



Kingfisher Geography Curriculum

At Kingfisher we feel it is important to nurture and encourage natural curiosity about the world, to shape and direct it to turn the children into inquisitive, questioning learners who look closely at the world around them and begin to be able to interpret what they see. We will look at countries around the world and learn about the similarities and differences between British culture and others.


We will learn to draw and interpret maps and to develop a variety of other skills through our topic work, including those of enquiry, problem-solving, investigating and presenting our work, calling on skills learned in Maths and English and applying them in new ways.

We also aim to instill in children a sense of environmental responsibility and encourage them to understand environmental issues at a local and global level. Running through all of our Geography work is the idea that we are motivating and inspiring our children to find out about their world, both physical and human, so that they can take an active part in contributing to and protecting this world as they grow up.


We teach the National Curriculum, which is supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year-by-year and sequenced appropriately to maximise learning for all children. We use Oddizzi Geography as a key part of our planning framework.

In order to have a full understanding of the Geography curriculum, children must have a wide-ranging geographical vocabulary that is built upon year on year. Key vocabulary for each unit is displayed in classrooms, and is explicitly taught by teachers.

There are three key ribbons that are threaded through our Geography curriculum. These are Settlement (Human Geography), Where in the World (Locational geography) and Environment (Physical Geography)


	Kingfisher Geography Curriculum – Units to be studied 2023-2024					
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	<p>EYFS Our Geography journey begins in the EYFS where children will have the opportunities to:</p> <ul style="list-style-type: none"> • explore the natural world around them, making observations and drawing pictures of animals and plants • know some similarities and differences between the natural world around them and contrasting environments. • understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Additional resources to support Geographical thinking in the Early Years may include:</p> <ul style="list-style-type: none"> • maps, holiday brochures, simple artefacts and cultural items from across the world • Non fiction books and stories from different cultures • Role play areas structured around different countries and travel. 					
Robins and Skylarks (Inc' Reception*)	Zambia	History Unit Remembrance	History Unit Toys	History Unit Toys	United Kingdom	United Kingdom
Willow	Local Area	The Gun Powder Plot	Hot and Cold	Toys	Weather and Seasons	Horatio Nelson
Maple	History Unit Stone Age to Iron Age	Ancient Egypt	History Unit Roman Britain	History Unit Roman Britain	Rainforests	Rivers
Mallards and Barn Owls	Rainforests	History Units The Romans	History unit Anglo Saxons	History unit Anglo Saxons	History unit The Mayans	Rivers
Swans and Golden Eagles	History Unit Ancient Greeks	History Unit Ancient Greeks	European Region	European Region	Local Area/Region	History Unit Local Study/ Kett's Rebellion

	History Unit Anglo Saxons	History Unit Anglo Saxons	World War 2			
--	------------------------------	------------------------------	-------------	--	--	--

	Kingfisher Geography Curriculum – Units to be studied 2024-2025					
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	EYFS Our Geography journey begins in the EYFS where children will have the opportunities to: <ul style="list-style-type: none"> • explore the natural world around them, making observations and drawing pictures of animals and plants • know some similarities and differences between the natural world around them and contrasting environments. • understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Additional resources to support Geographical thinking in the Early Years may include: <ul style="list-style-type: none"> • maps, holiday brochures, simple artefacts and cultural items from across the world • Non fiction books and stories from different cultures • Role play areas structured around different countries and travel. 					
Robins, Skylarks and Woodpeckers (Inc' Reception*)	Hot and cold	Hot and cold	History unit Mary Seacole	History unit Mary Seacole	Continents and Oceans	History unit Seaside Holidays in the Past
Mallards and Barn Owls	Climate zones	South America and the Amazon Basin	History unit Ancient Egypt	History unit Ancient Egypt	North America	History unit Stone Age to Iron Age
Swans and Golden Eagles	History Unit Crime and Punishment	History Unit Crime and Punishment	Volcanoes and Earthquakes	Volcanoes and Earthquakes	The UK	History Unit World War 2

Kingfisher Geography Curriculum – Units to be studied 2025-2026 (Year C for EYFS/KS1)

Robins and Skylarks (Inc' Reception*)	Weather and Seasons	History Unit Great Fire of London	History Unit Louis Braille	History Unit Louis Braille	Local Area	Local Area
---------------------------------------	---------------------	--------------------------------------	-------------------------------	-------------------------------	------------	------------

		Kingfisher Geography Curriculum – Unit detail				
		What do the children need to know and be able to do?				
Unit	Kingfisher Ribbons	Rationale	Skills	Vocabulary	Knowledge	Assessment
EYFS KS1 Weather and Seasons	Environment	Introduces weather and seasonal changes. Children will make observations about weather patterns and gain an understanding of why we have so many different types of weather in the UK.	<i>Talking about observations of weather</i> <i>Using a simple scale to measure rainfall.</i> Keeping a weather diary Making observations	<i>rain, season, snow, sunshine, temperature, wind, fog,</i> Earth, Gillingham/Di	<ul style="list-style-type: none"> • <i>The seasons of the UK: autumn, winter, spring and summer</i> <ul style="list-style-type: none"> • <i>Our cold season is winter</i> • <i>Our hot season is summer</i> • <i>We wear different clothes depending on the weather.</i> • The months of the year 	<i>Children will be given lots of opportunities in the continuous provision areas, ie role play and small world to demonstrate what they know and can do. Observations are recorded on tapestry.</i> At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.

		Children will move on to looking at contrasting weather and climate as they move through the school.	Using a rain gauge to measure rainfall	tchingham, rain, season, snow, sunshine, temperature, wind, fog, inside, outside,	January, February, March, April, May, June, July, August, September, October, November, December. <ul style="list-style-type: none"> The seasons of the UK: autumn, winter, spring and summer In the UK, there are four different seasons. Each season has different weather types. Winter is cold, wet and windy. It snows in some areas and gets dark early. Spring brings warmer weather. Flowers start to grow and baby lambs are born. In summer, the weather becomes hotter; there is often less rain, but there may be thunderstorms. The weather starts to get colder in autumn. Leaves change colour and fall off the trees. 	A sticky quiz is used to review what the children have learned and remembered from this and prior topics. Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Staff provide feedback during the lesson so that pupils know what they need to improve. <p>Optional end of unit task: 'Jobs affected by the weather' activity – see unit plan for detail.</p>
Local Area EVFS KS1	Settlement Where in the World? Environment	The children build on their understanding of their locality. They explore the difference between a village and a town. The can name their village, local town and county and identify that these are in England.	Locating the school on a map Creating own maps with a key Using a compass to give directions	Norfolk, Gillingham/Ditchingham, My local area, building, map, office, route, street, symbol, east, local, north, south, west	<ul style="list-style-type: none"> An urban area has lots of people living there. Towns, cities and suburbs are all urban areas. A rural area has fewer people living there. Rural areas include the countryside, villages and hamlets. An Ordnance Survey map is used to help people find their way around an area. <p>Ditchingham and Gillingham are both rural villages in Norfolk, which is a county in England.</p>	<p>Children will be given lots of opportunities in the continuous provision areas, ie role play and small world to demonstrate what they know and can do. Observations are recorded on tapestry.</p> <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics. Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional end of unit task: Review Messy Map, which features would have been there 20 years ago? What's changed? Answer: What if...I could travel 20 years into the future? (see unit plan for detail)</p>
Hot and Cold EVFS KS1	Where in the World? Environment	Builds on Knowledge of Weather. Links with Science so that children can understand adaptation. Precedes the work that the children will go on to do about Zambia (KS1) and Climate Zones and Rainforests	Begin to use pictorial maps to locate hot and cold places Use a range of resources such as ICT, photos and books to find out about different climates. . Using maps to locating Arctic/Antarctic circles and equator, and consider what	North Pole, South Pole Desert Rainforest Hot Cold Rain Snow	<ul style="list-style-type: none"> The North and South Poles are the coldest places on the planet. How hot or cold a place is affects what plants or animals can live there. People need to wear and use different things for hot places from those for cold ones. A desert is a very hot and dry place. The Equator is an invisible line that runs around the centre of the Earth. 	<p>Children will be given lots of opportunities in the continuous provision areas, ie role play and small world to demonstrate what they know and can do. Observations are recorded on tapestry.</p> <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p>

			<p>this means for weather and climate.</p> <p>Evaluate different photographs and resources to make links to polar and equatorial regions.</p>	<p>Sunshine</p> <p>Amazon Rainforest, Atacama Desert, Canada, Norway, Russia, Sahara Desert, adapt, desert, habitat, iceberg, rainforest, savanna, Antarctic Circle, Arctic Circle, The Equator, North Pole, South Pole</p>	<ul style="list-style-type: none"> • The North and South Poles are the places furthest away from the Equator. • A place is usually hot if it is near the Equator. • A place is usually cold if it is near the North or South Pole. • Rainforests are often close to the Equator. They are hot, with lots of rain! • Hot deserts are quite near to the Equator. They are very dry. • The North and South Poles are the coldest places on the planet. • Antarctica is very cold, with snow and ice covering much of the area. • How hot or cold a place is affects what plants or animals can live there. • People need to wear and use different things for hot places from those for cold ones. 	<p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics. Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional end of unit task: 'Weather Postcard' activity – see unit plan for detail.</p>
<p>EVFS KSI</p> <p>Continents and Oceans</p>	<p>Where in the world</p> <p>Environment</p>	<p>This sets the foundations of all locational knowledge that children will need to know on their Geography journey.</p> <p>Children begin to understand the difference between continent and country, sea and ocean.</p>	<p>Use maps and atlases to identify land and sea.</p> <p>Identify some features in the world that have been built by people.</p> <p>Using maps and atlases to locate the world's continents and oceans.</p> <p>Identify key landmarks and determine if they have human or physical features.</p>	<p>Ocean sea</p> <p>Continent</p> <p>Land</p> <p>Globe, map,</p> <p>Australia, Brazil, China, Egypt, France, India, Spain, United States of America, atlas, continent, globe, human, ocean, physical, east, hemisphere, north, south, South Pole, west</p>	<ul style="list-style-type: none"> • The world is a big globe. It is covered by land and sea. • The large bits of land are called continents. • The Atlantic and Pacific are the names of 2 of the oceans • Some features are created by humans and some are created by nature. • The seven continents: Antarctica, Africa, Asia, Europe, North America, Oceania and South America. • The five oceans: Atlantic, Arctic, Indian, Pacific and Southern. • The world is made up of many countries. The countries can be grouped into continents. • The large amounts of water between each continent are called oceans. • Some of the continents are joined by land. Others are separated by oceans. • Human features are made by people. • Physical features are created by nature. 	<p>Children will be given lots of opportunities in the continuous provision areas, ie role play and small world to demonstrate what they know and can do.</p> <p>Observations are recorded on tapestry</p> <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics. Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional end of unit Task – Superhero continent activity – see unit plan for detail.</p>

Zambia EVFS KSI	Where in the world Settlement	This unit follows on from locating the different continents and hot & cold places. It introduces children to similarities and difference when comparing places.	<i>Begin to use pictorial maps to locate Africa</i> <i>Use a range of resources such as ICT, photos and books to find out about life in Zambia</i>	Zambia, Africa, crop, food, river, clay bricks, waterfalls Africa Lusaka River Zambezi Southern Africa Victoria Falls Zambia crop farm flood market waterfall wildlife	<ul style="list-style-type: none"> • Zambia is in Africa • It is very hot but it rains a lot. • The people in in Mugurameno use the river for: washing, fishing and watering crops • People often build their own homes out of bricks made from local clay soil. • Zambia is a country in southern Africa. • Zambia has a tropical climate, so it's warm for most of the year. There is a dry season and a wet season. • There are many national parks in Zambia where the government protects the land and its special wildlife. • Mugurameno is a village in rural Zambia. • People in Mugurameno use the river for many things: washing, fishing and watering crops. One of the main crops is maize, which is used for making nshima (a sort of porridge). • People often build their own homes out of bricks made from local clay soil. 	<i>Children will be given lots of opportunities in the continuous provision areas, ie role play and small world to demonstrate what they know and can do.</i> <i>Observations are recorded on tapestry</i> At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit. A sticky quiz is used to review what the children have learned and remembered from this and prior topics. Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Staff provide feedback during the lesson so that pupils know what they need to improve. Optional end of unit Task – Superhero continent activity – see unit plan for detail.
The UK EVFS KSI	Where in the world Settlement	This introduces the children to the geography of the United Kingdom, and it's location within the rest of the world. Children begin to understand the different geographical features within the UK.	<i>Use maps and atlases to identify land and sea.</i> <i>Identify some features in the world that have been built by people.</i> Using maps and atlases to locate the seas, countries and capitals of the UK. Identify key landmarks and determine if they have human or physical features	England London Island Sea Gillingham England Northern Ireland Scotland Wales London Cardiff Edinburgh Belfast North Sea Capital city English channel Gillingham	<ul style="list-style-type: none"> • We live in a country called England. • The capital city is called London. • England is an island so we are surrounded by the sea. • We can go to the seaside and swim in the sea. • The United Kingdom is part of the continent of Europe. It is made up of four countries, which all have their own capital city. • The countries of the United Kingdom: England, Scotland, Wales and Northern Ireland • Each country has its own flag. The United Kingdom also has a flag, which is sometimes called the Union Jack. • The United Kingdom is an island: it is surrounded by water. • The UK has human and physical features. • Human features are made by people and physical features are made by nature. 	<i>Children will be given lots of opportunities in the continuous provision areas, ie role play and small world to demonstrate what they know and can do.</i> <i>Observations are recorded on tapestry</i> At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit. A sticky quiz is used to review what the children have learned and remembered from this and prior topics. Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Staff provide feedback during the lesson so that pupils know what they need to improve. Optional end of unit Task – Superhero continent activity – see unit plan for detail.

South America and Rio	<p>Where in the world</p> <p>Settlement</p>	<p>Links to previous work on Weather Patterns and contrasting localities (Zambia) As well as locations of the worlds oceans and continents.</p> <p>Precedes study on climate zones and Rainforests.</p> <p>Introduces the idea of economy, and the human impact this has on the environment.</p>	<p>Using atlases to locate countries of South America.</p> <p>Identify plants and animals that specifically need a tropical climate to thrive.</p> <p>Understand the link between lines of latitude and climate.</p>	<p>Brasilia, Cerro Aconcagua, Lake Titicaca, La Paz, São Paulo, Ushuaia, Equatorial, Region, manufacturing, mining, population, trade, latitude, longitude, Northern Hemisphere, Southern Hemisphere, time zone, Tropic of Capricorn, Western Hemisphere</p>	<ul style="list-style-type: none"> • The 12 independent countries of South America: Argentina, Brazil, Bolivia, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela. • South America's biggest country is Brazil. Here you'll find the Amazon Rainforest, home to a huge number of animals, plants and insects. • Brazil is the world's seventh largest economy. It is rich in natural resources such as Iron ore. They are also one of the largest exporters of coffee, beef, sugar and orange juice. • In the summer of 2016 Brazil hosted the Olympic Games. 	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning.</p> <p>Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional end of unit written task: create a poster, using words and images, to persuade people to attend the Olympic Games – see unit plan for detail.</p>
Rainforests	<p>Where in the world</p> <p>Environment</p> <p>Settlement</p>	<p>Links to previous work on Weather Patterns and contrasting localities (Zambia) As well as locations of the worlds oceans and continents</p> <p>Links in KS2 with climate zones and rivers.</p> <p>Children go on to assess the impact of economic choices in UKS2.</p>	<p>Researching about animals and plants that have specially adapted to the tropics.</p> <p>Using maps and atlases to locate tropics and the world's major rainforests.</p> <p>Communicate persuasively about the impact of deforestation and what everyday people can do to help.</p>	<p>Amazon River, Democratic Republic of the Congo, Lake Tanganyika, Indonesia, Manaus, River Niger, biodiversity, biome, canopy, deforestation, emergent layer, forest floor, understory, equatorial, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn</p>	<ul style="list-style-type: none"> • The world's rainforests: The Amazon (South America), The Congo (Africa), The Gunung Leuser (Asia), St Lucia (North America) • Tropical rainforests are found north and south of the Equator between the Tropics of Cancer and Capricorn. • Rainforests are home to over half the species of plants and animals in the world and are a fantastic source of foods and medicines. • A rainforest has many layers of vegetation (plants) growing within it. All of these plants grow to different heights and create layers within the rainforest. • Many of the world's rainforests are under threat due to deforestation. 	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning.</p> <p>Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional end of unit task: Oral presentation about why the rainforest is so important – see unit plan for detail.</p>

Rivers	<p>Where in the world?</p> <p>Environment</p>	<p>Moves on from previous units on the UK, Continents and the Rainforest.</p> <p>Precedes work on a European Region</p> <p>Goes hand in hand with science unit on the water cycle.</p> <p>Links with History/ The importance of the River Nile to the Egyptians.</p>	<p>Field work opportunities to visit the source of the river Waveney.</p> <p>Using maps and other reference tools to find out the location and key facts of some of the world's key rivers.</p> <p>Interpreting data</p>	<p>Egypt, Ethiopia, South Sudan, Sudan, Uganda, United States of America, confluence, flood plain, meander, mouth, source, tributary, altitude, estuary, lower course, middle course, upper course</p>	<ul style="list-style-type: none"> • The world's ten longest rivers (the longest three first): Nile (Africa), Amazon (South America), Yangtze (Asia), Mississippi (North America), Yenisei (Asia), Yellow (Asia), Ob-Irtysh (Asia), Paraná (South America), Congo (Africa), Amur (Europe/Asia). • The water cycle is the way in which water moves around the Earth. It never stops! • Rivers have many uses around the world, including cleaning, cooking, growing crops, transport and creating power. • A river has three main stages: upper course, middle course and lower course. • Flooding is caused by poor drainage around or close to a river. 	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning.</p> <p>Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional end of unit task: Putting the river on trial - 'Indictment sheet' activity – see unit plan for detail.</p>
Climate Zones	<p>Where in the world?</p> <p>Settlement</p> <p>Environment</p>	<p>Builds on previous knowledge of continents and oceans. Children begin to understand how latitude and longitude play an important part of a county's climate.</p> <p>Children will use this knowledge when studying future topics of The Rainforest, North America and Europe.</p> <p>Children develop their understanding of the difference between weather and climate.</p>	<p>Use globes, maps and atlases to make predictions about a location's climate.</p> <p>Interpret a range of weather and climate data.</p> <p>Use a range of sources to make inferences about climate.</p>	<p>Cairo (Egypt), London (UK), Manaus (Brazil), Nuuk (Greenland), Santiago (Chile), Seville (Spain), axis, meteorologist, orbit, precipitation, temperature, weather, station, Equator, latitude, map, index, Northern Hemisphere, North Pole, Southern Hemisphere, South Pole</p>	<ul style="list-style-type: none"> • The world's climate zones: Arid (hot and dry), Mediterranean (dry summers and mild, wet winters), Temperate (no extreme weather, with rainfall throughout the year), Tropical (high temperatures all year round, with lots of rain), Polar (a dry climate with very low temperatures). • Climate is the average daily and seasonal weather patterns over a long period of time • The Equator is an invisible line that runs around the centre of the Earth. The closer you live to the Equator, the hotter it is. • As the Earth is tilted on an axis, the Northern and Southern Hemispheres experience different types of weather at the same time of the year. 	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning.</p> <p>Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional end of unit Task Climate Zone activity, see unit task for more details.</p>

North America	<p>Where in the world?</p> <p>Settlement</p> <p>Environment</p>	<p>Children apply their knowledge of continents and climate zones to looking at the continent of North America.</p> <p>Children have the opportunity to compare and contrast cities in the US and the UK.</p>	<p>Use maps and atlases to locate countries of North America.</p> <p>Independent research into key features , ie Niagara Falls and Rocky mountains.</p> <p>Interpret a range of data from tables and charts.</p>	<p>The Caribbean, Central America, Denali, Great Lakes, Mississippi River, North America, landscape, location, mountain range, rural, state, urban, latitude, longitude, Northern Hemisphere, north-east, north-west, south-east, south-west, Western Hemisphere</p>	<ul style="list-style-type: none"> • Some of the North American countries: Canada, Costa Rica, Dominican Republic, Guatemala, Jamaica, Mexico, St Kitts and Nevis, St Lucia, USA. • The largest country in North America is Canada, but the United States of America has the largest population. • The most commonly spoken languages are English, French and Spanish. • North America has many amazing physical features, including Niagara Falls on the border of Canada and the USA. 	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning.</p> <p>Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional end of unit Task Make a tourist information film for a US landmark, see Oddizzi for further detail.</p>
South America Amazon Basin	<p>Where in the world?</p> <p>Settlement</p> <p>Environment</p>	<p>Children apply their knowledge of climate zones to understand the key climate of S.A, including the tropics.</p> <p>Children understand the effects of deforestation and what they can do to help make a change.</p> <p>Children understand about trade links and how much food and other consumables comes from the rainforest.</p>	<p>Use maps and atlases to locate countries of South America.</p> <p>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems</p>	<p>Amazon Basin, Bolivia, Brazil, Ecuador, Peru, Venezuela, agriculture, ecosystem, food chain, humidity, river basin, volume, equatorial, International Date Line, longitude, Prime Meridian, Tropic of Capricorn, Western Hemisphere</p>	<ul style="list-style-type: none"> • The 12 independent countries of South America: Argentina, Brazil, Bolivia, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela. • South America’s biggest country is Brazil. Here you’ll find the Amazon Rainforest, home to a huge number of animals, plants and insects. • Deforestation is a threat to the Amazon Rainforest. A lot of forest has been destroyed, for example to make space for cattle ranches, from which beef is exported worldwide. • Manaus is a city in the heart of the Amazon Rainforest region and sits on the Rio Negro, one of two major rivers that flow into the River Amazon. 	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning.</p> <p>Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional end of unit task: Oral presentation about why the rainforest is so important – see unit plan for detail</p>

European Region	<p>Where in the world</p> <p>Environment</p> <p>Settlement</p>	<p>Builds on previous knowledge of Continents, Climate Zones, Rivers and the UK</p> <p>Enables children to gain a better understanding of the dynamics and politics in Europe that they hear in the news.</p> <p>Helps them with understanding The topic of WW2 in History.</p>	<p>Using maps and atlases to locate key countries, cities and rivers in Europe.</p> <p>Research into causes of migration and what impact that has on SE Europe.</p> <p>Research the link between the location of different countries and tourism.</p> <p>Using tables and charts to interpret data on population and climate.</p>	<p>Athens, Belgium, European Union, Germany, Greece, Mediterranean Sea, currency, migrant, retail, service industry, tourism, vegetation belt, easterly, northerly, southerly, westerly</p>	<ul style="list-style-type: none"> The countries in the European Union: Austria, Belgium, Bulgaria, , Croatia, Cyprus, Czech Republic (Czechia), Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden. Modern-day Greece is a country in the European Union. Its capital city, Athens, is rich in sites of human and historical interest. Greece, with its warm climate, varied landscape and location on the Mediterranean Sea, is a popular destination for tourists. It has also become a place that people migrate to from countries such as Syria. There are many reasons that can push and pull people away from their homes to live somewhere else. 	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning.</p> <p>Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional end of unit task: 'Script for a magazine interview' activity – see unit plan for detail.</p>
Local Area/Region	<p>Where in the world</p> <p>Settlement</p>	<p>Builds on from the unit on Europe and allows children to explore how our locality fits into the wider world.</p> <p>Children will explore the benefits and limitations of living in a rural environment.</p>	<p>Using OS maps and grid references to plot and locate key features in the local environment.</p> <p>Undertake an investigation such as: How far do we have to travel to the shops? How far to our parents have to travel for work?</p>	<p>aerial view, international, key, land use, local, national, grid reference, 16-point compass terms (e.g. north-north-west, westnorth-west, etc)</p>	<ul style="list-style-type: none"> Gillingham and Ditchingham lay on the Norfolk side of the Norfolk/Suffolk border. The two counties are separated by the River Waveney. Most of the land use in our locality is farmland. A small percentage of work is located locally, but many adults have to travel into nearby towns or cities to work. Rural areas are less well served by services and transport links. Our local area has undergone considerable development in recent times. 	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning.</p> <p>Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional end of unit task: 'Newspaper four page pull-out' activity – see unit plan for detail.</p>

Volcanoes and Earthquakes	<p>Where in the world</p> <p>Environment</p>	<p>. Children understand about the geological make up of the earth, and what causes volcanoes and earthquakes to manifest themselves.</p>	<p>Use maps and atlases to locate locations of volcanic ranges and tectonic plates.</p> <p>Independent research into key volcanoes.</p> <p>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems</p>	<p>Great African Rift Valley, Haiti, Iceland, Japan, Mauna Loa, Pacific Ring of Fire, crater, disaster, dormant, eruption, magma, tsunami, epicenter, plate boundary</p>	<ul style="list-style-type: none"> • Famous volcanoes: Soufrière (St Lucia, North America), Eyjafjallajökul (Iceland, Europe), Popocatepetl (Mexico, North America), Vesuvius (Italy, Europe), St Helens (USA, North America), Etna (Italy, Europe). • The Earth is made up of layers. The top layer, the Earth's crust, consists of large slabs of rocks, called plates. • The plates move as the hot mantle flows beneath them. The movement of the plates causes earthquakes and leads to volcanoes erupting. • Earthquakes are measured on the Richter scale, They can cause devastating damage to buildings, roads and land. • When volcanoes erupt they spew out lava. This is a very hot liquid that destroy anything in its path. 	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning.</p> <p>Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional end of unit task: Create a PowerPoint for a younger child explaining what a volcano is</p>
United Kingdom	<p>Where in the world</p> <p>Settlement</p>	<p>Use previous knowledge to understand the UK and its links t the rest of the world.</p> <p>Children understand the difference between county, city, town.</p> <p>Children gain an understanding of how power is generated for the UK.</p>	<p>Use maps and atlases to locate major towns, cities and counties.</p> <p>Independent Research how power ingenerated, and the environmental impact of different energy sources.</p>	<p>Great Britain, Greater London, London Array, North Sea, UK – the main cities, counties and regions, coastline, development, economy, energy source, industry, landmark, sustainable development, offshore, onshore, scale bar</p>	<ul style="list-style-type: none"> • Some of the UK's major cities: Aberdeen, Belfast, Birmingham, Bristol, Cambridge, Cardiff, Edinburgh, Glasgow, Leeds, Liverpool, London, Manchester, Newcastle, Norwich, Nottingham, Oxford, Sheffield. • The United Kingdom includes England, Scotland, Wales and Northern Ireland. • Each country in the UK has a capital city: London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). • The UK has many physical features, including mountain ranges, rivers and coastlines. • There are a number of ways power is generated in the UK. Energy can be generated at gas-fired power stations, by nuclear power and by burning coal. There are also renewable power options that use the wind, sun or water to generate energy. 	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning.</p> <p>Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional end point task: create a report for a South Korean company that is considering setting up business in the UK, transporting tasty snacks to shops and cafes around the country.</p>