

FPA Overview – SUBJECT: Geography

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
R/N	<p>A Big Adventure Transform an area of our school to tell everyone about our Big Adventure</p>	<p>You and Me How can we show and tell?</p>	<p>On Parade... How can we create a performance for our families?</p>		<p>Ship Ahoy! How can we create a gallery to tell pirate tales?</p>	
	<p>A Big Adventure Transform an area of our school to tell everyone about our Big Adventure</p>	<p>You and Me How can we show and tell?</p>	<p>A real World How can we help those who help us?</p>		<p>Magical Word How can we make an area of our school magical?</p>	
1	<p>A Big Adventure Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children use a simple picture map to follow a route related to their adventure. They draw simple features observed in the environment.</p>	<p>Comics Can... Produce a comic book of heroes and villains from different times and places</p>	<p>Rumble in the Jungle How can we produce a soundtrack for a Jungle tale?</p> <p>Children create a map based on stories or imaginary places explored. Develop maps with a focus on rainforests. They follow simple directions in a route (related also to Beebots in ICT) Children identify features of rainforests contrasting with the city.</p>		<p>Buckets and Spades Plan and design a gallery that brings the seaside to the city</p> <p>Children explore the UK, identifying the 4 countries of the UK using a map. They relate this to the location of UK beaches.</p> <p>Children identify human features within an area, contrasting the beach and the city. They identify simple geographical features in our local area which may in contrast to an area studied. They describe the weather and season</p>	
	1.4, 1.5a		1.4a, 1.5		1.3, 1.1, 1.1a, 1.2	

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2	A Big Adventure	Dinosaur Stomp	The Really Rural Show
	<p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children follow a route on a given map when exploring an area. They can create their own simple map of an area, using basic symbols in a key. They follow directions using terms north, south, east and west.</p>	<p>How can we bring dinosaurs back to life creatively?</p> <p>Children can name the continents and oceans of the world</p> <p>They can use a junior atlas to locate key places including hot and cold places..</p>	<p>How can we recreate the countryside in our city environment?</p> <p>Children use geographical works e.g. town, city, to describe their local area or a contrasting area such as the countryside.</p> <p>They describe geographical features using terminology and the facilities that an area may have.</p> <p>They can use a plan view map to study an area.</p> <p>They can create a simple questionnaire to find out about an area being studied.</p>
	2.4, 2.4c, 2.5	2.1a, 2.4a	2.1, 2.2, 2.3, 2.4b, 2.5a
3	A Big Adventure	Sparks will Fly	Around the World in 80 Beats
	<p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children can sketch from observations some key geographical features, from fieldwork or photos, adding labels for descriptions.</p> <p>Children can identify the closest cities to their locality, looking into where they might visit.</p>	<p>Challenge: How can we tell the story of fire creatively?</p> <p>Children can create a map of a route experienced with features in the correct order, and use 4 compass points to give and follow directions.</p> <p>They can explain the features of a village, town and city in an area studied, and why they are different</p>	<p>Challenge: Compose an album of songs of the world</p> <p>Children can identify the equator on a map. They can locate the Arctic and Antarctic circles.</p> <p>They can name and identify some countries that are within the Northern Hemisphere.</p> <p>Children locate some of the world’s volcanoes, and can explain what causes a volcano or earthquake.</p>
	3.5a	3.2, 3.2a 3.1, 3.5	3.4a, 3.1a, 3.3, 3.4. 3.4b

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<p>4</p>	<p>A Big Adventure</p> <p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children can use 8 compass points to follow and give directions when exploring an area.</p> <p>They can describe and explain people’s choices to settle in an area.</p>	<p>Toy Makers</p> <p>Challenge: Can we design and make a toy which moves?</p> <p>Children can identify major cities in the UK and their significance in inventions and toys.</p> <p>They can name and identify countries that make up Europe,</p> <p>When using a world map, they can identify longitude and latitude.</p>	<p>Castle Attack!</p> <p>Challenge: How can you re-enact a Castle attack?</p> <p>Children explore maps of the town or region to locate castles</p> <p>They can correct label information onto a map or larger scale. They can use coordinates to locate features on a map.</p> <p>Children can locate rivers locally, nationally or globally including some of historical significance in time periods.</p> <p>They can explain the course of a specific river in relation to its historical significance.</p>
	<p>4.5, 4.1, 4.1a</p>	<p>4.2, 4.2a, 4.3, 4.4a</p>	<p>4.4, 4.4b</p>

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5	A Big Adventure	Food vs Man	Space Infinity
	<p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children can sketch their own plan or aerial view map of their community especially in relation to travel and transport.</p> <p>They can conduct interviews with participants to gather feedback about key aspects of the community.</p>	<p>How can we run a healthy, Fairtrade tuck shop? Children can identify countries that are within South America as a continent. When using a world map, they can locate the Tropics of Cancer and Capricorn.</p> <p>They can describe the physical difference between South America and the UK, and the key features of the rainforest including Biomes and Vegetation belts.</p> <p>They can describe the trade activity or sustainability features of a key area (in relation to Fairtrade and production of food items)</p>	<p>Challenge: How can we produce a Space game?</p> <p>Children can identify some <u>counties</u> of the UK and their Borders,</p> <p>They can create a label a Thematic map and use a key to show information presented.</p> <p>They can use 4 figure grid references to locate features when exploring fieldwork (e.g. using a grid reference map)</p>
	5.4c, 5.5a	5.1a, 5.2, 5.2a, 5.3, 5.4a	5.1, 5.4, 5.5
6	A Big Adventure	Child's War	The Final Countdown
	<p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children can identify where there are borders or waters between <u>counties</u> within the UK.</p> <p>They can analyse results of data to help them gather information about an area.</p> <p>Children can use an OS Map to follow a route, and describe features identified on the map.</p> <p>They can use 6 figure grid references to locate features.</p>	<p>Challenge: Recognise heroes of World Wars They can identify some key countries beyond Europe.</p> <p>They explain some key differences between the UK and an area studied due to its physical and human geography.</p> <p>Children can create their own variety of thematic maps with clear keys.</p>	<p>Challenge: How can we set up an FPA events company?</p>
	6.1, 6.5a, 6.1a, 6.2, 6.3, 6.4a	6.4, 6.5	