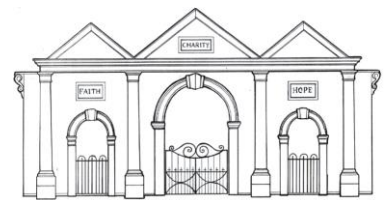


Geography: Organisational Structure



Class				
Bumblebee class YR. R/1	Artic and Antarctic	East Anglia	Kenya	Our School
Hedgehog class Yr. 2/3	Coast to Coast	Europe	India	Tour of Wortham
Barn Owl class Yr. 4/5	Four Nations	Africa	Italy	Surveying our Area
Otter class Y6	Settlements in Modern Britain	America		



Bumblebee Class

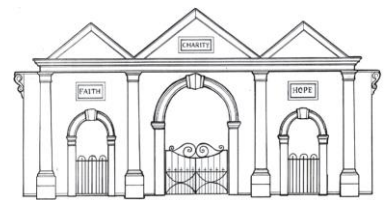
Title	Artic and Antarctica
Overview	<p>The aim of this unit is to provide children with the knowledge and understanding of the world's cold areas in relation to the Equator and the North and South Poles. The children will be introduced to the world's seven continents and five oceans. The children will use a globe to locate the Artic, Antarctica and the UK. The children will learn about how the animals and indigenous people that live in the Artic and Antarctica have adapted to survive in their environment.</p> <p>EYFS</p> <ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another. • Looks closely at similarities, differences, patterns and change.
Vocabulary	UK, Artic and Antarctica, Polar regions, Equator, North, South, East, West Seven continents and five oceans
Key Learning Objectives	<ul style="list-style-type: none"> • To use a globe to identify the location of UK, Artic and Antarctica. • To name and locate the world's seven continents and five oceans. • To locate hot and cold places in the World. To understand that the closer a country is to Equator the hotter it is and the further away it is, the colder it will be. • To compare polar regions with the UK. • To look at the animals of the polar regions and how they are adapted to their environment. • To look at the life as an Inuit and compare to our life. • To ask questions such as 'How do they..., where do they... What is it like to live here... what is it like to...?'
Suggested Learning Experiences	<ul style="list-style-type: none"> • Make a papier mache globe. • Can you build a den for a Polar Bear? • Role play opportunities. • Exploring ice and snow to help children understand how cold it is. • Clips from David Attenborough's Frozen Planet



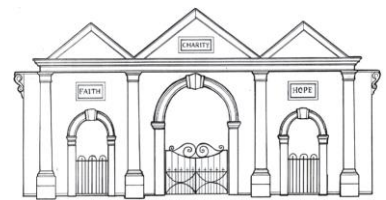
Title	East Anglia
Overview	<p>Teach alongside How does your garden grow? (Science)</p> <p>The aim of this unit is to develop the children’s knowledge of the country we live in, with an emphasis on our surrounding locality. This unit will aim to teach children about the human and physical features of our area, with an emphasis on coastal regions and farming.</p> <p>EYFS</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Vocabulary	<p>United Kingdom, East Anglia, Farm and Farming, Coast, Sea, aerial photographs, directions (North, East, South, West), key human and physical features</p> <p>Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season and weather.</p> <p>Key human features, including city, town, village, factory, farm, house, office, and shop.</p>
Key Learning Objectives	<ul style="list-style-type: none"> To understand that East Anglia is part of the United Kingdom, in which we live. To understand how land can be used for different purposes. To understand what a farm is and why it is important. To use key geographical vocabulary related to farming. To use aerial photographs to identify key human and physical features of East Anglia. To understand how the seasons and weather affect farming. To ask questions such as ‘how they do., what does the... where does...’
Suggested Learning Experiences	<ul style="list-style-type: none"> Visit a Farm Park. Follow directions using a map of the farm. Role play opportunities. Travel with Barnaby Bear (BBC bitesize class clips) working on a farm/working on a livestock farm. Create their own farm map using a simple key.



Title	Kenya
Overview	<p>The aim of this unit is to provide children with the knowledge and understanding of the world's hot areas in relation to the Equator and Africa. The children will be introduced to the world's seven continents and five oceans. The children will use a globe to locate the Africa and the UK. The children will learn about how the animals and native people that live in Africa have adapted to survive in their environment.</p> <p>EYFS</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.
Vocabulary	<p>UK, Compass, Equator, North, South, East, West, Africa, Kenya, Map, Globe, Atlas, Earth, Continent, Ocean, Physical feature, Survive, Tradition</p>
Key Learning Objectives	<ul style="list-style-type: none"> • To use a globe to identify the location of UK, Africa and Kenya. • To name and locate the world's seven continents and five oceans. • To understand what life is like for people living in Kenya and make comparisons to the UK. • To explore the weather and climate of Kenya. • To look at the animals and wildlife of Kenya. • To compare your life as a child in the UK to a child's life in Kenya. • To ask questions such as 'How do they..., where do they... What is it like to live here... what is it like to...?'
Suggested Learning Experiences	<ul style="list-style-type: none"> • To create a simple map using materials (e.g. playdough, sand, grass etc) to represent different physical features • Role play opportunities • Learn continents and oceans song • Sorting activities • Making African necklaces and crafts • Visit Africa Alive (African Adventure discovery – learn about different habitats and how Africa's animals are adapted for survival. Go on a savannah safari!)

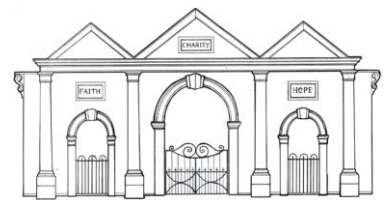


Title	Our School
Overview	<p>The aim of this unit is for the children to gain a deeper and wider knowledge of their locality (our school). The children will use simple fieldwork and observational skills to study the geography of our school and its ground. The children will identify the key human and physical features of the school and its surrounding environment.</p> <p>EYFS</p> <ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another.
Vocabulary	<p>Map, key, aerial view, North, East, South, West, compass, symbols, locational language – near, far, left and right, key human and physical features</p> <p>Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p>
Key Learning Objectives	<ul style="list-style-type: none"> To identify where we live by using simple maps. To name, describe and compare familiar places (Wortham / Diss) To identify where they live and link / compare this to other places in the local community. (e.g., house near / opposite to school). To use observational and fieldwork skills to map the school. To use aerial photographs to identify the school and its surrounding area. To be able to create a map of the school using simple keys. To be able to name, locate and describe features on the map of the local area. To use simple compass directions and directional language.
Suggested Learning Experiences	<ul style="list-style-type: none"> To create a brochure of the school. To create a tour of the school using iPad. To devise a simple map, using simple keys. To follow a treasure map. To carry out an observational study, e.g., how many trees in the school grounds. To complete sketches of the school environment. To find out about some present changes that are happening in the local area (e.g., building new houses, roads etc). Suggest ideas for how we could improve the school environment.



Hedgehog Class

Title	Coast to Coast
Overview	The purpose of this unit is to develop the children's knowledge of the country we live in with a focus on our coastal areas. This unit will aim to teach the children about the human and physical features of our coastline, to understand how erosion occurs and its effects and to compare two coastal areas. The children will also develop an understanding of how close we are to the coast and the vast amount of coastal areas, towns, places to visit there are in East Anglia.
Vocabulary	coast shore beach cliff estuary dunes tide island port shipping lighthouse ocean harbour
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To know which continent the UK is within and to locate other continents and the five oceans and where the UK is in relation to these. ➤ To use world maps and globes to identify the UK, the countries within the UK and their capital cities. ➤ To understand that the United Kingdom is an island and to locate the coastal areas and name the seas and oceans surrounding the UK. ➤ To label the key parts of the coast and understand key vocabulary. ➤ To use Ariel photographs to identify key human and physical features of the coast. ➤ To understand how coastal areas are used (to include tourist, lighthouses and ports/shipping.) ➤ To understand what erosion is, why it happens and the impact it has on coastal areas. ➤ To compare two contrasting coastal areas
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Begin by understanding where the UK is located within the world, and then focus in on UK – the countries which make it up, the location of capital cities and where we live in comparison to the location of coastal areas / key coastal locations. ➤ https://www.bbc.co.uk/bitesize/clips/z9xsb9q - coastal erosion ➤ https://www.bbc.co.uk/bitesize/clips/z9xsb9q - KS1 and KS2 Suffolk Wildlife school trip – coastal explorers ➤ Use ariel photos to recognise landmarks, human and physical features of the coast. ➤ A visit to Dunwich to see the effects of erosion, small museum – can look at the model of the town which was lost. ➤ Diagrams of the coast for children to label. ➤ Locate key/famous coastal towns / seaside locations.



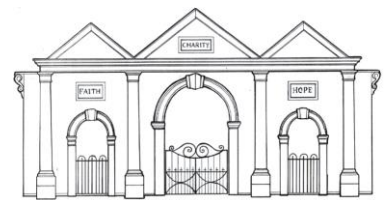
Title	Europe
Overview	The aim of this unit is to provide children with the knowledge and understanding of the world's continents with the focus on Europe. The children will find out about the many countries which make up Europe, their locations, capital and other significant cities, its different climates, human and physical features and culture.
Vocabulary	continent country Europe European names of the European countries' climate temperate Mediterranean. Compass, north, east, south and west. North pole, south pole, equator locational and directional language
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To locate the world's continents and oceans and the location of Europe. ➤ To locate and name the countries, oceans and seas which make up Europe. ➤ To begin to use the eight compass directions to compare the locality of countries within Europe. ➤ To name and locate the capital cities and significant cities which make up Europe. ➤ To identify high populations and large areas and largest cities. ➤ To understand the differing climates in Europe. ➤ To know and locate the human features. ➤ To know and locate the physical features of Europe. ➤ To understand the different cultures within Europe including food, religion and languages spoken.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ To create a 'passport' book including information about the different European countries. ➤ To study and compare countries in Europe (including Russia) – compare populations, largest cities and areas. ➤ To have a day, making / enjoying European food, visitors, learning languages. <p>Homework project – enable children to research further into a European country.</p>



Title	India		
Overview	The aim of this unit is to further develop the children's ability to locate the words continents and oceans. They will then focus on studying India as their contrasting non-European country. They will identify the key human and physical features found in India and will develop an understanding of the geographical similarities and differences between Wortham / Diss and Mumbai.		
Vocabulary	Continents Oceans India Atlas Asia Physical features River Mountain Mountain range Desert Indus Ganges Brahmaputra Himalayas Thar Human features Taj Mahal Golden Temple Lotus Temple Delhi / New Delhi Mumbai	Mere River Fen Ling Cornhill Town hall Shops, school, church, Heritage triangle Train & bus station Museum Market Mumbai Population Tiffin Dabbawallah Hindi Hindu Handcarts Season Weather monsoon	Mumbai Gateway of India Harbour Factories Harbour /port Mithi River Arabian Sea Lakes Sanjay Gandhi National Park Elephanta caves Vihar lake Temple Station – Chhatrapati Shivaji Terminus Compare similarities Differences
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To name and locate the world's seven continents and five oceans. ➤ To locate India and understand where it is in relation to the UK. ➤ To identify and know the key physical features of India. ➤ To identify and know the key human features of India. ➤ To identify the physical and human features of Wortham and Diss. ➤ To know about life in Mumbai ➤ To know the human and physical features found in Mumbai ➤ To compare Wortham & Diss to Mumbai. 		
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ To use Atlases to locate key areas ➤ To use aerial photos to identify features ➤ To have a session where the children experience Indian culture (food, music, film, art) ➤ To invite anyone from India to come and speak to the children. ➤ To use film to demonstrate to children life in India and Mumbai 		



Title	Tour of Wortham
Overview	The aim of this unit is for the children to gain a deeper and wider knowledge of their locality (of school). The learning will work towards creating a tour around our local village of Wortham. The children will need to identify the human and physical features of the village using simple fieldwork skills and mapwork.
Vocabulary	Names of key human and physical features Ariel fieldwork survey tour 8 compass points East Anglia Suffolk Norfolk region counties town village
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To identify where we live. (start from globe level and move onto, country, region (East Anglia), county, town and village). ➤ To use Ariel photos to locate physical and human features in Wortham. (road, park, tennis courts, shop, café, post office, kennels, nursery, school, pub, bus stops, village hall, fields, farming, meadows for grazing) ➤ To use fieldwork and observational skills to map Wortham and its human and physical features. ➤ To create maps with simple keys. ➤ To carry out an environmental study / survey. ➤ To find out and understand how Wortham as changed over time.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Display – large map of Wortham Village ➤ Invite residents in to talk to the children about Wortham and its history. ➤ Create a video tour of Wortham. ➤ Use digital photos to create a tourist / information brochure about Wortham



Barn Owls

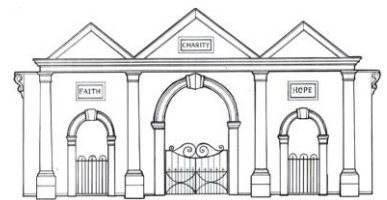
Title	Italy
Overview	The aim of this unit is to understand the geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of Italy. The children will also learn about volcanoes, the types of volcanoes and their structure with a focus on Pompeii and the impact of Mount Vesuvius.
Vocabulary	Continent region Europe Mediterranean Pisa Rome Venice Vatican City Lake Garda Etna Mt. Vesuvius Colosseum Leaning Tower of Pisa Alps River Po, Adige, Arno and Tiber mountain range tectonic plates active dormant extinct shield composite cinder cone lave dome magma crust fertile (soil) erupt
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To use an Atlas to locate Italy and its regions. ➤ To identify the key physical and human features found in Italy. ➤ To study a region of Italy (Venice) including its key human and physical features. ➤ To compare region of Italy (Venice) to our local area. ➤ To understand what a volcano is, the types of volcanoes and their structure. ➤ To know about Pompeii and Mount Vesuvius and how people have been affected by changes in their environment.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Use maps to label Italy, its regions and key physical and human features. ➤ Create a presentation / fact file about Italy / tour guide on Venice ➤ Use the volcano science experiment / demonstrate structure of volcano ➤ Invite visitors in who have lived in Italy or visited Italy.



Title	Africa
Overview	<p>Children to start by locating Africa on a map. We will then explore the different countries within Africa. The children will then recap previous work on the Equator and how this effects the climate/biomes around the world. After finishing our map work, we will compare two differing parts of Africa making comparison posters. Children will then have the chance to explore our trade links and how we are able to get exotic items so easily in our supermarkets.</p>
Vocabulary	<p>Continents, Equator, hemisphere, biomes – tundra, artic, desert, tropical, shrub land, grassland, temperate deciduous forest, tropics, climate zones, fair trade, trade links, latitude, longitude</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To recognise the seven continents by their shape. ➤ Using maps, atlases, globes and digital computer mapping, locate countries of Africa. ➤ To understand and locate vegetation belts in Africa ➤ To understand and identify biomes – compare differing ones including: Tundra, grasslands, desert, tropical rainforests. ➤ Compare two different parts of Africa (rural/Urban) ➤ To demonstrate an understanding that depending on where people live and their environment, they may have differing qualities of life. ➤ Compare a part of Africa to part of the UK, identify the similarities and differences and understand why these exist. ➤ To study the River Nile and explain the process of rivers and how these have changed. ➤ To understand the water cycle.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Use a map to locate countries of Africa, including the Northern and Southern hemisphere and Equator. ➤ Colour code world map showing different climate zones – make links to climate zones and the Equator. ➤ Compare rural and Urban Africa making posters that compare population, landscape, area etc. ➤ Show journey of a food item to our supermarket from Africa such as coffee beans. ➤ Discuss Fairtrade and write a persuasive argument as to why this is so important



Title	Surveying our Area.
Overview	Children will be surveying the local area. The focus of the topic will be to compare two local areas to the children (Wortham and Diss). They will start by identifying local features on a 4-figure grid reference map. Moving onto classifying buildings and buildings uses from the two areas studied. Once data is collected, we will present data and record our findings using recognised symbols to mark out areas of interest on their own maps.
Vocabulary	grid reference, coordinates, Wortham, town, village, settlement, classify, data key, maps, transport
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To understand 4 figure grid reference on a map. ➤ To understand and use Ordnance Survey maps ➤ Identify local features on a map and begin to experiment with four figure grid references., using them to locate and describe local features. ➤ Use pictures to compare the area from the past to present day. ➤ Undertake surveys of two local areas (village and town) making comparisons. ➤ Classifying buildings and buildings uses from the two areas studied. ➤ Use recognised symbols to mark out local areas of interest on their own maps. ➤ Collect and present data in an appropriate way using keys to make data clear. ➤ Draw accurate maps of the area using complex keys. ➤ Draw conclusions from data
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ To use maps to practice use and understanding of 4 figure grid references. ➤ Answer questions using map reading skills to retrieve knowledge. ➤ Plan and undertake surveys of Wortham and Diss (combined ks2 trip). Classifying buildings and traffic/population, transport. ➤ Compare maps of the two locations, looking at land usage and shape of area (linear, nucleated, dispersed and mixed). ➤ Make observations, present data and draw conclusions on classifications to compare and contrast Wortham and Diss.

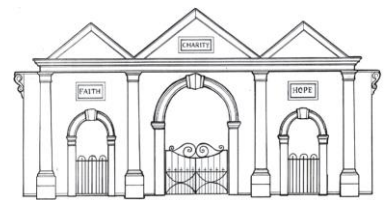


Title	Four Nations
Overview	<p>During this topic, pupils will compare and contrast the four nations (3 of which make up Great Britain). Pupils will use Atlases to locate the capital cities of each nation and begin to compare population, landscape etc (human features). Moving forward, we will compare physical features of each nation including, national parks, hills, mountains and coastlines. Finishing the topic, we will compare a part of the UK at three points in history looking at how it has changed over time.</p>
Vocabulary	<p>England Scotland Northern Ireland Wales city countryside coast arch stack cave bay harbour cliff erosion valley</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Identify the capital cities of each of the four nations and the seas that surround each country. ➤ To know how our locality is set in relation to county, region, country and continent. ➤ Compare each nations hills, mountains and coastlines. Making comparisons and finding links. ➤ Compare landscape, population, trade and points on interest. ➤ Compare major cities and national parks. ➤ Compare key physical and human characteristics. ➤ Choose three areas of the UK and investigate how land use has changed over time.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Children to locate capital cities of each nation on a map. ➤ Children should be able to discuss and demonstrate their knowledge of key human and physical features found in the UK and those in other places around the world. ➤ Research to create a summary of each city including, population, areas of interest, religion and landscape. ➤ Create a report using pictures, research and knowledge to compare a part of the UK in three different time periods. ➤ Create a fact file on each nation comparing key physical and human characteristics.



Otters:

Title	Settlements in Modern Britain
Overview	<i>In this unit, the children will gain a great understanding of the main cities of the UK. They will use maps and atlases to locate the capital cities before learning about the human geography of each city. Through research, the children will explore the land use, economic activity and the types of settlement. They will think about what attracts people to these cities and what it might be like to live there.</i>
Vocabulary	Settlement, hamlet, village, town, city, capital City, United Kingdom, Great Britain, land use, commercial, industrial, agricultural, residential, educational, recreational, trade links, landmarks, transport links, population, urban and rural, economic activity.
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To name and locate counties and cities of the United Kingdom. ➤ To use the eight points of a compass, four and six figure grid references, symbols and keys (Ordnance Survey maps). ➤ To identify land use patterns ➤ To consider how landscape features on the development of a locality. ➤ To describe and understand key aspects of human geography – types of settlement and economic activity (including trade links) ➤ To describe and understand the distribution of natural resources including energy, food, minerals and water. ➤ To make comparisons between different cities in the UK
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Use an atlas to locate the main cities of the UK, including the capital cities of each country. Label them on a map. ➤ Take one city at a time (London, Cardiff, Belfast and Edinburgh) and study the land use, types of settlement and economic activity. ➤ Children to use the internet, maps and charts to research the statement 'The Top UK City to Live In'. Give them criteria to research, such as, universities and colleges, jobs, transport links, types of settlement, land use. ➤ Children to present their research in a presentation.



Title	America
Overview	<i>This unit will involve the children developing and understanding of the physical geographical features of America. They will learn about the different environments and the key physical features such as the rivers, mountains, earthquakes and volcanoes. Whilst studying North and South America, the children will use atlases to locate some other geographical features of the Earth such as the Equator and the Tropics of Cancer and Capricorn.</i>
Vocabulary	North America, South America, United States of America, continent, Northern Hemisphere, Southern Hemisphere, Equator, Tropic of Cancer, Tropic of Capricorn, states, environmental region, climate, mouth of a river, source of a river, fault line, tectonic plate, crust
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To locate states in North America and countries in South America ➤ To locate environmental regions and major cities ➤ To identify the position and significance of the latitude, longitude, Equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn and time zones (Prime /Greenwich Meridian). ➤ To use the eight points of a compass, four and six figure grid references, symbols and keys (Ordnance Survey maps) to build their knowledge America. ➤ To measure using the appropriate scale ➤ To describe and understand key aspects of physical geography – climate zones, rivers, mountains and earthquakes. ➤ To identify and describe the significance of Meridians and how these relate to time zones, night and day.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Children should be able to locate given countries around the world. ➤ Use maps and atlases to locate the countries and states of North and South America ➤ Using maps and atlases, locate the features of the Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn. ➤ Learn about the different environments of America – deserts, mountainous regions, coasts, rainforests and plains. ➤ Study the Mississippi and Amazon rivers and their significance. ➤ Study the Rocky Mountains and the Andes and explore what life is like there. ➤ Study the fault lines of America and the effect that they have on the countries