

**Autumn Term 1**

| Year 3   | Year 4  | Year 5   | Year 6   |
|--|---|--|--|
| <p><b><u>AROUND BRITAIN IN 5 DAYS!</u></b></p> <p><b>ASSESS KNOWLEDGE &amp; SKILLS FROM KS1 &amp; RECAP WHERE THERE ARE GAPS</b></p> <p><b>UK:</b> Cities, counties &amp; regions.<br/><b>TPG book Chapter 12 &amp; 13 UK cities, counties &amp; regions</b></p> <p><b>UK:</b> name &amp; locate geographical regions &amp; their identifying human and physical characteristics, key topographical features (hills &amp; mountains)</p> <p>Physical geography: mountains, hill and coasts.</p> <p>use 8 points of a compass, 4-fig. grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area (or residential visit area) using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | <p><b><u>CHANGES IN BRITAIN – STONE AGE TO IRON AGE</u></b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Examples (non-statutory)</b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>▪ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>▪ Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>▪ Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> </div> <p><b>MAP MAKING – TPG book Chapter 11 Using &amp; making maps</b></p> | <p><b><u>THE SHAPE OF THE LAND</u></b></p> <p>Mountains &amp; rivers study, plus water &amp; the Water Cycle</p> <p>Describe &amp; understand key aspects of physical geography: the water cycle - e.g. Does this area deserve its title as wettest place in the UK?</p> <p>Use Ordnance Survey maps) to build their knowledge of the UK - key topographical features – rivers Use fieldwork to observe, measure, record and present the human and physical features in in a river study,</p> <p>Look at River Mersey, other local rivers &amp; also Lake District (<b>TPG Book Chapter 14</b>)</p> <p><b>TPG book Chapter 16</b> covers rivers and mountains</p> <p><b>TPG book Chapter 19</b> covers Water Cycle</p> | <p><b><u>A JOURNEY THROUGH SOUTH AMERICA</u></b></p> <p>Largely geography focussed. <b>TPG book Chapter 27 South America.</b> Locate the world’s countries, using maps to focus on South America, concentrating on environmental regions, key physical &amp; human characteristics, countries, and major cities- Use maps atlases globes &amp; digital/computer mapping to locate countries and describe features studied.</p> <p>Physical geography: climate zones, biomes and vegetation belts. 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>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> |

| Autumn Term 2   |  |   |  |
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| <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Christopher Columbus &amp; Neil Armstrong, Name &amp; locate the world's 7 continents &amp; 5 oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the N. and S. Poles link to Explorers</p> | <p><b><u>ANCIENT &amp; MODERN GREECE</u></b></p> <p>A study of Greek life and achievements and their influence on the western world</p> <p><b>TPG book Chapter 15 Europe</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Athens &amp; surrounding area)</p> <p>Use maps atlases globes &amp; digital/computer mapping to locate countries and describe features studied</p> <p>Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals &amp; water (e.g. Why did the Ancient Greeks want these?)</p> <p>Also dip into <b>TPG Chapter 20 – Celebrating Our World</b></p> | <p><b><u>NAVIGATING THE WORLD, FROM THE VIKINGS TO PRESENT DAY</u></b></p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b>UK:</b> Name and locate counties and cities of the United Kingdom, (Link to Viking place name enquiry)</p> <p>Use 8 points of a compass, six-figure grid references, symbols and key (including use of Ordnance Survey maps) to build their knowledge of the UK</p> <p>Revisiting and progressing <b>TPG Chapter 11 – Using &amp; Making maps.</b></p> | <p><b><u>WW2</u></b></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>MAPPING -</b></p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK</p> |