:</p> <ul style="list-style-type: none"> Which parts of the world are hot and which parts of the world are cold the names of the four countries which make up the United Kingdom – England, Scotland, Wales, Northern Ireland <p>I can:</p> <ul style="list-style-type: none"> tell you the names of some hot places and some cold places point out where the equator, North Pole and South Pole are on a globe or an atlas tell you that London is the capital city of the United Kingdom
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	<p>Why this, why now? In EYFS children learn about how to be safe in their locality and explore the physical and human features of the school and their very close surroundings. Year 1 builds on this geographical fieldwork by exploring where they live and maps of the school. The knowledge taught in year 1 about how to use maps and basic geographical language is crucial to beginning to open children up to the wider world in Year 2.</p>	 <p>Through the anchor text 'Meerkat Mail' children will name a variety of common animals including fish, amphibians, reptiles, birds and mammals and identify carnivores, herbivores and omnivores. Children then explore animals and their habitats, children classify animals found across the world based on environmental dependency and feeding patterns. A trip to Yorkshire Wildlife Park or Cannon Hall Farm will provide children with first hand experience of animals in a replicated natural habitat.</p>  <p>Children will then use the wordless picture text 'The Umbrella' to apply their learning in order to write a narrative text of around the world to entertain an audience.</p> <p>Why this, why now? Children begin to look at the wider world in the EYFS topic Our World. They investigate the planet, climate change and contrasting environments. This comparative geographical understanding is key for children in year 1 who explore different localities. They also explore minibeasts in EYFS which supports children to classify in Year 1. This geographical and scientific knowledge allows children to investigate the UK and Africa in more depth as contrasting localities as well as habitats of a range of animals need in Year 2.</p>	<ul style="list-style-type: none"> the names of some main towns and cities in the United Kingdom e.g. London, Sheffield, Leeds, Liverpool, Manchester the points of the compass, North, South, East, West that Barnsley is in the North of England 	<ul style="list-style-type: none"> find Barnsley on a map of England
<p>Year 2: Spr 1 Sum 1</p>	<p>What are the differences between Royston and the Isle of Coll?</p> <p>Building on learning from Year 1, Spring 1, children further explore the links between Royston and a contrasting area.</p> <p>Class Text: Katie Morag's Island Stories by Mairi Hedderwick</p> <p>Children will explore key features of Royston and compare and contrast these with an area by the sea through the text Katie Morag's Island Stories by Mairi Hedderwick. Children will enhance their locational awareness through an observational walk around the village taking note of human and physical features. Children will partner up with a school from a contrasting locality and write an information text in order to inform children of their locality.</p>  <p>Children explore further similarities and differences between people in Royston and wider settings and apply their learning in order to write an auto-biography to inform an audience.</p> <p>Why this, why now? Year 2 provides a wider view of the children's locality which was explored in Year 1. Children are introduced to more detailed physical and human features as well as how to show these on a map. This supports the learning which will take place in Year 3 as children begin to compare different settlements and localities in the UK moving from a narrow view to a wider perspective of the world around them.</p>	<p>Where would you prefer to live, England or Africa?</p> <p>Building on their prior knowledge from Year 1, Spring 1, children wider their understanding of the world by studying the seven continents and five oceans. Children broadly study about the continent of Africa, and deepen their knowledge by studying the country Kenya, specifically the Masai tribe.</p> <p>Class Texts: Lila and the Secret of Rain by David Conway Masai and I by Virginia Kroll</p> <p>Through the anchor text 'Lila and the secret of Rain', children build upon previous learning in Year 1, Spring 1, by investigating the similarities and differences between weather patterns in a non-European country.</p>  <p>Through the text 'Masai and I' children will compare and contrast ways of life and learn about other cultures and traditions. An African drum workshop will develop children's cultural understanding and develop their awareness of contrasting traditions.</p>  <p>Why this, why now? Year 1 children have begun to explore geographical comparisons linked to physical features including the weather and human features. They do this in more depth when they make comparisons between Africa and the UK. This deeper understanding of the world around them is needed when pupils explore Europe in Year 4 and the Americas in Year 5 and 6.</p>	<p>Physical Geography</p> <p>I know:</p> <ul style="list-style-type: none"> What my address is some features of my local area e.g. Royston Park, Rabbit Ings, The Wells some types of buildings in Royston e.g. Royston Church <p>I can:</p> <ul style="list-style-type: none"> Describe Royston using geographical vocabulary e.g. town, High Street, North and pictures <p>Human Geography</p> <p>I know:</p> <ul style="list-style-type: none"> That we have 4 seasons in Britain, Winter, Spring, Summer and Autumn that we have different weather in Britain during different seasons e.g. in the winter it is cold the name of someone who might live in a hot or cold place e.g. an eskimo <p>I can:</p> <ul style="list-style-type: none"> describe the weather using geographical vocabulary e.g. hot, cold, snow, cloudy, windy, rainy, sunny, temperature begin to explain why people wear different clothes at different times of the year explain what people might wear if they lived in a very hot or very cold place 	<p>Geographical Enquiry</p> <p>I know:</p> <ul style="list-style-type: none"> how to find out some facts about a place by using different sources of information e.g. books, internet, maps, atlas, aerial images how to use a 2 figure grid reference to find the location of a place <p>I can:</p> <ul style="list-style-type: none"> think of some questions to ask someone about their locality say what I like and what I don't like about my area and another area e.g. the seaside use agreed symbols to make a simple key for a map
<p>Year 3 Spr 1 Sum 1</p>	<p>What makes the earth angry?</p> <p>Children will build on their Ks1 physical feature knowledge to explore features that are more specific: volcanoes and earthquakes. In this theme, children will widen their locational knowledge by identifying key places where volcanoes and earthquakes occur.</p>	<p>What is so great about Britain?</p> <p>Building on from learning in year 1 where the children acquire knowledge about the location of London through exploration of the Queen. Building on human and physical geography knowledge in year 2 about Royston and coal mining in Yorkshire. In this theme, children will develop human geography knowledge by exploring the reasons why people have settle where they do. They will compare</p>	<p>Geographical Enquiry</p> <p>I know:</p> <ul style="list-style-type: none"> how to identify key features of a locality by using a map how to use a 4 figure grid reference the directions North, South, East and West some basic OS map symbols <p>I can:</p> <ul style="list-style-type: none"> use a 4 figure grid reference to find somewhere on a map accurately plot N, S, E, W on a map 	<p>Physical Geography</p> <p>I know:</p> <ul style="list-style-type: none"> the names of some types of physical features where I live e.g. road, farm, park, church to use geographical words like beach, sea, coast, Island to describe a place <p>I can:</p> <ul style="list-style-type: none"> Describe a place which is not near my school Describe a place outside of Europe using geographical words <p>Human Geography</p> <p>I know:</p> <ul style="list-style-type: none"> The types of jobs people do where I live and I can name some of them e.g. Teacher, Shop Worker, Bus Driver That we are responsible for our environment and sometimes people can spoil this e.g. dropping litter in the park some types of facilities a town or village might need e.g. school, shops, library, church, doctors <p>I can:</p> <ul style="list-style-type: none"> Explain how the jobs people do may be different in other parts of the world Explain how people might try and make an area better e.g. go litter picking

Class Text: Journey to the Centre of the Earth – based on the story by Jules Verne



Through the anchor text 'Journey to the centre of the Earth', children will explore the descriptions of the Icelandic volcanoes and layers of the Earth. Through this geography driver, children will also develop their scientific knowledge of rocks and soils. They will learn about the properties of different rocks, in particular the formation of igneous rocks and describe how fossils are created. This theme will work towards Parkside's intent that children that children will be able to explain why certain natural disasters may happen and acquire the skill to use geographical language to describe physical features. They will understand that places are different to Royston/Barnsley/Yorkshire.

Why this, why now?

In EYFS and Year 2 children began to look at humans impact on their local environment. This is crucial as in Year 3 children really begin to investigate the human impact on the earth and how that has changed the physical geography. They use their **knowledge of the different continents (year 2)** to explore where volcanoes lie. **This provide the knowledge needed when exploring climate change (year 4), deforestation (year 5) and protecting the oceans & coasts (Year 6).**

different types of human settlement hamlets, villages, towns, cities, counties and countries in Britain. From this knowledge, they will have a good understanding of where Royston is, how it compares to other places in the countries and see similarities of why people settle where they settle. They will do a short focus on London to gain understanding around the countries capital.



Class Text: The Adventurers and the City of Secrets by Jemma Watt

Through the anchor text, The Adventurers and the City of Secrets, children continue to build on their knowledge of London which they previously studied in Year 1. Set during the Second World War, it also gives children some background understanding of this topic, in preparation for their learning in year 5. It also allows an opportunity for children to consider the similarities and differences between villages, towns and cities.

Why this, why now?

KS1 have allowed children to conduct field work which is centralised to where they live. Children now use these schools to conduct field work further away and into their locality. **They use their comparative geographical skills (UK and Africa Year 2) to then begin to investigate different settlements within the UK. This deeper understanding supports children in Year 4 when comparing climates, Year 5 and 6 the Americas.**

Geographical knowledge

I know:

- the names of a number of countries in the **Northern Hemisphere** e.g. Britain, France, Germany, Italy, America, Canada
- the names of some famous **volcanoes**
- the names of some **capital cities in Europe** e.g. Paris – France, Berlin – Germany, Rome - Italy

I can:

- locate number of countries in the **Northern Hemisphere**
- locate some famous **volcanoes** on a **map** e.g. in the **Pacific Ring of Fire**
- locate some **European capital cities** on a map

Physical Geography

I know:

- how to use an atlas correctly by using **contents** and **indexes**
- what a **volcano** is
- what happens when a **volcano erupts**
- how to name the different parts of a **volcano** e.g. **magma chamber, pyroclastic flow, lava, magma**
- what an **earthquake** is
- what **tectonic plates** are
- the 8 points of the compass **N, NW, W, S, SW, SE, NE, E**

I can:

- Describe how **volcanoes** are created
- Describe how **earthquakes** are created
- Label the different parts of a **volcano**
- Why a **volcano erupts** and what happens
- Confidently describe **physical features** in a **locality**

Human Geography

I know:

- How to describe the **human features** of a **locality**
- Some reasons why **volcanoes** can impact on people's lives

I can:

- Explain why a **locality** has certain **human features**
- Explain why some people choose to live near **volcanoes** even though they can be dangerous

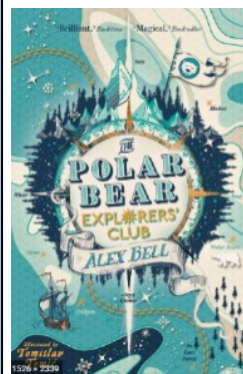
Year 4
Aut 2
Sum 2

What is the world made of?

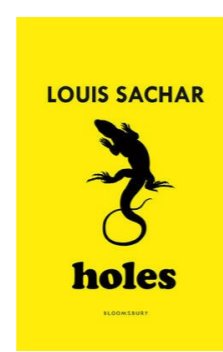
Building on previous knowledge from year one's exploration of the arctic and meerkats habitats and year two's comparison of the UK to Africa. Children will widen their locational knowledge by identifying areas of desert and tundra. Children will compare the sites and build on human geography knowledge about reasons for settlements. This theme will work towards the intent that children will acquire the skill to use geographical language to describe physical features and explain why certain places have specific types of weather.

Through this geography driver, children will also develop their scientific knowledge of solids, liquids and gases. In Key Stage 1, children will have learnt about the properties of everyday materials and how they can be bent, squashed, twisted and stretched. Moving on from this learning, children will encounter for the first time solids, liquids and gasses. Children will observe the changes of materials when they are heated or cooled and they will learn about the processes of condensation and evaporation in the water cycle.

Class Text: The Polar Bear Explorers Club by Alex Bell Holes by Louis Sachar



The main character in the text 'The Polar bear Explorers Club' sets out on a mission to find the coldest parts of the Iceland's but is separated from her explorer father. The text will describe the tundra which will aid the children's understanding of the different types of physical geography there are in the world. This theme will work towards Parkside's intent that children will be able to describe different physical features using geographical language and be able to explain the weather. They will understand that places are different to Royston/Barnsley/Yorkshire.



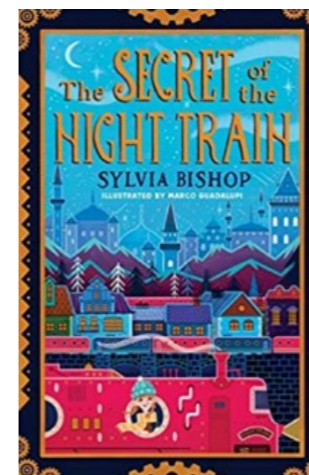
Why this, why now?

Why do people live where they live?

Building on learning in previous years children will continue to gain physical geography knowledge about the reasons why people choose to settle in different places. **Children will also build on locational knowledge of the UK and the locations of earthquakes and volcanoes explored in year 3.**

Class Text: The Secret of the Night Train by Sylvia Bishop

Through the anchor text 'The Secret of the Night Train', the children will explore the European countries the main characters travel to throughout the book. This theme will work towards Parkside's intent that children will have knowledge that allows them to understand places are different to Royston/Barnsley and make an informed choice about where to live as an adult.



Why this, why now?

Children are developing their understanding of the world they live in and why people live where they live. **In Year 3, pupils focused on the UK and investigated different types of settlements and physical features of the UK.** They will use these geographical skills to look at a wider expanse of land (Europe). Children begin to really consider similarities between cities and why they become a popular choice for people to live. This creates the foundation for **Year 5 and 6 where pupils look not just at why people live where they live but the conditions where they live and what environmental impact that might have on the world.** For example in Year 5 where children investigate human impact in **deforestation** and in Year 6 where children investigate the **human impact on the climate through costal erosion, climate change and pollution.**

Geographical Enquiry

I know:

- how to carry out a survey to discover **features** of **cities, towns** and **villages**
- how to find the same place on a globe and in an atlas
- how to identify the same **features** on an **aerial photograph** as on a map
- how to collect information e.g. **rainfall, temperature, wind speed, noise levels**

I can:

- use the data I have found in my survey to compare the **features** of **cities, towns** and **villages**
- label the same features on an **aerial photograph** as on a map
- plan a journey to a place in England
- accurately measure **rainfall, temperature, wind speed, noise levels**

Geographical knowledge

I know:

- what the **Tropic of Cancer** and the **Tropic of Capricorn** is
- what **Hemispheres** are
- which countries make up **Great Britain (England, Scotland, Wales), the UK (England, Scotland, Northern Ireland, Wales) and the British Isles (the UK, Channel Islands, the Isle of Man)**
- the names of up to six cities in the **UK**

I can:

- locate the **Tropics of Cancer** and **Capricorn** on a map
- locate the **Northern** and **Southern Hemisphere** on a map
- local the **UK**, and the **British Isles** on a map
- locate up to six cities in the **UK** on a map

Physical Geography



I know:

- what the main **features** are of a well-known **city**
- what the main **features** of a **village** are
- some **ordnance survey symbols** which represent different **physical features**

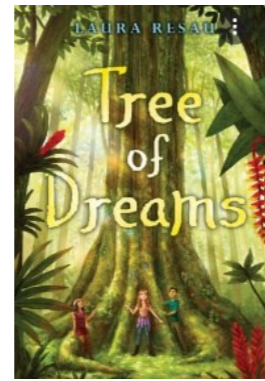
I can:

- Describe the main physical differences between **cities** and **villages**
- Use appropriate **ordnance survey symbols** to represent different **physical features** on a map

Human Geography

	<p>Prior geographical skills and knowledge developed in KS1 around habitats in different environments for animals allow for a foundation to build on when looking at these same locations but with human conditions considered. Their understanding from Year 3 around why people live in different locations in the UK and the different types of settlements allows pupils to draw on their understanding of what different settlements might look like and reasoning behind why people live there. These skills and knowledge provide a more detailed foundation for year 5 and 6 where pupils begin to look at locations further away and in depth human reasoning behind why people live where they live including the consequences of this.</p>		<p>I know:</p> <ul style="list-style-type: none"> • What rural and urban means • Some reasons why people are attracted to living in cities and some reasons why people may choose to live in a village • Some ways in which the human features of a locality has changed over time 	<p>I can:</p> <ul style="list-style-type: none"> • Explain why people may choose to live in a city • Explain why people may choose to live in a village rather than a city • Explain how the human features of a locality has changed over time • Suggest different ways that a locality could be changed and improved
<p>Year 5 Aut 2 Sum 1</p>	<p align="center">Are Rainforests The Lungs of the Earth ?</p> <p>Children will explore the significance of the Amazon river and rainforests. They will learn why the Amazon river and rainforest is important to humans, animals and plants. They will look at the environmental issues around deforestation.</p> <p>Class Text: Explorer by Katherine Rundell</p> <p>This theme will work towards the intent that children will build on the geographical language from theme 3 to describe physical features and they will understand that places are different to Royston/Barnsley/ Yorkshire. Children will have an awareness of different environmental issues and what they can do about them.</p> <p>Why this, why now? Children have studied physical geography in each Year group, by understanding what the world is made of. They investigate the physical geography of their locality in KS1 then compare this to that of Africa. Year 3 investigates the earth beneath our feet and how volcanoes/ rivers/ earthquakes are formed and Year 4 make a comparison between extreme environments. These comparative geographical skills help children in Year 5 to compare the Amazon to their own locality but also those they have previously studied. They also begin to study human geography in more detail through the impact of deforestation. This links carefully to knowledge gained around climate change in Year 4 and supports the need for Fair Trade in year 6.</p> 	<p align="center">Why do people live in New York City?</p> <p>Learning will build on human geography from year 2 and 3 about reasons for settlements are built in certain locations. Using the USA and New York as a focus (linking with the class text), children will look at physical features which make an appropriate place for a city e.g. major rivers, transport links, weather etc.</p> <p>They will explore physical geography with a focus on rivers. They will be able to locate major rivers on a world map and identify that there are often cities built near them. They will also develop the skill to use geographical language to describe rivers. This will include learning about the water cycle, which will build upon learning about evaporation from year 4.</p> <p>Class Text: Trouble in New York by Sylvia Bishop</p> <p>This theme will work towards Parkside's intent that children will have knowledge that allows them to understand places are different to Royston/Barnsley and make an informed choice about where to live as an adult. It will also give the children more knowledge of other well-known countries and continents.</p> <p>Why this, why now? As part of the National Curriculum programme of study, children in Year 5 complete a study about North America. This study focused on why people live where they live. The children will have studied this area in every previous year group. Their geographical skills in using an atlas, locating the continents in year 2 and locating various countries in Europe in year 4 support them in locating and understanding where North America is. Their study in settlements in the UK (Year 3), location of cities in Europe (Year 4) and positive/negative factors in where people live (Year 2/3/4) give them the prior knowledge they need to investigate why people live in New York. This deeper study into a location and in the Americas then build a foundation for Year 6 when they investigate South America thus building a comparative knowledge base.</p> 	<p align="center">Geographical Enquiry</p> <p>I know:</p> <ul style="list-style-type: none"> • how to collect information about a place • how to map land use around an area of my studies <p>I can:</p> <ul style="list-style-type: none"> • use the information I have collected about a place in a report • collect and record evidence independently • plan a journey to a place in another part of the world taking account of distance and time <p align="center">Geographical knowledge</p> <p>I know:</p> <ul style="list-style-type: none"> • the names of many of the world's major rivers • the names of many of the world's famous mountain regions • where the USA and Canada is • the names of the main countries in South America <p>I can:</p> <ul style="list-style-type: none"> • locate many of the world's major rivers on a map • locate many of the world's famous mountain regions on a map • locate the USA and Canada on a world map and atlas • locate the main countries in South America on a world map and atlas <p align="center">Physical Geography</p> <p>I know:</p> <ul style="list-style-type: none"> • why many main cities of the world are situated by rivers • what the water cycle is • what transpiration, evaporation, condensation, precipitation and surface flow mean • some reasons why the location of water within a locality affects the local environment and economy <p>I can:</p> <ul style="list-style-type: none"> • Explain using reasons why many cities of the world are situated by rivers • Explain how the water cycle works • Explain how the location of water within a locality affects the local environment and economy <p align="center">Human Geography</p> <p>I know:</p> <ul style="list-style-type: none"> • Some reasons why people are attracted to live by rivers • What a push factor and a pull factor is • What immigration is <p>I can:</p> <ul style="list-style-type: none"> • Explain why people are attracted to live by rivers • Explain how push and pull factors by responsible for people migrating from place to place • Explain what a place might be like in the future, taking account of issues which impact on human features 	
<p>Year 6 Aut 2 Sum 1</p>	<p align="center">Should we care about the other side of the world?</p> <p>Building on previous locational and physical geography surrounding rainforests, from year 5, this theme will work towards the intent and make an informed choice about where to live as an adult.</p> <p>This theme will build on the locational knowledge throughout the curriculum. In particular, the children will be able to use knowledge from the geography themes in year 5 about America, rivers and rainforests. The children will focus on the other aspects of physical geography in South America and mountains in America and the rest of the world.</p> <p>They will also learn why South America is important to the UK through the trading of food. A focus will be on children gaining the knowledge of how trading affects the farmers and why fair trading is important.</p> <p>This theme will work towards Parkside's intent that children will gain knowledge of why places are important to the UK through exploration of trade. that children will have knowledge that allows them to understand places are different to Royston/Barnsley</p>	<p align="center">How can we change our future?</p> <p>Through this text the children can explore the issues that arise from drought and why water is an important natural resource. The children will learn about the coast. In year 2, children will have compared Royston to a seaside town. Building on this learning, the children will locate coastal areas around the UK and describe their physical features. The learning will focus on describing and explaining the human features including the land use, economy and the use of the natural resources. Children will have the opportunity to discuss environmental issues arising from the anchor text and the study of economy in coastal areas. The focus will be overfishing and polluting the sea then they will look at how water can be used for energy. This will link to the previous theme about electricity and renewable energy.</p> <p>This theme will work towards Parkside's intent that children will have an awareness of different environmental issues and what they can do about them. They will understand that places are different to Royston/Barnsley/Yorkshire and they will be able to describe different physical features using geographical language. Through this topic they will discover what the coast is and how coastal areas have changed due to human impact. Using the class text theme as a stimulus we will develop awareness of environmental issues arising in coastal areas (pollution, overfishing and tourism) and how human activity impacts on this.</p>	<p align="center">Geographical Enquiry</p> <p>I know:</p> <ul style="list-style-type: none"> • What a scale on a map is • How to use maps with a range of scales • How to make careful measurements e.g. traffic, weather, visitors to a place • How to choose the best way to collect information and the most appropriate units of measure to use <p>I can:</p> <ul style="list-style-type: none"> • Explain what scale is on a map • Use the measurements and data I have collected to draw conclusions • Use maps, aerial photographs, plans and web resources to describe what a locality might be like <p align="center">Geographical knowledge</p> <p>I know:</p> <ul style="list-style-type: none"> • What the Prime/Greenwich Meridian time zone is • where the Arctic and Antarctic are • that the Sahara is the largest desert in the world <p>I can:</p> <ul style="list-style-type: none"> • Identify the position of the Prime/Greenwich Meridian time zone and explain how time zones work • Locate the Arctic and Antarctic on a map • Locate the Sahara Desert on a map <p align="center">Physical Geography</p> <p>I know:</p> <ul style="list-style-type: none"> • What the physical features are of different places around the world • How to use a 4 figure grid reference • How to sketch maps when carrying out a field study <p>I can:</p> <ul style="list-style-type: none"> • Give an extended description of physical features of different places around the world • Describe how some places are similar and others are different in relations to their physical features 	

Class Text: - The Tree of Dreams by Laura Resau



The class text is set in North America but mainly South America. The author describes the settings in the book in great detail which will allow the children to gain knowledge of places through a fiction perspective. The main theme of the text surrounds people who live in a rainforest, which is slowly being destroyed by oil extractors and the main characters who own a chocolate shop in North America. The main characters visit the forest and teach the natives how to grow and harvest cacao. The story ends with the natives being able to harvest cacao and trade it for money. It will give a relatable example of where trading impacts on lives.

This text will expose the children to geographical language that they will be unfamiliar with. It will also link to the next topic as the main character talks about her heart using scientific language.

Why this, why now?

Throughout this topic, **children will use their geographical knowledge of the world (Year 2 continents, Year 3 volcanoes, Year 4 oceans and mountains of Europe).**

In particular, the children will be able to use knowledge from the geography themes in year 5 about America, rivers and rainforests. **The ethical topic around Fair Trade allows children to consider their own choices when moving into the wider world.**

Class Text: – Floodworld by Tom Huddleston



This book is centred around children Kara and Joe, who live outside the wall and spend their days navigating perilous waterways to try and scratch out a living. Joe and Kara are swept up into a revolution of justice and vengeance as they try to fight back to save their city from devastation. This book offers a devastating picture of a future London which is reduced to chaos, violence and brutal inequality due to the effects of climate change. It also explores issues around the greed of those in power who have created and segregated an underclass to take the brunt of the devastation. Key themes in the book look at how we choose to fight for justice, through peaceful rebellion or violence. It also explores how abuse of power and the use of 'charisma' is not just confined to 'baddies'.

Why this, why now?

In year 2, children will have compared Royston to a seaside town. Building on this learning, the children will locate coastal areas around the UK and describe their physical features. **They also use their knowledge of climate change from Year 4 and deforestation in Year 5 to understand how the world can change due to human impact.** This knowledge gives children a broader understanding of the world and how they play an important part in protecting it.

Human Geography

I know:

- What the **human features** are of different places around the world
- How to map land use using my own criteria

I can:

- Give an extended description of the **human features** of different places around the world
- Describe how some places are similar and others are different in relation to their **human features**