

Geography Long Term Planning

	Cycle A			Cycle B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Class 2 (Year 1 and 2)	What's in my locality? Food and farming	Where is Clee Hill? Houses and Homes	Where would I like to visit in the UK? Transport	Why is the weather different across the UK? An Island Home	Where would I take a tourist in Florida? A Passport to Florida	Where would I take a tourist in London? Comparing and contrasting London and Clee Hill.
Class 3 (Year 2 and 3)	Why do we live where we live? Local study - Ludlow	Where does our water come from? Water, water everywhere	How can we protect our marine biomes? Marine Biomes	What's in my local area? Local Study - Clee Hill	What is climate change and why does it matter? Caring for the world - the three Rs	How does trade connect us? Africa/ Kenya -the coffee trade
Class 4 (Year 4 and 5)	Can you take us on a journey around the world? Kensuke's Kingdom	Why is Antarctica uninhabitable for humans? Exploring our planet	How does the sea shape our coastlines? Coasts	How do we energise our homes and country? Energy	Can you take us around Europe? France: Oh la la	How does the weather affect tourism? Weather & Climate
Class 5 (Year 5 and 6)	Why is York a tourist destination? York - a city study	What is our relationship with the physical world? The Amazon Rainforest	Should we live in zones of earthquakes and volcanoes? Natural disasters : Volcanoes and Earthquakes	How are mountains and rivers mapped? Raging rivers and magnificent mountains	What is our relationship with the physical world? All around the world	What does Fair Trade really mean? The Amazing Americas

Geography Long Term Planning in more detail

Fieldwork- Human or Physical Geography

Class 2 – Cycle A						
Food and farming	What's on your plate? How far have the ingredients travelled to get to us? Do any of those ingredients come from our locality? Clee Hill is a farming community – potatoes, corn, lamb, eggs etc	Where does our food come from? The origins of fruits and vegetables. Where and how do they grow? What type of land do you need to grow vegetable on? Would you grown them on the summit of Clee Hill? Flat, well watered soil.	Name and locate the world's seven continents and five oceans using maps, atlases and globes. Identify UK capital cities.	Why do we keep sheep on Clee Hill? A visit from a local farmer – fleece and lamb. Land use (hill sheep). Digital audio recording. Clee Hill is a good location for sheep farming because hills are not used for agriculture.	Weather and Farming: recording the weather for 1 week. Weather station at Forest Schools. How will today's weather be good/bad for farmers?	Farm machinery Farm visit
Vocab	Season, Winter, Summer, Spring, Autumn, Country, England, Scotland, Wales, Northern Ireland, United Kingdom, Fields, Hedges, Land,					
Houses and Homes	Name and locate the four countries and capitals of the UK, as well as the surrounding seas.	Locate Clee Hill and describe some of the key features. Look at some of the different houses and homes on Clee Hill on a walk around the village.	Fieldwork and observational skills: Walk around the village looking at different houses and homes and field sketches of these.	Drawing a map of their journey and the different houses and homes they saw along the way.	On Clee Hill, the houses would have all been made from stone from the quarry. How houses and homes are adapted for different weather conditions, what building materials are available etc.	Looking at different houses and homes around the world. Labelling on a map and thinking about why houses were built with those materials, ie mud huts, igloos etc.
Vocab	<ul style="list-style-type: none"> ● Country, England, Scotland, Wales, Northern Ireland, United Kingdom, Irish Sea, North Sea, English Channel, Land, North, East, South, West, 					
Transport	Locate hot (On Equator) and cold places (Polar region) around the world. Where would you like to go? How would you travel there? Questionnaire – gathering evidence of most popular destination.	Different types of transport. Sorting and categorising. Transport which we see on Clee Hill and how this may differ from other parts of the UK. Tractors, Lorries from the quarry etc.	How do you travel to school? Survey of results. How might it differ if you lived in a big town? IT Pickogram of results.	Our journey to school – what physical / human features do you see along the way. Creating a map with physical objects to represent items. Journey sticks/ story sticks	Fieldwork: The Line – looking at how the line has changed over time. Digital photos of evidence. Looking at N, E, S, W.	Recording their journey by creating a map with a simple key.

Vocab	<ul style="list-style-type: none"> Country ,England, Scotland, Wales, Northern Ireland, United Kingdom, Continents, Oceans/Seas, Continent, Atlantic Ocean, Pacific Ocean, Indian Ocean, Antarctic Ocean, Arctic Ocean, Europe, Africa, Asia, N and S America, Antarctica, Oceania, Irish Sea, North Sea, English Channel, Land, North, East, South, West,
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Class 2 – Cycle B

An Island Home	Name and locate the four countries and capitals of the UK, as well as the surrounding seas.	Katie Morag – Where is Struay? - Looking at Scotland and the Western Isles. Identifying N & South poles and UK	Katie Morag deliver the mail – following the journey on the map. Directional language. Use of directional language at Forest Schools/ mapwork What is the weather like on the Isle of Coll?	Physical and Human features of Struay Physical and human features. Struay has mountains, green areas and beaches.	Compare Struay to Clee Hill. Comparing physical features and weather patterns and consider why these are different.	How can places change? What would happen if they built a pier to the mainland? Positive and negative impacts.
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Vocab	Continent, Atlantic Ocean, Pacific Ocean, Indian Ocean, Antarctic Ocean, Arctic Ocean, Europe, Africa, Asia, N and S America, Antarctica, Oceania, Irish Sea, North Sea, English Channel, Land, North, East, South West, Railway, Season, Winter ,Summer, Spring, Autumn, Country ,England, Scotland, Wales, Northern Ireland, United Kingdom, Continents, Oceans/Seas, Fields, Hedges, Beach, Cliff, Sea, Land
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A passport to Florida	Name the 7 continents and 5 oceans. What is the difference between an ocean and a sea? Google maps, globes and Atlases. Where is the USA? Where is Florida? States of USA	What is the magic Kingdom? Human and Physical features of Florida – where are the hottest and coldest parts of the globe? What is the magic Kingdom?	What else attracts tourists to Florida? Physical features – beaches/ peninsula Human features: Space Centre	Is the Sunshine State really that sunny? Looking at weather data for Florida and comparing with weather data for Clee Hill.	Looking at photos of Clee Hill and photos of Florida, including Aerial photographs. Visual comparisons.	What is the same and what is different? Looking at different currency but similar shops etc.
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Vocab	Country ,England, Scotland, Wales, Northern Ireland, United Kingdom, Continents, Atlantic Ocean, Pacific Ocean, Indian Ocean, Antarctic Ocean, Arctic Ocean, Europe, Africa, Asia, N and S America, Antarctica, Oceania, Irish Sea, North Sea, English Channel, Land, North, East, South, West, Railway, Island,
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Comparing and contrasting – London and Clee Hill	Understand the differences between a 'town' and the 'countryside', use key words to talk about the town and countryside. Fieldwork -visit the park/Rec and look at how people use the space to enjoy themselves. Take digital photos.	Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Directional language N, E, S,W	Looking at physical and Human features of London. Type of houses, transport, road networks etc compared to Clee Hill.	Transport: double-decker buses, the Tube, motorways, airports.	Places to visit – tourist destinations in London. Tower of London, Buckingham Palace, the River Thames	Would you rather live in Clee Hill or London? Why? Questionnaire – smiley faces for answers
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Vocab	<ul style="list-style-type: none"> Country ,England, Scotland, Wales, Northern Ireland, United Kingdom, Continent,
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Class 3 – Cycle A

Ludlow	Map work – World, UK, Google Earth. Naming capital cities of the UK. Where is Ludlow in the UK? Ludlow – OS Map. Symbols and features.	Counties of the UK. Name and recognise counties including Shropshire, Northumberland, Somerset and Greater London. Compass points and Grid References of Ludlow Town Centre. Directional language.(NE, SW, SW, NW)	Why is Ludlow Castle built where it is? Physical features. Look at view from the bread walk - digital picture annotated with IT	Fieldwork. Sketch maps of Ludlow Castle. Following map skills. Questionnaire – why are you visiting Ludlow today.	Graphing results from questionnaires.	Why is Ludlow a tourist destination? Things to see and do in Ludlow.
Vocab	Continent, Atlantic Ocean, Pacific Ocean, Indian Ocean, Antarctic Ocean, Arctic Ocean, Europe, Africa, Asia, N and S America, Antarctica, Oceania, Irish Sea, North Sea, English Channel, Land, North, East, South, West, Capital City, London, England, Cardiff, Wales, Edinburgh, Scotland, Belfast, Northern Ireland, Village, town, city, Shropshire, Herefordshire, Powys, Worcestershire					
Water, water everywhere	Flooding of the River Nile – pros and cons of the flooding	The Aswan dam – cases for and against the dam being built	Where does the water from our tap come from? How is it stored? What Is a Dam? . Water held behind the dam is usually held in a reservoir. Why Do We Build Dams? (To control the flow to prevent flooding, to generate power).	Where does our water come from? Elan Valley supply to Birmingham. Why was the dam built – supplying water to Birmingham. Water flows downhill from Elan to B'ham. – Water towers in our local area – following the route the water takes.	Human Geography - Impact of the flooding. Village flooded including houses, church and farmland. How would you feel?	Fieldwork - Elan Valley. From the source to the dam. Visiting the Elan Valley centre and following the water from source to the dam. Historical evidence of the village under the reservoir.
Vocab	● North, East, South, West, Village, town, city, Shropshire, Herefordshire, Powys, Worcestershire, condensation, evaporation, precipitation, transpiration					
Marine Biomes (including the Great Barrier reef)	Naming the continents, seas and oceans. Looking at longitude, latitude, equator and hemispheres. I'm thinking of a country....	Biomes are areas of the planet with similar climates, landscapes, animals and plants. The main land biomes are deserts, rainforests, deserts, woodlands, grasslands etc. Coral reefs are a biome too but they are an ocean biome. What is a coral reef? What does a coral reef eat? Where are coral reefs located? Look on a world map to locate coral reefs – what do the children notice about their location? Close to the equator and near the coastlines – warm, shallow water	Why are coral reefs important? Food for fishing, protection of coastlines for erosion, tourism. Where is the Great barrier Reef?	Which animals and plants. Live on the Great Barrier Reef? Linked to science ecosystems	How is the Great barrier reef changing over time? Coral bleaching, loss of ecosystems, pollution, overfishing etc. Statistical data review Annual Summary Report of Coral Reef Condition 2021/22 AIMS	How can we protect our coral reefs?
Vocab	● Continent, Atlantic Ocean, Pacific Ocean, Indian Ocean, Antarctic Ocean, Arctic Ocean, Europe, Africa, Asia, N and S America, Antarctica, Oceania, Irish Sea, North Sea, English Channel, Land, North, East, South, West, Longitude, Latitude, equator, biome					
Class 3 – Cycle B						

Local study	UK – capital cities. Understand where they live in the local area. Map work of Clee Hill in the world, & UK. Look at a Clee Hill on a map and identifying key places. Mappa Mundi – why was Clee Hill on the map?	Name and recognise counties which surround Clee Hill. Look at aerial photographs of Clee Hill (Google Earth). Identifying key features such as the quarry. What does an aerial photo mean? Drawing an aerial map/ plan from simple objects.	Walk around the school grounds, directional language, use basic symbols in a key to draw a simple map of the school. Clee Hill. Likert Scale to assess areas of the school.	Fieldwork – following a journey towards Clee Hill summit, using map skills and stopping at key areas. Map symbols. Digital photos. Field sketch maps. Look at local hills and share the topography board	How has Clee Hill changed over time? Alf Jenkins – a local author on the changes to Clee Hill over time.	Presenting findings from their fieldwork Annotate digital photos from fieldwork.
Vocab	Capital City, London, England, Cardiff, Wales, Edinburgh, Scotland, Belfast, Northern Ireland, Village, town, city, Continent, Atlantic Ocean, Pacific Ocean, Indian Ocean, Antarctic Ocean, Arctic Ocean, Europe, Africa, Asia, N and S America, Antarctica, Oceania, Irish Sea, North Sea, English Channel, Land, North, East, South, West, Railway Capital City, London, England, Cardiff, Wales, Edinburgh, Scotland, Belfast, Northern Ireland, Village, town, city, Shropshire, Herefordshire, Powys, Worcestershire Savanna ,					
Caring for your world – the three Rs	What is global warming? Climate change. Melting of the Polar icecaps – why is this happening? What are the Three Rs – reduce, reuse, recycle. Reduce – how can we reduce our waste? Reducing the amount of packaging. Turning off the lights	Reducing Litter. Litter picking – Likert Scale (Photo evidence) data collection and statistical analysis.	Reuse – charity shops, swap shop, look at how you can use something instead of throwing it away.	What changes should we make in school? How can we tell other people the importance of doing this? What changes can be made at home to use the three Rs– questionnaires.	What everyday items do we have which can be recycled? Biffa visit – what happens to items that we recycle? Landfills – protecting our planet	Making changes - Audio recording/ photos from BIFFA visit and creating a report to share with the school. Becoming an ECO school.
Vocab	● Climate, global warming, land fill					
Africa: Kenya (including the trade of Coffee)	Name and locate continents, oceans and countries. Understand where Kenya is in the world, locate Kenya on a world map/atlas/globe. Draw simple maps in the context of Africa (Kenya). Labelling key physical and human features.	What is trade? How did people trade and barter in the past? Use maps and atlases to locate the source of a range of popular food products from a typical shopping list. Introduce the terms 'import' and 'export', Use simple compass directions	World map – where coffee beans are grown. Use photos of Kenya to understand more about the climate and land use of Kenya. Look at the main exports of Kenya. Why is coffee a major export? Coffee as a 'currency'	Manufacturing of coffee – from bean to jar. What are the processes and what is needed? Open a jar of coffee – how far have the ingredients travelled to get to the factory? How did the ingredients get there?	Globalisation and the impact of trade on a countries economy. Fairtrade and coffee. Making decisions as a consumer. Interviews with family members - % of families who currently buy fair	What life is like for people living in Kenya? Compare the life of a coffee farmer with the life of a farmer on Clee Hill. What are the similarities and differences?

		(NSEW) and locational and directional language			trade. Decisions they might make as a consumer.	
Vocab	<ul style="list-style-type: none"> Continent, Atlantic Ocean, Pacific Ocean, Indian Ocean, Antarctic Ocean, Arctic Ocean, Europe, Africa, Asia, N and S America, Antarctica, Oceania., North, East, South, West Capital City, Savanna , Watering hole Arid, Agriculture , Climate, Drought, Famine, Desert, Grassland, import, export, globalisation 					
Class 4 – Cycle A						
Kensuke's kingdom	Identifying continents, oceans, countries etc. as a recap. Plotting the journey of Michael around the world. Knowledge of the globe to predict climate and features.	Use compass directions to describe where countries are in comparison to each other. Review of the journey. Describe this with directional language. Directional and comparable work at Forest Schools.	Looking at each place where Michael stopped. Human and physical features of each setting. Comparison with quotes from the book. Look at trade routes and features of the Ports.	Comparing and contrasting locations – look at two areas where Michael visited and compare the human and physical features.	Going on a journey – for one of the areas where Michael visited, look in more detail. Map work and symbols. Google Map.	Grid references – looking at Sydney in more detail.
Vocab	Hemisphere, North East, South East, North West, South West, Symbol, Key , Grid, reference , Arctic and Antarctic Circle, Coast , Island , Hill, Cliff , Port , Village, Human Physical, Similarity Difference, Northing, Easting, Ordnance Survey Map, land locked, Equator, N and S hemisphere, Tropic of Cancer, Tropic of Capricorn					
Exploring our planet	What do we know about the Arctic and Antarctic? How are they similar/ different? Why are the conditions on each pole similar?	Antarctica – sorting human and physical features. Wildlife, Climate, research centre etc.	Map work of the Antarctic – grid references	Living on the Research centres – live link.	Local Exploration – exploring our local area. Fieldwork sketches from topography chart. Scribble maps.	Planning your own exploration of the local area – where would you like to go and why?
Vocab	<ul style="list-style-type: none"> Hemisphere, North East, South East, North West, South West, Symbol, Key , Grid, reference , Settlement, Arctic and Antarctic Circle, Land use, Natural , Human Coast , , Human Physical, Similarity Difference, Northing, Easting, Ordnance Survey Map, Equator, N and S hemisphere, Tropic of Cancer, Tropic of Capricorn Resources, Natural, Man-made, valley, peak, 					
Coasts	Map of the UK including counties. Describe and understand key aspects of physical features of a coastal area. Bays, headlands, arches, caves,	Benefits of living in a coastal area: Coastal wildlife and Amenities/ recreational activities Questionnaires prepped to ask locals during fieldwork.	Why do coasts look different? What is the change? Headlands and bays. Coastal erosion: How does the sea shape the coast? How can this change over time?	Fieldwork: Nylas Dunes – collecting data with quadrats. Digital pictures to show changes. Interviewing local people on coastal erosion	Analysis of data – solutions to coastal erosion. Annotations of digital images.	Solutions : how can coastal erosion be reduced? Groynes, seawalls, breakwaters
Vocab	<ul style="list-style-type: none"> Hemisphere, North East, South East, North West, South West, Symbol, Key , Grid, reference , Land use, Natural , Human Coast , Island , Hill, Cliff , Port , Village, Human Physical, Similarity Difference, Northing, Easting, Ordnance Survey Map, Headland, bay, dunes, arches, stacks slumps, erosion, deposition Natural, Man-made, altitude, avalanche, , deposit/ deposition, mouth, 					

Class 4– Cycle B						
Energy	Where does our power come from? Chart the electricity from the bulb back to its source. Types of Power Stations/ the National Grid. (Alex Gurney?)	How much energy do we use? Looking at energy bills and power usage – at school and at home. Why is? Electricity is for homes and industry. Economy 7. Smart meters.	What is meant by fossil fuel? How fossil fuels are made. How do Power Station covert fossil fuel into electricity? Why are they finite? Secret Hills?	Renewable sources of power: : wind and solar energy. How does the energy get turned into electricity? Solar and wind power in your local area - Mawley Farm/ Hobsons (wind) / EZSolar	Case study: a visit to a Hydro Electric Power Station – Ludlow The Scheme – Ludlow Hydro Co-op	Renewable sources of power. Biomass. https://www.biomass-energy.org.uk/shropshire/ludlow/
Vocab	Hemisphere, North East, South East, North West, South West, Natural, Human Physical, Equator, N and S hemisphere, Tropic of Cancer, Tropic of Capricorn Resources, Natural, Man-made, fossil fuel, renewable energy					
Oh La La	Where in the world is Europe and what is it like? Naming European countries and capital cities. Where is France in Europe?	Physical features of France – naming mountains forests, key cities, coastal areas, rivers, lakes etc. The changing landscape as you move towards the alps. Looking at contours and comparing flat ground with mountainous.	Use a map of France to label the 7 main mountain ranges of France (Alps, Pyrenees, Jura, Vosges, Massif Central, Corsica, and Auvergne)	Paris – places to visit and things to see. Grid references – looking at a map of Paris and the key tourist attractions. Grid references and mapwork at Forest school French culture and language – a French café conversation.	Travel and transport: Gare Du Nord/ Hugo Caberet Review of the transport system in France – where can you travel to? Directional language with key cities/ rivers etc.	A holiday in France – booking the ferry or Eurotunnel, currency, passports, planning your journey.
Vocab	<ul style="list-style-type: none"> Hemisphere, North East, South East, North West, South West, Symbol, Key , Grid, reference , Place of interest , Settlement, Land use, Natural ,Human, Equator, N and S hemisphere, Tropic of Cancer, Tropic of Capricorn Resources, , Man-made, valley, peak, gorge, 					
Weather and Climate	Weather around the world – matching photos, cards and tourism information to destinations. Finding them on the world map	Handling data and measurements – Fieldwork of collecting data such as temperature and water levels for a period of time and analysing the information	Keeping warm – a detailed study into thermometer to measure changes in temperature over time.	The water cycle: using what the children have learnt about evaporation, condensation and reversible changes of state, to build up the water cycle from first principles.-linked to Science	The mountain environment –comparing mountain environments of contrasting locations including Kathmandu, Capel Curig, Cusco and Snowdon.	Weather and Tourism – mountains as holiday destinations – considerations of how and why mountain made attract visitors and the impact of this.
Vocab	<ul style="list-style-type: none"> Hemisphere, North East, South East, North West, South West, Symbol, Key , Grid, reference , Place of interest , Viewpoint , Place of worship, Settlement, Arctic and Antarctic Circle, Land use, Natural , Human Coast , Island , Hill, Cliff , Port , Village, Human Physical, Similarity Difference, Northing, Easting, Ordnance Survey Map, land locked, Equator, N and S hemisphere, Tropic of Cancer, Tropic of Capricorn 					

Class 5– Cycle A						
York (residential)	Countries, rivers, mountains etc of the UK. Counties of the UK. Cities of the UK. Where is York?	Looking at photographs of York and identifying physical and human features (River Ouse, River Foss, York Minster, City Walls etc). Looking at scale and distances. Primary (Farming/ forestry) , Secondary (chocolate factory, manufacturing) and Tertiary (schools, university, shops, York Minister)	Features of a city – OS map and a key to review York in more detail. Grid references: 8 figure & directional language.	Fieldwork – In York, following maps daily, plotting routes. Questionnaire – why are you in York today? How did you travel here? 6- 8 questions.	Comparing rural area (Clee Hill) and Urban (York). Using photographs to create field sketches with key features of rural/ urban.	Analysis of data from York. Why is York a tourist destination? Writing a brochure to attract other people to visit York.
Vocab	<ul style="list-style-type: none"> Equator, N and S hemisphere, Tropic of Cancer, Tropic of Capricorn Resources, Natural, Man-made, Prime Meridian / Greenwich Meridian / 0° longitude , A and B roads, Place of interest, Contour lines 					
Deforestation – The Amazon	Recap of countries around the world. Time zones, Longitude and latitude. I'm thinking of a country... Where are rainforests around the world? Longitude and Latitude. Null Island,	Where is the Amazon? Look at maps and atlases. Where is the Amazon River? The Amazon Basin? The Amazon rainforest. Creating a maps of the area with a key.	What is life like in the Amazon? Climate and weather, seasons, plants and animals. How has the Amazon Rainforest changed over time? Statistical analysis.	The Amazon Rainforest – features of a Rainforest. Advantages and disadvantages of the rainforest being deforested. Trade, economic, jobs V environmental	Manaus – location, population, climate, rivers, the meeting of the waters	People of the Amazon – settlements and farming, tribal life.
Vocab	<ul style="list-style-type: none"> Equator, N and S hemisphere, Tropic of Cancer, Tropic of Capricorn Resources, Natural, Man-made, mouth, source, tributaries, river bed, Prime Meridian / Greenwich Meridian / 0° longitude , Region, Economic, Erosion, Tropical, Canopy Emergent, Understory, Forest floor, Contour lines 					
Natural disasters : Volcanoes and Earthquakes	Locate the world's biggest earthquakes & volcanic eruptions on a map using latitude and longitude.	Lesson 4: Volcanoes: Why and how an eruption happens, and the type of volcano created	Case study: Explore the effects of a volcanic eruption. Mount Etna	Lesson 5: Why do people live near volcanoes? Understand how people interact with this specific mountain environment, the different types of land use and how it can be beneficial, from geothermal energy to mineral extraction	Lesson 6: Where earthquakes are located, why they happen, how they happen and their aftermath- on both the landscape and the people most affected	Case study: San Andreas Fault, western USA

Vocab	<ul style="list-style-type: none"> Equator, N and S hemisphere, Tropic of Cancer, Tropic of Capricorn, magma, tectonic plate, Prime Meridian / Greenwich Meridian / 0° longitude, Region, Tornados, Earthquakes, Tsunamis, Volcanoes, Plate tectonics, Crater, Cone, Dome, Tremor, Magma, Flood, Lava 					
Class 2 – Cycle B						
Raging Rivers and Magnificent Mountains –	<p>Mount Everest – Lesson 1</p> <p>Mountain ranges. physical geography of the mountain- its landscape, topography and weather. Where is Mount Everest located?</p> <p>How high is Mount Everest?</p> <p>What is the landscape like?</p> <p>How do the features of the landscape change at higher altitude?</p> <p>What is the weather like? How does this change?</p> <p>What are conditions like for people climbing the mountain?</p>	<p>Mapping Mountains – lesson 2</p> <p>Ordnance Survey map of Snowdon and will gain an understanding of how topography is shown on a map.</p>	<p>The formation of mountains – lesson 3</p> <p>How mountains are made</p> <p>Describe and understand key aspects of physical geography. Explain how different types of mountains are formed. The role of plate tectonics, the movement of the Earth's crust, in this formation.</p>	<p>Rivers of the UK</p> <p>The river Severn - following the course of a river</p>	<p>Fieldwork - River Rea in Cleobury Mortimer. Field sketch of middle and lower river course. How is the river formed, meanders, erosion, speed and velocity, following the route of the river. Benefits and threats of living by a river. The impact of flooding on local residents.</p>	<p>Data analysis from field work</p> <p>How we use and manage rivers.</p>
Vocab	<ul style="list-style-type: none"> Equator, N and S hemisphere, Arctic and Antarctic Circle, Tropic of Cancer, Tropic of Capricorn, Resources, Natural, Man-made, Meander, Spring, River bed, Estuary, altitude, avalanche, valley, peak, gorge, summit, magma, tectonic plate, hypothermia, channel, dam, deposit/ deposition, mouth, source, tidal bore, tributaries, Prime Meridian / Greenwich Meridian / 0° longitude, Region, 					
All around the World	<p>What is a biome? Identifying different biomes around the world and similarities in areas of the globe. Map work & key.</p>	<p>Features of the six major biomes: Aquatic, desert, forest, grassland, tundra & rainforest. Comparing and contrasting.</p>	<p>How does climate affect vegetation in a biome?</p> <p>Vegetation belts</p>	<p>How have animals and plants adapted to different biomes?</p>	<p>Fragile ecosystems. Collecting data from different ecosystems. (children's gardens/ outdoor spaces) Transect to show variety in vegetation.</p>	<p>Threats and solutions. Protecting biomes around the world.</p>
Vocab	<ul style="list-style-type: none"> Equator, N and S hemisphere, Tropic of Cancer, Tropic of Capricorn, Prime Meridian / Greenwich Meridian / 0° longitude, Biome, Polar, Desert, Tropical, Temperate 					
The Amazing Americas	<p>To locate the world's countries, using maps to focus on North and South America, concentrating on, countries, and major cities.</p>	<p>North and South America- Physical features and natural wonders: Niagara falls, Angel Falls, Grand Canyon, Yosemite Valley, Amazon Rainforest etc</p> <p>The states of the USA, key cities, states and time zones.</p>	<p>Global trade: comparing trade markets of the UK with Brazil. Statistical analysis with UK's top ten exports.</p>	<p>Trade: why are bananas grown in Brazil? Trade routes and history of trade. Fair trade – importing bananas from South America. Looking at the supply chain – is the division of money fair?</p>	<p>Fair trade – role play of different people in the chain.</p>	<p>Fair trade – human rights, (UN rights of the child), sustainability, global citizenship and ethical codes</p>

Vocab

- Equator, N and S hemisphere, Tropic of Cancer, Tropic of Capricorn Resources, , Fair Trade, Prime Meridian / Greenwich Meridian / 0° longitude , State, Region, Place of interest,