

These threads have been chosen to ensure knowledge is revisited and built upon throughout each phase so that children can make meaningful connections with prior learning and build on what they already know about each aspect of knowledge.

Place	Cultural Diversity
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Seasons – throughout the year, documented in floorbook.

Autumn 1 R	Autumn 2 E	Spring 1 S	Spring 2 P	Summer 1 E	Summer 2 C T
Autumn – walk around the area to look for signs of Autumn, discuss weather and seasons. Mini beast hunt – create journey stick along the way to help remember where children found the mini beasts and the geographical features that were along the way. Key Vocabulary – Autumn, season, weather, leaves, on, on top, under, around, near, far, left, right behind, next to, in front of	Where do we live? Children to use combination of maps including Google Earth to discuss where school is and where they live. Messy maps to be created of school and of homes. Key Vocabulary – near, far, close, next to, across from, over, under, tree, path, flower, fence, field, canal	Children to explore and discuss Chinese New Year and New Year celebrations and resolutions. Key Vocabulary – culture, different, same, celebrate, tradition	Children to explore St Patrick's day and St David's Day and how these are celebrated. Key Vocabulary – culture, different, same, celebrate, tradition	Children to explore similarities and differences between environments (the penguin's home and the boy's home) Key Vocabulary – hotter, colder, near, far, across, ocean, land, ice, pole	Map work – children to explore and create maps of the where the 'baddies' go in What the Ladybird Heard. Key Vocabulary – across, around, near, far, along, turn, left, right, straight, behind, next to, in front of

Place	Environmental Impact	Cultural Diversity
Year A	<u>Spring 2 – Formby Treasures!</u> Seaside (Physical features/human processes/place knowledge/fieldwork) How is Formby affected by human activity? (littering/pollution) - Where is Formby? (Atlases and maps) – Where is it in relation to us? What is the closest city? What sea does the river Mersey go to? - What does environmental impact mean? What is littering and pollution? - Why do humans choose to visit/live near Formby? Aerial view photographs etc. - What does the National Trust do to help with conservation at Formby? - Visit Formby – through Southport Eco Centre and National Trust. - Create poster to persuade people not to litter at Formby beach. Key Vocabulary: beach, coast, sea, environment, conservation, environmental impact, dune, habitat, coastal town, littering, pollution, human activity.	<u>Summer 1 – Have an ice day!</u> Hot and cold areas of the world (human features/physical features/location knowledge) Where are the hot and cold areas of the world? - What are the 7 continents and 5 oceans? To explore various atlases, maps, globes and Google Earth to identify them. - How do we label the 7 continents and 5 oceans on a map? To include the equator and hemisphere. To label the UK on the map. - Where are the hot and cold places of the world? To locate and name hot and cold places of the world and label some on a map. - What are the key features of hot places of the world? (human and physical) - What are the key features of cold places of the world? (human and physical) - Extended write – children to write about a journey to different continents – for each continent write a sentence about what it was like (hot/cold/beach/city) Key vocabulary: hot, cold, north, south, hemisphere, equator, climate, weather, continent, Asia, Africa, Europe, South America, North America, Antarctica, Australia (part of Oceania), equator, Arctic, Pacific, Atlantic, Indian, Southern, Arctic circle, temperature
Year B	<u>Spring 2 - Wonderful Withnell!</u> Small area of the UK – where I live and play (place knowledge/map skills and fieldwork) How do I get to the Cricket Club?	<u>Summer 2 - Circle of Life</u> Contrasting region – Kenya (human processes/physical features/location knowledge)
<u>Autumn 1 – A Walk on the Wild Side</u> UK countries and capitals (locational knowledge/place knowledge/human and physical features) Which UK capital city would you rather visit? - What is the UK? Where is the UK? Which seas surround the UK? Variation of maps and atlases. - What is the capital city of England? Physical and human features – where would they visit and why? Use digimaps. - What is the capital city of Scotland? Physical and human features – where would they visit and why? - What is the capital city of Wales? Physical and human features – where would they visit and why? - What is the capital city of N.Ireland? Physical and human features – where would they visit and why? - For each lesson recognise landmarks on aerial view maps *Underlying theme of cultural diversity – consistently bring back around to cultural difference i.e. food, festivals, religious places. Key Vocabulary: country, capital city, United Kingdom, culture, physical feature, human feature		

	• What is my classroom like? Look at bird's eye views and aerial views. Create a messy map of the classroom using objects. Create a drawing of messy map and label. • Where is my school on the street? Discuss human and physical features and which they have seen in their local area before (town, beach, cliff, office etc). Find the street name on Google Earth/digimaps. Go outside and create a drawing/map of school and its surrounding human and physical features. Write the schools address below it. • Where is my town in the country? Recap the countries of the UK. Discuss what a settlement is and the different types – town, village, city. Use digimaps to identify the settlement our school is in and its human and physical features. In groups, use objects/blocks to create different types of settlements. • What are the seasons like in the UK? Discuss what seasons are. Discuss the difference between weather and climate. Show pictures of seasons and ask children to guess which they are and explain why. Ask children draw own representations of different seasons. • Where is my country in the world and how is the weather different across the world? Identify the UK on an atlas, on a globe etc. Recap the continents. Discuss the equator. Discuss the hemispheres and poles. Identify hot, temperate and cold places across the world. Key Vocabulary: aerial view, map, sketch, symbol, beach, town, cliff, office, village, city, local, near, far, left, right, weather, climate	• What interesting things are in my local area? Consider where people might visit and why. Use a varied of maps to locate things of interest such as – cricket club, the mill, the canal etc. • How do we use compass points to describe where geographical features are in our local area? Create mini map of what is north/south/east/west of our school (stand outside and draw this – flappy map). Compare this to further afield on a map. • How can we get to the _____? (map reading, finding, describing and creating a route - digimaps) • How can we collect data about the key features at _____? Look at pictograms or tally charts to present data. • Field trip – following maps to the _____ and collecting the data. • How can we present the data we found about the key features of _____? Key Vocabulary: North, East, South, West (higher ability could potentially look at North West etc), compass, direction, near, far, left, right, human features, physical features (geographical language directly related to area chosen), data, route, cartographer.	How is life in The Lake Victoria Basin different to life in Lancashire? • What are the names of the 7 continents and the 5 oceans? Where are they on a map/globe? • Where is Kenya on a map/atlas? Where is it in comparison to the UK? • What are the physical features of [a village in] Lake Victoria? Lake, swamp, savannah etc. • What are the human features of the area? How are these different to where we live? What are homes made out of, why? • Climate and weather – comparisons with where we live. How does this effect what animals are found there? How does it affect what people wear/eat? • What is life like for people who live there? Houses, jobs, school etc. How is this different to our lifestyles? Key Vocabulary: equator, North Pole, South Pole, vegetation, soil, season, weather, equator, Africa, continent, lake, swamp, savannah, village
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Place		Environmental Impact	Cultural Diversity
Year 3 & 4			
Year A	<u>Autumn 1 - There's No Place Like Home</u> The region where I live (locational knowledge/place knowledge/human and physical features) Is my area rural or urban? - To know that Withnell Fold is in the town of Chorley, the nearest city is Preston and that our county is Lancashire. To understand the difference between these things. To know the definition of rural and urban. To locate and label cities and counties in the United Kingdom. - To be able to use an atlas to identify our local town, city, county – to label them on a map. To use Google Earth and digimaps to identify human and physical features of these places. - Use digimaps to identify geographical features of our local area as OS map symbols. - To understand what a 4-figure grid reference is and identify geographical features using this. To create a sketch map using this. - Use digimaps to create a route map – including a compass. Write directions using geographical language. (map to be taken on fieldwork). - Carry out fieldwork – counting/noting down human and physical features. - Written, balanced argument to answer the unit question. Key vocabulary: continent, country, county, city, town, village, rural, urban, human feature,	<u>Spring 2 – From Chewing to Pooing</u> Environmental study – rubbish and recycling (map skills and fieldwork/human processes) How can I make an impact on the environment of my local area? - Children should know that we are able to recycle glass, plastic, cardboard, paper and cans from home. Larger items need to be recycled at local recycling plants (we often call them tips!). Electronic items can also be recycled. Be not recycling enough we are damaging the planet and killing wildlife on land and in the oceans. We can reduce, reuse and recycle out waste to make sure we are helping our environment. Create posters persuading people to pick up their litter and to recycle. - Children to investigate most poorly effected parts of local area for littering and contact MP offering to help – make a compelling argument as to the environmental impact. - Children to use maps and digimaps to identify areas (using grid references) where placing the posters would be most effective (to be taken with them on fieldwork) and discuss why they think this. - Use route maps created to navigate themselves around a local area and place posters. - To analyse and investigate next steps, what else could they do to make a difference? Key vocabulary: recycling, cardboard, bin, compost, plastic, waste, environment, cans, reduce, reuse, landfill, pollution, economy, trade, businesses, settlement and land use, environmental impact.	<u>Summer 2 – The Iron Man</u> The Lake District (map skills and fieldwork/human and physical processes) How is the Grasmere similar/different to Withnell Fold?? - Where is Grasmere? Use maps and 4-figure-grid references to find some key physical and human features. Focus on OS symbols and contour lines. - What are the key physical features of Grasmere? Explore ghylls, caves, lakes, peaks, rivers. Create a map. - What is the significance of tourism in the Grasmere? Advantages and disadvantages. - How is climate change affecting the Lake District? Is there anything that can be done about it? - What are the similarities and differences between Grasmere and Withnell Fold. Presentation of work. Key vocabulary: peak, lake, ghyll, cave, mining, tourism, climate, landscape, erosion, OS symbol, contour lines

	physical feature, street, road, grid reference, land use, settlement		
Year B	<u>Autumn 2 - Eruption!</u> Mountains, earthquakes and volcanoes (Physical features/locational knowledge) What on Earth are mountains, volcanoes and earthquakes? - To know that the Earth is made up of layers – the crust, the mantle, the outer core and the inner core. To know what each of these are made of. - To know that the Earth's crust is made up of tectonic plates and that there are oceanic and continental plates and what these are made up of. - To know that fold mountains are formed by two plates colliding. - To understand how volcanoes are formed (magma pushing to the Earth's surface). Ring of fire. - To know that Earthquakes are created by movements of tectonic plates. - To understand how the above can affect people's lives and where they live. Key Vocabulary: earthquake, fold mountain, tectonic plates, Earth's crust, layers, inner core, outer core, mantle, crust, oceanic, continental, tsunami, lava, magma, basalt, granite, iron, nickel	<u>Spring 1 – Rad Rivers</u> Rivers (Physical features/locational knowledge/fieldwork) What are the key physical features of rivers? - What is the water cycle? - What is a river? Key features – from source to sea. What is a river and how is it formed? Pupil to create their own messy models of rivers from source to sea and present their own children's TV show to explain what happens. - What can I learn about the River Ribble? Children to research questions such as – where is the source? Where and how does it change throughout its course? Where is the mouth of the river? Which sea does it run into? What geographical features can you see along it? Children to create a mini fact file. - How can I collect data from a local river? Discuss observations, sketches and sketch maps quantitative data. Use OS maps and other maps to make predictions. - Field trip to local river (Cuerden Valley/Hothersall Lodge) – collect quantitative data such as river width, depth and or speed. Create sketches of the river and label with features. - To analyse and present data – bar graphs/line graphs. To write an analysis of findings. Key Vocabulary: river, upper course, middle course, lower course, source, spring, valley, fast-flowing, shallow, boulders, rocks, banks, meanders, bends, ox-bow lakes, tributaries, channel, confluence, flood plains, levees, estuaries, mouth, delta, brackish water, fieldwork, observation, quantitative data, OS maps.	<u>Summer 1 - Vive La France</u> Contrasting region –France (human processes/physical features/locational knowledge) How is life in [a small village in France] different to life in Withnell Fold? - Where are we in the UK? Begin recapping maps/globes and where we are in the world and what that means in terms of climate etc. Use atlases to recap the countries of the UK, the seas surrounding them and the main regions of the UK (North West, North East etc). Identify our surrounding counties. - What are the key geographical features of WF/Lancashire/the North West of England? Briefly recap human and physical features. Key features in the UK – beach, cliff, hill, sea, ocean, lake, river. Key human features of the UK – settlements, buildings, structures. Use google maps and atlases to investigate the key human and physical features of Withnell Fold and close-by places. - What is longitude and latitude? Children to use maps to locate places using longitude and latitude. I.e. What is the longitude and latitude of [KEY CITIES NEAR BOTH REGIONS]? What place can be found at longitude____ latitude____? Relate this to climate and weather – what do you notice about the figures for places that are warmer? Relate to our two regions. - What are the key human and physical features of [a small village], France? - How is lifestyle and trade similar and different in [a small village], France? - Extended write piece of choice – what are the similarities and differences between Withnell Fold and [a small village] France? Key Vocabulary: hill, mountain, cliff, coast, mountain,

			settlement, building, structure, lake, river, longitude, latitude, climate, weather, human feature, physical feature, region, county, country, aerial map.
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Year 5 & 6

Year A	<u>Autumn 1 – Culture Cultures!</u> India <i>(locational knowledge/physical features/human processes)</i> <i>KQ- How is India different and similar to England?</i> - Where is India and what is it like? Locate India on a map and identify some of its features. - How does [chosen region in] India compare with Lancashire? Comparison of location, climate, religion, lifestyle, food, sport - What is special about [chosen region]? To use photographs and information texts to imagine daily life in [chosen region]. - How is Hinduism celebrated in India? Do all areas celebrate this? What percentage of the population are Hindu? Research other areas of the world that also celebrate Hinduism – plot on a map. - What do I know about life in (chosen region in] India? To present knowledge. Key Vocabulary: longitude, latitude, Asia, culture, population, religion, Northern and Southern hemisphere, Hinduism, climate, landscape	<u>Spring 2 - Trading Places</u> World Trade <i>(human processes/locational knowledge)</i> How are people of the world connected through trade and economics? - What do we trade? What is trade? - Who do we trade with? Trade links with other countries (atlas work) - What do we trade with El Salvador? What issues do people there face? - What is fair trade? - What is globalisation? - How does trade effect and influence the culture of a country? Key Vocabulary: trade, import, export, globalisation, fair trade, culture, goods	<u>Summer 2 - Walking the Amazon</u> Amazon – biomes/rainforest <i>(locational/place knowledge/human m& physical fts)</i> Where on Earth is the Amazon Basin and why is it important? - Where is the Amazon? To locate The Amazon on a map and consider the significance of its location. To use maps, atlases and globes to locate the Amazon River and rainforest. To relate this locational knowledge to prior knowledge about climate zones, rainforests and rivers. - Why does the Amazon matter? To research and appraise key information about the significance of the Amazon. - Why does the Amazon need to be protected? - What is it like in a rainforest city? To understand some of the main human and physical features of Manaus - How does the Amazon Basin compare with other places we have studied? - What do I know about the Amazon Basin? To present knowledge. Key Vocabulary: Amazon Basin, tropic of Capricorn, tributary, equatorial, food chain, biodiverse, humidity, river basin, biome, ecosystem, photosynthesis, poverty, deforestation, trade, urban, settlement, state, agriculture, rural, longitude, latitude, manufacturing, climate,
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Year B	<u>Autumn 2 - GB vs UK</u> UK cities and counties (locational knowledge/place knowledge/human and physical features) Why do people live and travel within the UK? - Where is the UK? What cities and counties make up the UK? What seas surround the UK? Plan survey for gathering information (google forms). - What are the key physical and human features of the UK? Why might people travel to different areas?(digimaps etc/scales/6 figure-grid references) - Where are the most visited places of the UK? (use survey to help) Map work. Look at route for LDN trip. - Where are the most popular places to live in the UK? Map work/house prices etc (human activity) - Planning for extended write -why do people live and travel within the UK? <i>Represent survey as graph etc.</i> - Extended write – why do people live and travel within the UK? Key Vocabulary: city, county, United Kingdom, Great Britain, tourism, trade, travel, settlements, attractions, landscape, rural, urban	<u>Summer 1 – Our Changing World</u> Our Changing World (human processes/locational knowledge) How are human and physical processes changing our world? - How can erosion and weathering change a landscape? - What are the key coastal features? - How do water and weather change coastlines? Research and explore coastlines of the UK and how they are changing. Recap which sea they are bordering. - How can countries’ borders change over time? Explain how the UK’s borders have changed over time. Explain how Europe’s borders have changed over time – invasion, sea levels, war etc. - Why do landscapes change over time? - What does the future hold? Key Vocabulary: erosion, weathering, landscape, boundaries, borders, coastlines, invasion, conflict, climate, land use, trade	<u>Summer 2 - Hot Topic!</u> Climate Zones (locational knowledge/physical processes) What on Earth are Climate Zones? - Why does a place’s location in the world affect its climate? Identify the different lines of latitude and explain how latitude is linked to climate. - What is a climate zone? Locate different climate zones and explore the differences between the Northern and Southern Hemispheres. Explore the significance of the Northern and Southern Hemispheres and how the Earth's tilt affects seasons and identifies the different climate zones. - How is the climate in the UK different from that in the tropics? Compare temperate and tropical climates by looking at precipitation levels and temperature. - How does climate vary around the world? Use and create graphs to compare data of weather patterns. Key vocabulary: equator, climate, latitude, weather, hemisphere, sphere, axis, season, tropics, temperate, precipitation, tropical, temperature,
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