

# Key

- EYFS
- Year 1
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- Year 6

EYFS

Subject content from the statutory framework for the early years foundation stage	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
<p><u>Early Learning Goal – Understanding The World, People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</p>	<p><u>Local Explorers</u> Pupils to be able describe our immediate environment using knowledge from observation and experience.</p>	Autumn 1	Maths	
	<p><u>Local Explorers</u> To look at and be able to talk about where they live in Standish, learn their address and be able to compare where they live in comparison to school. Make observations of school grounds within the local area; Beech Walk wooded area, farm land / open fields at the end of Beech Walks, Bunny woods To be able to make a simple map of the school to plot different routes within the school grounds.</p>	Autumn 1		Maps
<p><u>Early Learning Goal – Understanding The World, People, Culture and Communities</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p><u>Local Explorers</u> Chn to understand that Standish is near a busy centre but also near open countryside. Explore the school grounds and its differences</p>	Autumn 1		
	<p><u>What a Wonderful World</u> To consider and discuss similarities and differences between different religious and cultural communities in this country. To use maps and explore non-fiction texts.</p>	Spring 1		

**EYFS**

<b>Subject content from the statutory framework for the early years foundation stage</b>	<b>What are our geographical themes or unit titles?</b> (Content may be split between themes or units)	<b>When will pupils be taught this?</b>	<b>Links with other subjects?</b>	<b>Opportunities for pupils to apply basic skills</b>
CTND... <u>Early Learning Goal – Understanding The World, People, Culture and Communities</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	<u>Exploring Countries</u> To explain some similarities and differences between life in this country and life in other countries. To draw on our knowledge through stories, non-fiction texts and maps. Africa . To be able to write 1 similarity and 1 difference between UK and Africa.	Spring 2		
<u>Early Learning Goal – Understanding The World, People, Culture and Communities</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	<u>Exploring Countries</u> To explain some similarities and differences between life in this country and life in other countries. To draw on our knowledge through stories, non-fiction texts and maps. Africa . To be able to write 1 similarity and 1 difference between UK and Africa.	Spring 2		

## Year 1

Subject content from the programme of study	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
Pupils should be taught to name and locate the world's seven continents and five oceans.	<b>Year 1 – It's Cold Outside –</b> To know and locate the seven continents. To name and locate the oceans.	<b>Year 1 –</b> Autumn 2	<b>Year 1 –</b> Science – Seasonal Change - Autumn	
Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	<b>Year 1 – Hop Little Bunnies –</b> To know the four countries of the UK. To know the surrounding seas. To know the capital cities of the UK.	<b>Year 1 –</b> Spring 1		
Pupils should be taught to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	<b>Year 1 – It's Cold Outside –</b> To explain why countries are hot or cold. To compare the weather in Kalahari to London.	<b>Year 1 –</b> Autumn 2	<b>Year 1 –</b> Science – Seasonal Change - Autumn	Maths – Statistics.
Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	<b>Year 1 – It's Cold Outside –</b> To know the hottest and coldest seasons in the UK. To compare the weather in Kalahari to London. To explain why countries are hot or cold.	<b>Year 1 –</b> Autumn 2	<b>Year 1 –</b> Science – Seasonal Change - Autumn	Science (Weather)
Pupils should be taught to use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	<b>Year 1 – Animal Antics –</b> To understand what human and physical features are. To identify the human and physical features of the school and surrounding areas. To recognise landmarks of Standish and create a simple map. <b>Seaside –</b> To understand key human and physical features of seaside towns. To recognise the key landmarks of Blackpool. To devise a simple map from one key feature to another in Blackpool.	<b>Year 1 –</b> Autumn 1 Summer 1	<b>Year 1 –</b> Science – Seasonal Change – Autumn VR experience – Seaside towns Trips – Visit to Blackpool	Science (Weather)

## Year 1

Subject content from the programme of study	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
Pupils should be taught to use basic geographical vocabulary to refer to key <b>human</b> features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	<p><u>Animal Antics</u> – To understand what human and physical features are. To identify the human and physical features of the school and surrounding areas. To recognise landmarks of Standish and create a simple map.</p> <p><u>Seaside</u> – To understand key human and physical features of seaside towns. To recognise the key landmarks of Blackpool.</p>	<p><b>Year 1</b> – Autumn 1 Summer 1</p>	<p><b>Year 1</b> – VR experience – Seaside towns Trips – Visit to Blackpool</p>	
Pupils should be taught to use world <b>maps, atlases and globes</b> to identify the United Kingdom and its <b>countries</b> , as well as the <b>countries, continents and oceans</b> studied at this key stage.	<p><b>Year 1</b> – <u>Animal Antics</u> – To use fieldwork and simple maps to describe a route using compass points. To recognise landmarks of Standish and create a simple map.</p> <p><u>It's Cold Outside</u> – To know and locate the seven continents. To name and locate the oceans.</p> <p><u>Hop Little Bunnies</u> – To know the four countries of the UK. To know the surrounding seas. To know the capital cities of the UK.</p> <p><u>Seaside</u> To locate Blackpool on a map of the UK. To devise a simple map from one feature to another in Blackpool.</p>	<p><b>Year 1</b> – Autumn 1 Autumn 2 Spring 1 Summer 1</p>	<p><b>Year 1</b> – Science – Seasonal Change - Autumn VR experience – Seaside towns Trips – Visit to Blackpool</p>	
Pupils should be taught to use simple <b>compass</b> directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to <b>describe the location of features and routes on a map</b> .	<p><b>Year 1</b> – <u>Animal Antics</u> – To use fieldwork and simple maps to describe a route using compass points. To recognise landmarks of Standish and create a simple map.</p> <p><u>It's Cold Outside</u> – To know where and what the Equator is. To explain why countries are hot and cold. To compare the weather in the Kalahari to London.</p> <p><u>Hop Little Bunnies</u> – To locate Blackpool on a map of the UK. Use simple compass directions to describe the location of Blackpool. To devise a simple map from on key feature to another in Blackpool.</p>	<p><b>Year 1</b> – Autumn 1 Autumn 2 Spring 1</p>	<p><b>Year 1</b> – Science – Seasonal Change - Autumn VR experience – Seaside towns Trips – Visit to Blackpool</p>	<p>Maths (Position and direction)</p>

**Curriculum enrichments (visits, visitors, themed events etc.)**

- Walk around local area - What are the Human and Physical features of Standish and what does it provide for us?
- Fieldtrip to Blackpool - What are the Human and Physical features of Blackpool and what are the important landmarks?

## Year 2

Subject content from the programme of study	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
Pupils should be taught to name and locate the world's seven continents and five oceans.	<b>Year 2 – <u>Green Fingers</u></b> – To recall the names and locations of the world's seven continents and five oceans.	<b>Year 2 –</b> Summer 1	<b>Year 2 –</b> VR experience - Discovering Africa (VR lesson plan)	
Pupils should be taught to <b>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</b>	<b>Year 2 – <u>Royal</u></b> – Locating capital cities of the UK, surrounding waters and the location of London. <b><u>Tragedy in London</u></b> – To recall the four countries of the UK, their capital cities and characteristics.	<b>Year 2 –</b> Autumn 1 Spring 1	<b>Year 2 –</b> History – Victorians - London compared to current day. Write and present - Fact file on one of the cities. Art & Design - Drawing – Sketch London landmarks. Printing (craft) – London landmarks on bunting. VR experience - London tourist attractions (360 degree video) London at night.	
Pupils should be taught to understand geographical <b>similarities</b> and <b>differences</b> through studying the <b>human</b> and <b>physical</b> geography of a <b>small area of the United Kingdom</b> , and of a small area in a contrasting <b>non-European country</b> .	<b>Year 2 – <u>Green Fingers</u></b> – To know what the weather patterns are like in South Africa. To know some of the human features of Cape Town in South Africa. To know some of the physical features of Cape Town in South Africa. To compare the human and physical features of London and Cape Town.	<b>Year 2 –</b> Summer 1	<b>Year 2 –</b> VR experience - Discovering Africa (VR lesson plan).	Maths – Statistics.
Pupils should be taught to <b>identify seasonal and daily weather patterns</b> in the United Kingdom and the <b>location of hot and cold areas</b> of the world in relation to the <b>Equator</b> and the <b>North and South Poles</b> .	<b>Year 2 – <u>Tragedy in London</u></b> – To understand the seasonal weather patterns for London. <b><u>Green Fingers</u></b> – To know what the weather patterns are like in South Africa.	<b>Year 2 –</b> Spring 1 Summer 1	<b>Year 2 –</b> VR experience - Discovering Africa (VR lesson plan) History – Victorians - London compared to current day. Write and present - Fact file on one of the cities. Art & Design - Drawing – Sketch London landmarks. Printing (craft) – London landmarks on bunting. VR experience - London tourist attractions (360 degree video) London at night.	Science (Weather)
Pupils should be taught to use basic geographical vocabulary to refer to key <b>physical features</b> including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	<b>Year 2 – <u>Tragedy in London</u></b> – To know some of the physical features of London - (River Thames, Hyde Park) Use aerial photographs/simple maps to recognise landmarks of London. <b><u>Green Fingers</u></b> – To know some of the physical features of Cape Town in South Africa. To compare the human and physical features of London and Cape Town.	<b>Year 2 –</b> Spring 1 Summer 1	<b>Year 2 –</b> VR experience - Discovering Africa (VR lesson plan) History – Victorians - London compared to current day. Write and present - Fact file on one of the cities. Art & Design - Drawing – Sketch London landmarks. Printing (craft) – London landmarks on bunting. VR experience - London tourist attractions (360 degree video) London at night.	Science (Weather)

## Year 2

Subject content from the programme of study	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
<p>Pupils should be taught to use basic geographical vocabulary to refer to key <b>human</b> features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p><b>Year 2 – Tragedy in London –</b> To know some of the human features of London - (River Thames, Hyde Park) Use aerial photographs/simple maps to recognise landmarks of London. <b>Green Fingers –</b> To know some of the human features of Cape Town in South Africa. To compare the human and physical features of London and Cape Town.</p>	<p><b>Year 2 –</b> Spring 1 Summer 1</p>	<p><b>Year 2 -</b> VR experience - Discovering Africa (VR lesson plan) History – Victorians - London compared to current day. Write and present - Fact file on one of the cities. Art &amp; Design - Drawing – Sketch London landmarks. Printing (craft) – London landmarks on bunting. VR experience - London tourist attractions (360 degree video) London at night.</p>	
<p>Pupils should be taught to use world <b>maps, atlases and globes</b> to identify the United Kingdom and its countries, as well as the <b>countries</b>, continents and oceans studied at this key stage.</p>	<p><b>Year 2 - Royal –</b> Locating capital cities of the UK, surrounding waters and the location of London. <b>Tragedy in London –</b> Use aerial photographs/simple maps to recognise landmarks of London. To know how people move around London and plan a route using a simple map from one landmark to another. <b>Green Fingers –</b> To know what the weather patterns are like in South Africa.</p>	<p><b>Year 2 –</b> Autumn 1 Spring 1 Summer 1</p>	<p><b>Year 2 -</b> VR experience - Discovering Africa (VR lesson plan) History – Victorians - London compared to current day. Write and present - Fact file on one of the cities. Art &amp; Design - Drawing – Sketch London landmarks. Printing (craft) – London landmarks on bunting. VR experience - London tourist attractions (360 degree video) London at night.</p>	
<p>Pupils should be taught to use simple <b>compass</b> directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to <b>describe the location of features and routes on a map.</b></p>	<p><b>Year 2 – Royal –</b> Locating capital cities of the UK, surrounding waters and the location of London. <b>Green Fingers –</b> Use aerial photographs/simple maps to recognise landmarks of London. To know how people move around London and plan a route using a simple map from one landmark to another.</p>	<p><b>Year 2 –</b> Autumn 1 Summer 1</p>	<p><b>Year 2 –</b> VR experience - Discovering Africa (VR lesson plan).</p>	<p>Maths (Position and direction)</p>

**Curriculum enrichments (visits, visitors, themed events etc.)**

- Bus trip to Mesnes Park, Wigan.

Year 3				
Subject content from the programme of study	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
Pupils should be taught to <b>locate</b> the world's countries, using maps to focus on <b>Europe</b> (including the location of Russia) and North and South America, concentrating on their <b>environmental regions</b> , key <b>physical</b> and <b>human</b> characteristics, <b>countries</b> , and <b>major cities</b> .	<p><b>Year 3 –</b> <b>The Natural World –</b> Locate the River Indus and describe the source and course of the river. Investigate the use of the River Indus and its environmental challenges.</p> <p><b>Mountains –</b> To locate the highest peaks in each country of the UK. To identify and locate mountainous regions of the UK. To identify land-use patterns of Snowdonia and understand why land-use is changing.</p> <p><b>Green Fingers –</b> To know how farming changes the landscape. To know how religious festivals and traditions affect farming.</p>	<p><b>Year 3 –</b> Autumn 2 Spring 1 Summer 2</p>	<p><b>Year 3 –</b> Rivers trip &amp; Map skills - Discover the River Bollin. Art &amp; Design – Drawing - Sketch a mountain scene &amp; use acrylic to add the colour.</p>	
Pupils should be taught to name and locate counties and cities of the United Kingdom, <b>geographical regions</b> and their identifying <b>human and physical characteristics</b> , key topographical features (including hills, <b>mountains</b> , <b>coasts</b> and <b>rivers</b> ), and <b>land-use patterns</b> ; and understand how some of these aspects have <b>changed over time</b> .	<p><b>Year 3 –</b> <b>The Natural World –</b> To know what a river is. To understand the physical processes of a river. To know the impact of rivers flooding. Locate the River Indus and describe the source and course of the river. Investigate the use of the River Indus and its environmental challenges.</p> <p><b>Mountains -</b> To know what a mountain is and how they are formed. To identify and locate mountainous regions of the UK. To identify land-use patterns of Snowdonia and understand why land-use is changing. To understand the relationship between people and mountains.</p> <p><b>Green Fingers –</b> To know how farming changes the landscape.</p>	<p><b>Year 3 –</b> Autumn 2 Spring 1 Summer 2</p>	<p><b>Year 3 –</b> Rivers trip &amp; Map skills - Discover the River Bollin. Art &amp; Design – Drawing - Sketch a mountain scene &amp; use acrylic to add the colour.</p>	
Pupils should be taught to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)				



**Year 3**

Subject content from the programme of study	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a <b>region of the United Kingdom</b> , a region in a European country, and a region within North or South America.	<u>Mountains</u> – To identify and locate mountainous regions of the UK.	<b>Year 3 –</b> Spring 1	<b>Year 3 –</b> Art & Design – Drawing - Sketch a mountain scene & use acrylic to add the colour.	
Pupils should be taught to describe and understand key aspects of <b>physical geography</b> , including: climate zones, biomes and vegetation belts, <b>rivers</b> , <b>mountains</b> , volcanoes and earthquakes, and the <b>water cycle</b> .	<b>Year 3 –</b> <u>The Natural World</u> - To know what a river is. To understand the physical processes of a river. To know the impact of rivers flooding. To understand the water cycle and how it interrelates with rivers. Locate the River Indus and describe the source and course of the river. Investigate the use of the River Indus and its environmental challenges. <u>Mountains</u> – To know what a mountain is and how they are formed. To locate the highest peaks in each country of the UK. To identify and locate mountainous regions of the UK. To understand the weather and mountains and relation to the water cycle. To identify land-use patterns of Snowdonia and understand why land-use is changing. To understand the relationship between people and mountains.	<b>Year 3 –</b> Autumn 2 Spring 1	<b>Year 3 –</b> Rivers trip & Map skills - Discover the River Bollin. Art & Design – Drawing - Sketch a mountain scene & use acrylic to add the colour.	

### Year 3

Subject content from the programme of study	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
<p>Pupils should be taught to describe and understand key aspects of human geography, including: <b>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</b></p>	<p><b>Year 3 –</b> <u>The Natural World</u> To know the impact of rivers flooding. Investigate the use of the River Indus and its environmental challenges. <u>Mountains</u> To identify land-use patterns of Snowdonia and understand why land-use is changing. To understand the relationship between people and mountains. <u>Green Fingers</u> To know different types of farming. To know how farming changes the landscape. To know how religious festivals and traditions affect farming.</p>	<p><b>Year 3 –</b> Autumn 2 Spring 1 Summer 2</p>	<p><b>Year 3 –</b> Rivers trip &amp; Map skills - Discover the River Bollin. Art &amp; Design – Drawing - Sketch a mountain scene &amp; use acrylic to add the colour.</p>	
<p>Pupils should be taught to use <b>maps, atlases, globes and digital/computer mapping to locate countries and describe features</b> studied.</p>	<p><b>Year 3 –</b> <u>The Natural World</u> Locate the River Indus and describe the source and course of the river. Investigate the use of the River Indus and its environmental challenges. <u>Mountains</u> To locate the highest peaks in each country of the UK. To identify and locate mountainous regions of the UK. To identify land-use patterns of Snowdonia and understand why land-use is changing.</p>	<p><b>Year 3 –</b> Autumn 2 Spring 1</p>	<p><b>Year 3 –</b> Rivers trip &amp; Map skills - Discover the River Bollin. Art &amp; Design – Drawing - Sketch a mountain scene &amp; use acrylic to add the colour.</p>	
<p>Pupils should be taught to use the eight points of a compass, <b>four and six-figure grid references</b>, symbols and key <b>(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</b></p>	<p><b>Year 3 –</b> <u>The Natural World</u> Locate the River Indus and describe the source and course of the river. <u>Mountains</u> To locate the highest peaks in each country of the UK. To identify and locate mountainous regions of the UK.</p>	<p><b>Year 3 –</b> Autumn 2 Spring 1</p>		<p>Maths (Position and direction)</p>
<p>Pupils should be taught to <b>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</b></p>	<p><b>Year 3 –</b> <u>The Natural World</u> - Identify the geographical features of the River Bollin and its surrounding area. <u>Mountains</u> - Investigate the relationship between weather and mountains/ How does weather change as I go up a mountain? <u>Green Fingers</u> - Where is locally farmed food sold? How does arable/pastoral/mixed farming impact the community?</p>	<p><b>Year 3 –</b> Autumn 2 Spring 1 Summer 2</p>		

Curriculum enrichments (visits, visitors, themed events etc.)  
- Rivers trip & Map skills - Discover the River Bollin.

## Year 4

Subject content from the programme of study	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
<p>Pupils should be taught to <b>locate</b> the world's countries, using maps to focus on <b>Europe</b> (including the location of Russia) and North and South America, concentrating on their <b>environmental regions, key physical and human characteristics, countries, and major cities.</b></p>	<p><b>Year 4 – Food, Glorious Food</b> To understand where cocoa is grown and why. To understand how land-use has changed/natural resources. To know how chocolate is made and the specific environmental conditions needed to grow. <b>You're such a Greek</b> To know and locate different climate zones. To know different types of biomes and their relationship with climate. To locate Europe and its position and significance in relation to climate zones. To investigate the Mediterranean climate focusing on Greece. To understand the geographical similarities and differences of Greece and the UK. <b>Why is the Earth so angry?</b> Know the structure and composition of volcanoes. To know the types of volcanoes. To know the formation of volcanoes and how and why volcanoes erupt (Focus study: Mount Vesuvius). To know causes of earthquakes (Focus study: San Francisco 1906).</p>	<p><b>Year 4 –</b> Autumn 1 Spring 1 Summer 2</p>	<p><b>Year 4 -</b> DT - Textiles Design and make a cushion to be displayed in a chocolate shop window to advertise a product to children. History – A study of Greek life and achievements. VR experience – Mount Olympus. Art &amp; Design – Painting – Volcano pictures with acrylics. VR experience - Earthquake damage Volcanic eruption Etna Lava flow).</p>	
<p>Pupils should be taught to name and locate counties and cities of the United Kingdom, <b>geographical regions</b> and their identifying <b>human and physical characteristics, key topographical features</b> (including hills, mountains, coasts and rivers), and <b>land-use patterns</b>; and understand how some of these aspects have <b>changed over time.</b></p>	<p><b>Year 4 - Food, Glorious Food</b> To understand where cocoa is grown and why. To understand how land-use has changed/natural resources. To know how chocolate is made and the specific environmental conditions needed to grow. <b>You're such a Greek</b> To know and locate different climate zones. To know different types of biomes and their relationship with climate. To locate Europe and its position and significance in relation to climate zones. To investigate the Mediterranean climate focusing on Greece. To understand the geographical similarities and differences of Greece and the UK. <b>Why is the Earth so angry?</b> To know why people still live by or visit volcanoes and how people have adapted the land-use. To know how people have adapted settlement for humans to live in earthquake zones.</p>	<p><b>Year 4 –</b> Autumn 1 Spring 1 Summer 2</p>	<p><b>Year 4 -</b> DT - Textiles Design and make a cushion to be displayed in a chocolate shop window to advertise a product to children. History – A study of Greek life and achievements. VR experience – Mount Olympus. Art &amp; Design – Painting – Volcano pictures with acrylics. VR experience - Earthquake damage Volcanic eruption Etna Lava flow).</p>	

## Year 4

Subject content from the programme of study	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
<p>Pupils should be taught to identify the position and significance of latitude, longitude, <b>Equator</b>, <b>Northern Hemisphere</b>, <b>Southern Hemisphere</b>, the <b>tropics of Cancer and Capricorn</b>, Arctic and Antarctic Circle, <b>the Prime/Greenwich Meridian</b> and <b>time zones (including day and night)</b></p>	<p><b>Year 4 – Food, Glorious Food –</b> To understand where cocoa is grown and why. <b>You're such a Greek</b> To know and locate different climate zones. To know different types of biomes and their relationship with climate. To locate Europe and its position and significance in relation to climate zones. To investigate the Mediterranean climate focusing on Greece. To understand the geographical similarities and differences of Greece and the UK.</p>	<p><b>Year 4 –</b> Autumn 1 Spring 1</p>	<p><b>Year 4 -</b> DT - Textiles Design and make a cushion to be displayed in a chocolate shop window to advertise a product to children. History – A study of Greek life and achievements. VR experience – Mount Olympus. Art &amp; Design – Painting - Volcano pictures with acrylics.</p>	<p>Maths (Position and direction)</p>
<p>Pupils should be taught to understand geographical <b>similarities</b> and <b>differences</b> through the study of <b>human and physical</b> geography of a region of the <b>United Kingdom</b>, <b>a region in a European country</b>, and a region within North or South America.</p>	<p><b>Year 4 – You're such a Greek</b> To know and locate different climate zones. To know different types of biomes and their relationship with climate. To locate Europe and its position and significance in relation to climate zones. To understand the geographical similarities and differences of Greece and the UK.</p>	<p><b>Year 4 –</b> Spring 1</p>	<p><b>Year 4 -</b> DT - Textiles Design and make a cushion to be displayed in a chocolate shop window to advertise a product to children.</p>	
<p>Pupils should be taught to describe and understand key aspects of <b>physical geography</b>, including: <b>climate zones, biomes and vegetation belts, rivers</b>, mountains, <b>volcanoes and earthquakes</b>, and the water cycle.</p>	<p><b>Year 4 – You're such a Greek</b> To know and locate different climate zones. To know different types of biomes and their relationship with climate. To locate Europe and its position and significance in relation to climate zones. To understand the geographical similarities and differences of Greece and the UK. <b>Why is the Earth so angry?</b> Know the structure and composition of volcanoes. To know the types of volcanoes. To know the formation of volcanoes and how and why volcanoes erupt (Focus study: Mount Vesuvius). To know why people still live by or visit volcanoes and how people have adapted the land-use. To know causes of earthquakes (Focus study: San Francisco 1906). To know how people have adapted settlement for humans to live in earthquake zones.</p>	<p><b>Year 4 –</b> Spring 1 Summer 2</p>	<p><b>Year 4 -</b> DT - Textiles Design and make a cushion to be displayed in a chocolate shop window to advertise a product to children. Art &amp; Design – Painting - Volcano pictures with acrylics. VR experience - Earthquake damage Volcanic eruption Etna (Lava flow).</p>	

## Year 4

Subject content from the programme of study	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
<p>Pupils should be taught to describe and understand key aspects of <b>human geography</b>, including: <b>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</b></p>	<p><b>Year 4 –</b> <u>Food, Glorious Food</u> - To understand where cocoa is grown and why. To understand how land-use and settlement has changed/natural resources. To understand what Fairtrade is and why it was set up. To explain threats towards growing and selling cocoa. <u>You're such a Greek</u> – To understand the geographical similarities and differences of Greece and the UK. <u>Why is the Earth so angry?</u> To know why people still live by or visit volcanoes and how people have adapted to the land-use. To know how people have adapted settlement for humans to live in earthquake zones.</p>	<p><b>Year 4 –</b> Autumn 1 Spring 1 Summer 2</p>	<p><b>Year 4 -</b> DT - Textiles Design and make a cushion to be displayed in a chocolate shop window to advertise a product to children. History – A study of Greek life and achievements. VR experience – Mount Olympus. Art &amp; Design – Painting - Volcano pictures with acrylics. VR experience - Earthquake damage Volcanic eruption Etna Lava flow).</p>	
<p>Pupils should be taught to use <b>maps, atlases, globes and digital/computer mapping</b> to <b>locate countries</b> and <b>describe features</b> studied.</p>	<p><b>Year 4 –</b> <u>Food, Glorious Food</u> - To understand where cocoa is grown and why. To explain threats towards growing and selling cocoa. <u>You're such a Greek</u> – To know and locate different climate zones. To know different types of biomes and their relationship with climate. To locate Europe and its position and significance in relation to climate zones. To investigate the Mediterranean climate focusing on Greece. To understand the geographical similarities and differences of Greece and the UK. <u>Why is the Earth so angry?</u> - To know the types of volcanoes. To know the formation of volcanoes and how and why volcanoes erupt (Focus study: Mount Vesuvius). To know causes of earthquakes (Focus study: San Francisco 1906). To know why people still live by or visit volcanoes and how people have adapted to the land-use. To know how people have adapted settlement for humans to live in earthquake zones.</p>	<p><b>Year 4 –</b> Autumn 1 Spring 1 Summer 2</p>	<p><b>Year 4 -</b> DT - Textiles Design and make a cushion to be displayed in a chocolate shop window to advertise a product to children. History – A study of Greek life and achievements. VR experience – Mount Olympus. Art &amp; Design – Painting - Volcano pictures with acrylics. VR experience - Earthquake damage Volcanic eruption Etna Lava flow).</p>	

## Year 4

Subject content from the programme of study	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
Pupils should be taught to use the <b>eight points of a compass, four</b> and six-figure <b>grid references, symbols</b> and key <b>(including the use of Ordnance Survey maps)</b> to build their knowledge of the United Kingdom and the <b>wider world.</b>	<b>Year 4 –</b> <u>Food, Glorious Food</u> - To understand where cocoa is grown and why. <u>You're such a Greek</u> – To know and locate different climate zones. To locate Europe and its position and significance in relation to climate zones.	<b>Year 4 –</b> Autumn 1 Spring 1		Maths (Position and direction)
Pupils should be taught to <b>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</b>	<b>Year 4 –</b> <u>Food, Glorious Food</u> - How many products in our local shop are Fairtrade? Research project on Fairtrade projects in our local shops (Co-op). <u>You're such a Greek</u> – How does locational position in the UK affect the average precipitation? <u>Why is the Earth so angry?</u> - Where in school is the riskiest place to be during a volcanic eruption? Children to design and carry out an environmental quality survey in 3-5 places around school to find out where is the riskiest.	<b>Year 4 –</b> Autumn 1 Spring 1 Summer 2		

Curriculum enrichments (visits, visitors, themed events etc.)

## Year 5

Subject content from the programme of study	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
<p>Pupils should be taught to <b>locate</b> the world's countries, using maps to focus on <b>Europe</b> (including the location of Russia) and North and <b>South America</b>, concentrating on <b>their environmental regions</b>, key <b>physical and human</b> characteristics, <b>countries</b>, and <b>major cities</b>.</p>	<p><b>Year 5 - Frozen Planet</b>            To know the location of the oceans and the polar regions.            To know which countries (including Russia) are classed as within polar regions.            To know the climate of the polar regions and different biomes (including deserts) within the polar regions.            To know why the polar regions differ in habitability and how people live in the Arctic.  <b>Animal Madness</b>            To know what the Amazon Basin is and where it is located.            To locate the river Amazon, its source and course.            To know how farming and agriculture varies across the world and why.            To understand how agriculture and farming in the Amazon Basin is a key part of the global supply chain.  <b>Animal Madness 2</b>            To locate the Amazon Rainforest – To locate the rainforests of the world in relation to the Hemispheres and Tropics.            To know how people have adapted to living in the Amazon Rainforest and how human settlement and land-use has developed.            To understand the significance of deforestation and its impact on our world.</p>	<p><b>Year 5</b>            Autumn 2            Summer 1            Summer 2</p>	<p><b>Year 5</b>            Computing - Movement game – Scratch.            Art &amp; Design - Painting - Winter Scenes – use texture within oil paint.            Science – Living things and their habitats.            Animals including humans.            Write and Present – Explaining the Global Supply Chain.            VR experience – Following Rivers, Brazil Rainforest.</p>	
<p>Pupils should be taught to name and locate counties and cities of the United Kingdom, <b>geographical regions</b> and their identifying <b>human and physical characteristics</b>, key topographical features (including hills, mountains, coasts and <b>ivers</b>), and <b>land-use patterns</b>, and understand how some of these aspects have <b>changed over time</b>.</p>	<p><b>Year 5 - Frozen Planet</b>            To know the climate of the polar regions and different biomes (including deserts) within the polar regions.            To know why the polar regions differ in habitability and how people live in the Arctic.            Understand the causes and effects of climate change on the polar regions.            Understand the importance of the oceans on human life and how climate change impacts upon this.  <b>Animal Madness</b>            To know what the Amazon Basin is and where it is located.            To revisit how rivers get their water.            To locate the river Amazon, its source and course.            To revisit the different types of farming present in the UK.            To know how farming and agriculture varies across the world and why.            To know the types of agriculture in the Amazon Basin and who are responsible for it.            To understand how agriculture and farming in the Amazon Basin is a key part of the global supply chain.  <b>Animal Madness 2</b>            To understand why the Amazon Rainforest is a biome.            To know the relationship between rainforests and climate and how climate change impacts upon the Amazon Rainforest.            To know how people have adapted to living in the Amazon Rainforest and how human settlement and land-use has developed.            To understand the significance of deforestation and its impact on our world.</p>	<p><b>Year 5</b>            Autumn 2            Summer 1            Summer 2</p>	<p><b>Year 5</b>            Computing - Movement game – Scratch.            Art &amp; Design - Painting - Winter Scenes – use texture within oil paint.            Science – Living things and their habitats.            Animals including humans.            Write and Present – Explaining the Global Supply Chain.            VR experience – Following Rivers, Brazil Rainforest.</p>	
<p>Pupils should be taught to identify the position and significance of latitude, longitude, <b>Equator</b>, <b>Northern Hemisphere</b>, <b>Southern Hemisphere</b>, <b>the Tropics of Cancer and Capricorn</b>, <b>Arctic and Antarctic Circle</b>, <b>the Prime/Greenwich Meridian and time zones</b> (including day and night)</p>	<p><b>Year 5</b>  <b>Frozen Planet</b>            To know the location of the oceans and polar regions.            To know which countries (including Russia) are classed as within polar regions.            To know the climate of the polar regions and different biomes (including deserts) within the polar regions.  <b>Animal Madness</b>            To know what the Amazon Basin is and where it is located.            To locate the river Amazon, its source and course.            To know how farming and agriculture varies across the world and why.  <b>Animal Madness 2</b>            To locate the Amazon Rainforest – To locate the rainforests of the world in relation to the Hemispheres and Tropics.</p>	<p><b>Year 5</b>            Autumn 2            Summer 1            Summer 2</p>	<p><b>Year 5</b>            Computing - Movement game – Scratch.            Art &amp; Design - Painting - Winter Scenes – use texture within oil paint.            Science – Living things and their habitats.            Animals including humans.            Write and Present – Explaining the Global Supply Chain.            VR experience – Following Rivers, Brazil Rainforest.</p>	<p>Maths (Position and direction)</p>

## Year 5

Subject content from the programme of study	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
<p>Pupils should be taught to understand geographical <b>similarities</b> and <b>difference</b> through the study of <b>human and physical</b> geography of a region of the <b>United Kingdom</b>, a region in a European country, and a region within North or <b>South America</b>.</p>	<p><b>Year 5</b> <u>Frozen Planet</u> To know the climate of the polar regions and different biomes (including deserts) within the polar regions. To know why the polar regions differ in habitability and how people live in the Arctic. Understand the causes and effects of climate change on the polar regions. Understand the importance of the oceans on human life and how climate change impacts upon this. <u>Animal Madness</u> To revisit the different types of farming present in the UK. To know how farming and agriculture varies across the world and why. To know the types of agriculture in the Amazon Basin and who are responsible for it. To understand how agriculture and farming in the Amazon Basin is a key part of the global supply chain. <u>Animal Madness 2</u> To know the relationship between rainforests and climate and how climate change impacts upon the Amazon Rainforest. To know how people have adapted to living in the Amazon Rainforest and how human settlement and land-use has developed. To understand the significance of deforestation and its impact on our world.</p>	<p><b>Year 5</b> Autumn 2 Summer 1 Summer 2</p>	<p><b>Year 5</b> Computing - Movement game – Scratch. Art &amp; Design - Painting - Winter Scenes – use texture within oil paint. Science – Living things and their habitats. Animals including humans. Write and Present – Explaining the Global Supply Chain. VR experience – Following Rivers, Brazil Rainforest.</p>	
<p>Pupils should be taught to describe and understand key aspects of physical geography, including: <b>climate zones</b>, <b>biomes and vegetation</b>, <b>belts, rivers</b>, mountains, volcanoes and earthquakes, and the <b>water cycle</b>.</p>	<p><b>Year 5 –</b> <u>Frozen Planet</u> To know the location of the oceans and polar regions. To know the climate of the polar regions and different biomes (including deserts) within the polar regions. To know why the polar regions differ in habitability and how people live in the Arctic. Understand the causes and effects of climate change on the polar regions. <u>Animal Madness</u> To know what the Amazon Basin is and where it is located. To revisit how rivers get their water. To locate the river Amazon, its source and course. <u>Animal Madness 2</u> To locate the Amazon Rainforest – To locate the rainforests of the world in relation to the Hemispheres and Tropics. To understand why the Amazon Rainforest is a biome. To know the relationship between rainforests and climate and how climate change impacts upon the Amazon Rainforest.</p>	<p><b>Year 5</b> Autumn 2 Summer 1 Summer 2</p>	<p><b>Year 5</b> Computing - Movement game – Scratch. Art &amp; Design - Painting - Winter Scenes – use texture within oil paint. Science – Living things and their habitats. Animals including humans. Write and Present – Explaining the Global Supply Chain. VR experience – Following Rivers, Brazil Rainforest.</p>	



## Year 5

Subject content from the programme of study	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
<p>Pupils should be taught to describe and understand key aspects of human geography, including: <b>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</b></p>	<p><b>Year 5</b>  <u>Frozen Planet</u>                      To know why the polar regions differ in habitability and how people live in the Arctic.                      Understand the causes and effects of climate change on polar regions.                      Understand the importance of the oceans on human life and how climate change impacts upon this.  <u>Animal Madness</u>                      To revisit the different types of farming present in the UK.                      To know how farming and agriculture varies across the world and why.                      To know the types of agriculture in the Amazon Basin and who are responsible for it.                      To understand how agriculture and farming in the Amazon Basin is a key part of the global supply chain.  <u>Animal Madness 2</u>                      To know how people have adapted to living in the Amazon Rainforest and how human settlement and land-use has developed.                      To understand the significance of deforestation and its impact on our world.</p>	<p><b>Year 5</b>                      Autumn 2                      Summer 1                      Summer 2</p>	<p><b>Year 5</b>                      Computing -                      Movement game –                      Scratch.                      Art &amp; Design -                      Painting - Winter                      Scenes – use                      texture within oil                      paint.                      Science – Living                      things and their                      habitats.                      Animals including                      humans.                      Write and Present –                      Explaining the                      Global Supply                      Chain.                      VR experience –                      Following Rivers,                      Brazil Rainforest.</p>	
<p>Pupils should be taught to use <b>maps, atlases, globes and digital/computer</b> mapping to <b>locate countries and describe features</b> studied.</p>	<p><b>Year 5</b>  <u>Frozen Planet</u>                      To know the location of the oceans and polar regions.                      To know the climate of the polar regions and different biomes (including deserts) within the polar regions.  <u>Animal Madness</u>                      To know what the Amazon Basin is and where it is located.                      To locate the river Amazon, its source and course.                      To revisit the different types of farming present in the UK.                      To know how farming and agriculture varies across the world and why.                      To understand how agriculture and farming in the Amazon Basin is a key part of the global supply chain.  <u>Animal Madness 2</u>                      To locate the Amazon Rainforest – To locate the rainforests of the world in relation to the Hemispheres and Tropics.                      To understand why the Amazon Rainforest is a biome.                      To know the relationship between rainforests and climate and how climate change impacts upon the Amazon Rainforest.</p>	<p><b>Year 5</b>                      Autumn 2                      Summer 1                      Summer 2</p>	<p><b>Year 5</b>                      Computing -                      Movement game –                      Scratch.                      Art &amp; Design -                      Painting - Winter                      Scenes – use                      texture within oil                      paint.                      Science – Living                      things and their                      habitats.                      Animals including                      humans.                      Write and Present –                      Explaining the                      Global Supply                      Chain.                      VR experience –                      Following Rivers,                      Brazil Rainforest.</p>	

## Year 5

Subject content from the programme of study	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
Pupils should be taught to use the <b>eight points of a compass</b> , four <b>and six-figure grid references</b> , symbols and key (including <b>the use of Ordnance Survey maps</b> ) to build their knowledge of the United Kingdom and the <b>wider world</b> .	<p><b>Year 5</b>  <u>Frozen Planet</u>            To know the location of the oceans and polar regions.  <u>Animal Madness</u>            To know what the Amazon Basin is and where it is located.            To locate the river Amazon, its source and course.  <u>Animal Madness 2</u>            To locate the Amazon Rainforest – To locate the rainforests of the world in relation to the Hemispheres and Tropics.</p>	<p><b>Year 5</b>            Autumn 2            Summer 1            Summer 2</p>		<p>Maths (Position and direction)</p>
Pupils should be taught to <b>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</b> .	<p><b>Year 5</b>  <u>Polar Regions and Oceans</u>            How is climate changing and what is the impact it is having?            Children to research the climate in the UK from different time periods and compare with the climate now. Children to draw conclusions on how it has impacted the UK.  <u>Animal Madness</u>            The complete journey of food: From farm to plate – Investigate the journey food takes from its source to the consumer.</p>	<p><b>Year 5</b>            Autumn 2            Summer 1</p>		
Curriculum enrichments (visits, visitors, themed events etc.)				

**Year 6**

<b>Subject content from the programme of study</b>	<b>What are our geographical themes or unit titles?</b> (Content may be split between themes or units)	<b>When will pupils be taught this?</b>	<b>Links with other subjects?</b>	<b>Opportunities for pupils to apply basic skills</b>
<p>Pupils should be taught to <b>locate</b> the world's countries, using maps to focus on <b>Europe</b> (including the location of Russia) and North and South America, concentrating on their <b>environmental regions</b>, key <b>physical and human characteristics</b>, <b>countries</b>, and <b>major cities</b>.</p>	<p><b>Year 6 –</b> <u>Jurassic Coast</u> Focus study: Jurassic Coast – To know the significance of its rocks, fossils and landforms (refer back to rocks science unit). To recognise coastal habitats. To compare contrasting coastal habitats i.e. Indian Ocean and West coast of Wales. <u>The Changing World</u> To understand how humans have impacted upon Snowdonia. To understand how humans have impacted upon the Mediterranean. To understand how humans have impacted upon the Amazon. <u>Evolution &amp; Inheritance</u> To identify where the borough Wigan is found and identify the neighbouring boroughs.</p>	<p><b>Year 6</b> Autumn 1 Autumn 2 Summer 1</p>	<p><b>Year 6 –</b> Write and Present - Information about the Jurassic Coast and comparison with coast of Saudi Arabia. Art &amp; Design - Sculpture - Lowry's paintings of millworkers – involving colour mixing skills to show mood. Create a sculpture of an industrial scene.</p>	
<p>Pupils should be taught to name and locate counties and cities of the United Kingdom, <b>geographical regions</b> and their identifying <b>human and physical</b> characteristics, key topographical features (including hills, mountains, <b>coasts</b> and rivers), and <b>land-use patterns</b>; and understand how some of these aspects have <b>changed over time</b>.</p>	<p><b>Year 6 -</b> <u>Jurassic Coast</u> Focus study: Jurassic Coast – To know the significance of its rocks, fossils and landforms (refer back to rocks science unit). To recognise coastal habitats. To compare contrasting coastal habitats i.e. Indian Ocean and West coast of Wales. <u>The Changing World</u> To understand how humans have impacted upon Snowdonia. To understand how humans have impacted upon the Mediterranean. To understand how humans have impacted upon the Amazon. <u>Evolution &amp; Inheritance</u> To know key physical and human geography of Wigan. To understand how land-use and settlement has changed over time.</p>	<p><b>Year 6</b> Autumn 1 Autumn 2 Summer 1</p>	<p><b>Year 6 –</b> Write and Present - Information about the Jurassic Coast and comparison with coast of Saudi Arabia. Art &amp; Design - Sculpture - Lowry's paintings of millworkers – involving colour mixing skills to show mood. Create a sculpture of an industrial scene.</p>	
<p>Pupils should be taught to identify the position and significance of latitude, longitude, <b>Equator</b>, <b>Northern Hemisphere</b>, <b>Southern Hemisphere</b>, the <b>Tropics of Cancer and Capricorn</b>, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p><u>Jurassic Coast</u> To recognise coastal habitats. To compare contrasting coastal habitats i.e. Indian Ocean and West coast of Wales. <u>The Changing World</u> To understand how humans have impacted upon Snowdonia. To understand how humans have impacted upon the Mediterranean. To understand how humans have impacted upon the Amazon.</p>	<p><b>Year 6</b> Autumn 1 Autumn 2</p>	<p><b>Year 6 –</b> Write and Present - Information about the Jurassic Coast and comparison with coast of Saudi Arabia.</p>	<p>Maths (Position and direction)</p>

**Year 6**

Subject content from the programme of study	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
<p>Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p><b>Year 6 -</b> <u>Jurassic Coast</u> Focus study: Jurassic Coast – To know the significance of its rocks, fossils and landforms (refer back to rocks science unit). To recognise coastal habitats. To compare contrasting coastal habitats i.e. Indian Ocean and West coast of Wales. <u>The Changing World</u> To understand how humans have impacted upon Snowdonia. To understand how humans have impacted upon the Mediterranean. To understand how humans have impacted upon the Amazon. <u>Evolution &amp; Inheritance</u> To know key physical and human geography of Wigan. To understand how land-use and settlement has changed over time.</p>	<p><b>Year 6</b> Autumn 1 Autumn 2 Summer 1</p>	<p><b>Year 6 –</b> Write and Present - Information about the Jurassic Coast and comparison with coast of Saudi Arabia. Art &amp; Design - Sculpture - Lowry's paintings of millworkers – involving colour mixing skills to show mood. Create a sculpture of an industrial scene.</p>	
<p>Pupils should be taught to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p><b>Year 6 –</b> <u>Jurassic Coast</u> To know the process of erosion, transportation and deposition (refer back to rivers). Focus study: Jurassic Coast – To know the significance of its rocks, fossils and landforms (refer back to rocks science unit). To recognise coastal habitats. To compare contrasting coastal habitats i.e. Indian Ocean and West coast of Wales. <u>The Changing World</u> To understand how humans have impacted upon Snowdonia. To understand how humans have impacted upon the Mediterranean. To understand how humans have impacted upon the Amazon. <u>Evolution &amp; Inheritance</u> To identify where the borough Wigan is found and identify the neighbouring boroughs. To understand Wigan as township. To know key physical and human geography of Wigan. To understand how land-use and settlement has changed over time.</p>	<p><b>Year 6</b> Autumn 1 Autumn 2 Summer 1</p>	<p><b>Year 6 –</b> Write and Present - Information about the Jurassic Coast and comparison with coast of Saudi Arabia. Art &amp; Design - Sculpture - Lowry's paintings of millworkers – involving colour mixing skills to show mood. Create a sculpture of an industrial scene.</p>	

## Year 6

Subject content from the programme of study	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
<p>Pupils should be taught to describe and understand key aspects of 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.</p>	<p><b>Year 6</b>  <u>Jurassic Coast</u>                      Focus study: Jurassic Coast – To know the significance of its rocks, fossils and landforms (refer back to rocks science unit).                      To compare contrasting coastal habitats i.e. Indian Ocean and West coast of Wales.  <u>The Changing World</u>                      To understand how humans have impacted upon Snowdonia.                      To understand how humans have impacted upon the Mediterranean.                      To understand how humans have impacted upon the Amazon.  <u>Evolution &amp; Inheritance</u>                      To know key physical and human geography of Wigan.                      To understand how land-use and settlement has changed over time.</p>	<p><b>Year 6</b>                      Autumn 1                      Autumn 2                      Summer 1</p>	<p><b>Year 6 –</b>                      Write and Present - Information about the Jurassic Coast and comparison with coast of Saudi Arabia.                      Art &amp; Design - Sculpture - Lowry's paintings of millworkers – involving colour mixing skills to show mood. Create a sculpture of an industrial scene.</p>	<p>Science</p>
<p>Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Year 6</b>  <u>Jurassic Coast</u>                      Focus study: Jurassic Coast – To know the significance of its rocks, fossils and landforms (refer back to rocks science unit).                      To recognise coastal habitats.                      To compare contrasting coastal habitats i.e. Indian Ocean and West coast of Wales.  <u>The Changing World</u>                      To understand how humans have impacted upon Snowdonia.                      To understand how humans have impacted upon the Mediterranean.                      To understand how humans have impacted upon the Amazon.  <u>Evolution &amp; Inheritance</u>                      To identify where the borough Wigan is found and identify the neighbouring boroughs.                      To understand Wigan as township.</p>	<p><b>Year 6</b>                      Autumn 1                      Autumn 2                      Summer 1</p>	<p><b>Year 6 –</b>                      Write and Present - Information about the Jurassic Coast and comparison with coast of Saudi Arabia.                      Art &amp; Design - Sculpture - Lowry's paintings of millworkers – involving colour mixing skills to show mood. Create a sculpture of an industrial scene.</p>	

## Year 6

Subject content from the programme of study	What are our geographical themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
Pupils should be taught to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	<p><b>Year 6</b>  <u>Jurassic Coast</u>                      To recognise coastal habitats.                      To compare contrasting coastal habitats i.e. Indian Ocean and West coast of Wales.  <u>Evolution &amp; Inheritance</u>                      To identify where the borough Wigan is found and identify the neighbouring boroughs.</p>	<p><b>Year 6</b>                      Autumn 1                      Summer 1</p>		<p>Maths (Position and direction)</p>
Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<p><b>Year 6</b>  <u>Jurassic Coast</u>                      What would happen if all coastal protection measures were removed?  <u>Evolution &amp; Inheritance</u>                      Why do people visit Wigan Town Centre?                      Children to create their own place-based or issue-based fieldwork enquiry on Wigan.                      E.g. Place based: How did Wigan become like that?                      How is Wigan connected to other places?                      Issue based: What is /are the issue(s) in Wigan? Why is it an issue?                      E.g. If litter is an issue, children could investigate the number of bins in a specific area. Are they located in appropriate places? Are more bins required? Where would they be best positioned?</p>	<p><b>Year 6</b>                      Autumn 1                      Summer 1</p>		
Curriculum enrichments (visits, visitors, themed events etc.)				