

CURRICULUM COVERAGE AND OVERVIEW:

SUBJECT: GEOGRAPHY



KEY STAGE 1 SKILLS – NATIONAL CURRICULUM:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

KEY STAGE 2 SKILLS – NATIONAL CURRICULUM:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

PRIOR KNOWLEDGE LEARNED IN EYFS:

| <u>YR GROUP / TERM</u> | <u>TOPIC</u> | <u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u> | <u>SKILLS ACQUISITION</u> |
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| <u>Year 1 Autumn</u> | Geographical Skills and Fieldwork: Our Locality | <p>5 things to remember:</p> <ul style="list-style-type: none"> • To know that an aerial map is viewed from above • Use symbols to show where things are on a map • To know the four points of a compass • To draw a recognisable map of the pupil's classroom • To use a key to represent symbols on a map <ul style="list-style-type: none"> • To develop knowledge of the school's locality • To use an aerial plan to recognise human/physical features in and around school • To understand sense of place by using ICT to locate school • To devise a simple map and use basic symbols in a key • To describe school routes on a map in the context of getting to school • To develop & follow directional vocabulary. • - Link with Walk to School Week (Healthy Living – Science) | Use simple fieldwork and observational skills to study the geography of their school and the grounds and the key human and physical features of its surrounding environment. |

VOCABULARY: passport, aerial map, physical features, human features, location

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Instructions detailing journey to school
- Speaking and Listening – to use key words verbally summarising the content of the topic.

MATHS LINKS:

- Directional vocabulary
- Use of a key

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Children will be familiar with their own environment of the school and their surrounding area and this will be built upon.

PRIOR KNOWLEDGE LEARNED IN EYFS:

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| <u>Year 1</u> <u>Spring</u> | Human and Physical Geography: Weather | <p>5 things to remember:</p> <ul style="list-style-type: none">• To name the four seasons• Recognise seasonal changes in the UK throughout the year• To name four types of weather• Recognise weather symbols• Locate a hot and cold country <p>Pupils will make a weather chart and act out their own weather forecasts, explore aspects of weather, learn about extreme weather and climate change.</p> <ul style="list-style-type: none">• To name 4 types of weather that occurs in the UK.• To begin to understand how our weather changes throughout the year – the 4 seasons.• To identify daily weather patterns in the UK (weather forecasting).• To identify hot areas of the world in relation to the Equator• To identify cold areas of the world in relation to the North and South Poles | Children will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. |

KEY VOCABULARY: Equator, North Pole, South Pole, forecasting, seasons

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Speaking and Listening – forecasting the weather
- Speaking and Listening – to use key words verbally summarising the content of the topic.

MATHS LINKS:

- Directional language

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Children will be familiar with weather conditions in their environment.

PRIOR KNOWLEDGE LEARNED IN EYFS:

| <u>YR GROUP / TERM</u> | <u>TOPIC</u> | <u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u> | <u>SKILLS ACQUISITION</u> |
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| <u>Year 1 Summer</u> | Locational Knowledge: The United Kingdom | <p>5 things to remember:</p> <ul style="list-style-type: none"> • Name the capital cities for England, Ireland, Scotland and Wales • To know the difference between a town and the countryside • To recognise the Union Jack flag • To know that the Union Jack flag it is made up of the four UK country's flags. • To recognise some key features of the countries ie Edinburgh Castle, Buckingham Palace, Giant's Causeway and Welsh dragon <p>Children will learn about the differences between town and country locations, simple features of the countries of the UK, use aerial photographs to recognise the basic human and physical features</p> <ul style="list-style-type: none"> • To name the countries of the UK and locate the UK using a map. | Children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. |

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| | | <ul style="list-style-type: none"> • To identify key features of the countries of the UK using an aerial view photographs. • To name capital cities of the UK. • To explain what London is like using key words. • To understand the differences between a 'town' and the 'countryside'. • To use key words about the town and countryside. | |
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KEY VOCABULARY: city, town, countryside, aerial map, capital city, features

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Speaking and Listening – to use key words verbally summarising the content of the topic.

MATHS LINKS:

- Directional language
- Compass directions

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Further development of map use based on the previous Geography topic – use of world maps and maps of the UK.

PRIOR KNOWLEDGE TO BUILD UPON:

Children learn from 'Our Locality' in Y1. They remember and recognise features of school and the locality of school, they develop this now linking it to the fact that school is part of a community and district (Byker) and this is part of a city (Newcastle) and this is a place in a country (United Kingdom). They began map work and putting maps together. Here they will look at maps on a bigger scale and begin to compare with other localities (contrasting and make observations).

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| <u>Year 2 - Autumn</u> | Our Locality | 5 things to remember: <ul style="list-style-type: none"> • Know what sort of house you live in and different types of houses e.g. flat, detached, bungalow etc | Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather |

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| | | <ul style="list-style-type: none"> • Begin to develop mapping skills starting with plans of my house, my classroom, my school, my local area, make and use a simple key. • Know that you live in The NE of England and the key features of where you live e.g. River Tyne, county, key buildings, different physical features. • Know main cities of UK and capital city. • Know that UK is in Europe; recognise on map or globe • Where do we live? Photographs of my house. • My house, my street, my town, my country. Look at maps; Byker, Newcastle, UK. • Likes and dislikes about our locality. Walk around area looking at what we like and what we dislike. • Locate Newcastle on map of UK and UK on World map. • Penpal linking program swapping info about areas, farm visit comparing areas. | <ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |
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KEY VOCABULARY: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Letters to pen pals

MATHS LINKS:

- Directional language
- Compass directions

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Y1 – Study of school locality, understanding our school is in Byker, a part of Newcastle.
Y1 – Map skills.

PRIOR KNOWLEDGE TO BUILD UPON: In Summer Y1, children began to learn about their locality and places within the UK. Recap work about the town and the countryside being different. Recap on what the children know about the UK and the different countries that make up the UK. Recap key cities in the UK and what children know about them, including London. They develop map work from Y1, regarding their own locality. They look at maps on a much bigger scale and begin to understand that we live in a vast world full of little places and our vast community is made up of lots of smaller communities.

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| <u>Year 2 - Spring</u> | The Wider World: Oceans and Continents | <p>5 things to remember:</p> <ul style="list-style-type: none"> • Know what an ocean is. • Know what a continent is. • Name and location of 7 continents. • Name and location of 5 oceans of the world. • Know that the weather, animals and habitats differ from continent to continent and ocean/ocean. <ul style="list-style-type: none"> • Exploring world's Oceans and Continents • Locate oceans and continents on globe and map. Look at features of each. • Make info book about continents. • Explore our school and how many places and continents we all come from and how these have many differences but also many similarities. • Globe and map work | <p>Name and locate the world's seven continents and five oceans</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> |

KEY VOCABULARY: oceans, continents, weather, animals, habitats, globe, atlas.

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Studying information texts about oceans and continents
- Writing information texts about oceans and continents.

MATHS LINKS:

- Qualitative description about the size of continents/ oceans, comparing one another 'The Pacific Ocean is bigger than the Mediterranean Sea'.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Y1 – Map work.

PRIOR KNOWLEDGE TO BUILD UPON: Further building upon work in Y1 and the Autumn Term & Y2 ‘Our locality’ as children observe similarities and differences between a variety of locations and (for example) the different effects of features of these locations on different places (e.g. climate or coastal town compared to an urban place).

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| <u>Year 2 Summer</u> | Beyond my locality: Comparing two contrasting areas. | <p>5 things to remember:</p> <ul style="list-style-type: none"> • Be able to recognise the main features of your locality. • Locate contrasting localities in this country namely coastal and countryside and be able to compare and contrast; landscapes, physical features, industries etc • Know what different localities look like on a map and from an aerial view. • Recognise Australia on a globe. • Compare and contrast living in UK and Australia and compare and contrast; landscapes, physical features, industries etc <p>Comparing two coastal areas; NE England and West Australia</p> <ul style="list-style-type: none"> • Contrast of town country, coast and town link to farm visit, first term. • Link town and coast in NE; visit Tynemouth and Bamburgh; looking at similarities and differences. • Use info to compare coastline of UK to that of W Australia; Look at sizes of 2 countries and length of coastline. Compare countries and their features. • Other culture day. | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country |

Key vocabulary: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop .

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Information text about two areas
- Describe two contrasting areas in detail

MATHS LINKS:

- Comparing basic statistics of two areas (population, land areas, species of animals etc.)
- Compass directions

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Y1 + Y2 - Our Locality

PRIOR KNOWLEDGE TO BUILD UPON: Build upon knowledge of UK and contrast of places in Y1 and Y2. Recap on those programmes of study with regard to what children already know. E.g. The effect of the locality and the climate on the business there. E.g. Why do so many people live in London? Why do people go to the Lake District on holiday?

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| <u>Year 3 - Autumn</u> | Where are we in the world? | <p>5 things to remember:</p> <ul style="list-style-type: none"> • To understand that Newcastle is in the North East of England. • To understand that London is in the South of England. • To understand that human geography means buildings and bridges. • To understand that human geography means buildings and bridges. • To understand that natural geography means oceans and rivers. <p>Children will be able to compare and contrast the two cities from aspects of human and natural geography. Children will learn about the difference between the North and South of England and landmarks. There will be an opportunity to visit places of interest in Newcastle – The Great Museum of the North.</p> <ul style="list-style-type: none"> • I can locate cities in the United Kingdom (London and local North Eastern cities). | <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Describe and understand key aspects</p> |

- I understand the similarities and differences in natural geography in a small area in the U.K. - The Thames
- I understand the similarities and differences in human geography in a small area in the U.K. – the city of London.
- I understand the similarities and differences in natural geography in a small area in the U.K. – The North East.

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

KEY VOCABULARY: Newcastle-upon-Tyne, Sunderland, Durham, Tyne and Wear, River Tyne, River Wear, River Thames, North, South, East, West, North East, direction, landmark, city, countryside, natural geography, human geography

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Non chronological report of bridges on River Tyne
- Report about landmarks in London
- Presentation - Landmarks in London.

MATHS LINKS:

- Distances between the cities

- Comparing basic statistics (population, number of buildings etc.)

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:
Year 2 - Newcastle

| <u>YR GROUP / TERM</u> | <u>TOPIC</u> | <u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u> | <u>SKILLS ACQUISITION</u> |
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| <u>Year 3 – Spring</u> | HISTORY FOCUS – The Victorians | | |

KEY VOCABULARY:

ENGLISH LINKS OPPORTUNITIES TO WRITE:

MATHS LINKS:

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

PRIOR KNOWLEDGE TO BUILD UPON: Largely new learning, but continue to build upon map work in Y1 and Y2 as children gain a sense of the wider world and features within it. Link (for example) with knowledge of Oceans and Continents in Y2 and knowledge of hot and cold places (e.g. The Equator / The N & S Pole) from previous learning. Study of a contrasting location from the UK.

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| <u>Year 3 – Summer</u> | Hazardous World (Volcanoes and earthquakes) | 5 things to remember: <ul style="list-style-type: none"> • Dormant volcanoes are sleeping volcanoes. • Active volcanoes may erupt. • Extinct volcanoes are dead. • Earthquakes happen when plates under the earth rub together. • Tsunamis happen when plates rub together and unsettle the ocean. | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), |

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| | Africa | <p>Children will gain an understanding of natural disasters such as; volcanoes, earthquakes, tsunamis and tornadoes. Children will learn about the places effected by these natural disasters and gain an understanding of the natural geography of plate lines and volcanic regions.</p> <ul style="list-style-type: none"> • I can describe and understand key aspects of physical geography in the context of what is under the surface of the Earth. • I can describe and understand key aspects of physical geography in the context of volcanoes. • I can describe and understand key aspects of physical geography in the context of volcanoes. • I can describe and understand key aspects of physical geography in the context of earthquakes. • I can explain what causes tsunamis and how they affect people. • I can explain what causes tornadoes and the effects they have. <p>5 things to remember:</p> <ul style="list-style-type: none"> • Africa is a continent. • Kenya is a country in the continent of Africa. • The grasslands in Africa are called the savannah. • Children can name three African animals eg. Elephant, lion, giraffe. • Children in Africa often have to walk a long way to get to school. <p>Children will gain an understanding and an awareness of the continent of Africa. Children will learn about difference in culture, food, fashions, education and wildlife and will compare and contrast them to the UK. Children will have opportunity to take part in an African Prints workshop led by the Laing Art Gallery, as well as other opportunities to produce Art in African styles and designs. We will focus on the country of Kenya and examine the wildlife it is famous for.</p> | <p>and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Describe and understand key aspects</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> |
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| | | <ul style="list-style-type: none"> • Opportunity to taste and discuss fruit linked to Handa’s Surprise • I can compare and contrast Kenya to the UK. • I can compare and contrast physical geography, the Savannah. • I can use a map to locate Kenya on a map of Africa and can discuss other African countries that surround it. • I can research and present facts about a chosen tourist destination in Africa in the form of a travel brochure. | |
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KEY VOCABULARY – Hazardous World: volcano, earthquake, tornado, tsunami, plate boundaries, mount Etna, mount Vesuvius, magma, lava, crust, eruption, active, dormant.

KEY VOCABULARY – Africa: continent, country, climate, jungle, savannah, wildlife, culture

ENGLISH LINKS OPPORTUNITIES TO WRITE – Hazardous World:

- Non chronological report on volcanoes
- Story retell of ‘Lava.’

ENGLISH LINKS OPPORTUNITIES TO WRITE – Africa:

- A retelling of African tale, ‘Handa’s Surprise’

MATHS LINKS – Hazardous World:

- Natural disaster statistics

MATHS LINKS - Africa:

- Population statistics
- Wildlife statistics (including endangered and extinct species)

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS – Hazardous World:

Developing map work from Y1 and 2.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS - Africa: Developing map

work from Y1 and 2, building on awareness of physical geography from Newcastle and London topic from earlier in Year 3.

| <u>YR GROUP / TERM</u> | <u>TOPIC</u> | <u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u> | <u>SKILLS ACQUISITION</u> |
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| <u>Year 4 - Autumn</u> | History Focus – WW1 | | |

KEY VOCABULARY:

ENGLISH LINKS OPPORTUNITIES TO WRITE:

MATHS LINKS:

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS):

PRIOR KNOWLEDGE TO BUILD UPON: Review on features of locality in towns and cities studied so far and ask what effect this would have on an economy (e.g. A coastal town may have a strong fishing industry or be shipbuilders like in Newcastle). This may also depend on natural resources nearby (coal in North East or Oil / Gas in Aberdeen). Develop topic into imports / exports and discussion on agriculture and fair trade in third world nations.

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| <u>Year 4 – Spring</u> | Changing Jobs | <p>5 things to remember:</p> <p>A: Understand that this is a topic in Human Geography, as opposed to physical Geography</p> <p>B: Name at least one common job in the North East 100 years ago and now</p> <p>C: Be able to place at least one job into each of the four job sectors.</p> <p>D: Say how the most common jobs in the UK differ from those in at least one other country.</p> <p>E: Give examples of at least one commodity the UK trades with another country.</p> <p>This topic aims to give students and understanding of the different job sectors around the world and how they are different / changing. The topic also introduces students to graphical skills, such as creating and describing pie charts, in addition to allowing them the chance to practice their fieldwork skills.</p> <p>1. KWL, what job would you like to do, task for home learning: what jobs do members of your family/community do? (A)</p> | <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Describe and understand key aspects</p> <ul style="list-style-type: none">• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources |

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| | | <ol style="list-style-type: none"> 2. Into to the four job sectors - fitting jobs from week 1 into the job sectors exercise. (C) 3. Visitors/Skype calls/Video profiles - people with different jobs Q and A - fit into the four job sectors. (C) 4. Woodhorn Museum visit (B) 5. Follow up to Woodhorn visit - archival case study - Compare employment records in Byker then and now (B) 6. Pie chart lesson - which job sectors are largest in UK?/How have job sectors changed over time? (B/D) 7. Presentation - profiles of workers and jobs in UK, China and Ethiopia, compare similarities and differences. (D) 8. Pie charts: compare the job sectors in UK, China and Ethiopia - produce fact file and make comparisons. (D) 9. Trade: Define trade - mapwork to show who trades with the UK and which commodities. (E) 10. Future jobs - revisit lesson 1. Complete timeline showing UK's development in employment and projecting future. Research task - children research their chosen jobs. (B) 11. Assessment exercise - Job fair. Children present on their chosen future jobs. (ALL) 12. Revisit KWL and pop quiz. | <p>including energy, food, minerals and water</p> |
| <p>KEY VOCABULARY: Manufacturing, Primary sector, Quaternary sector, Scientists, Secondary sector, Tertiary sector, Trade</p> <p>ENGLISH LINKS OPPORTUNITIES TO WRITE:</p> <ul style="list-style-type: none"> • Assessment/Presentation: Job fair presentation • Presentation – Create a presentation (can use ICT) about which job sector you'd like to do when older and give reasons for your answer. Present to whole class orally. <p>MATHS LINKS:</p> <ul style="list-style-type: none"> • Home learning - tally chart and data collection. Graphing. • Pie charts | | | |

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

- Where are we in the world? (Y3)
- Revisit comparison between UK and contrasting area (Y2)
- Oceans and continents (Y2)
- Linked to Ancient Rome/WW1 – what type of jobs did people have then? Where there 4 sectors then or not?

PRIOR KNOWLEDGE TO BUILD UPON: Build on Water Cycle taught in previous term in Science and develop into learning about sources of rivers and the journey of a river. Recap on work on UK in Y1 – Y3 and identify mountain ranges and key rivers in the UK. Identify characteristics of rivers and life which grows around them.

| <u>YR GROUP / TERM</u> | <u>TOPIC</u> | <u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u> | <u>SKILLS ACQUISITION</u> |
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| <u>Year 4 - Summer</u> | Rivers and Mountains | <p>5 things to remember:</p> <p>A: Know that this is a topic in physical geography</p> <p>B: Find at least one major river and one major mountain in the UK on a map. Know the names of at least one major mountain and river outside of the UK.</p> <p>C: Describe at least one feature of a mountain landscape.</p> <p>D: Describe the structure of a river using at least the terms ‘source’ and ‘mouth’.</p> <p>E: Name at least one of the processes by which rivers and mountains are formed (e.g. erosion, seismic and tectonic activity, glaciation)</p> <p>This topic describes mountains and rivers and introduces the location of the main mountain landscapes in England, Wales, Scotland and NI. Describes the main features of mountain landscapes and rivers through engagement with River Tyne and asks children to make comparisons with contrasting world rivers. Unit ends asking children to think about the formation of mountain and river landforms.</p> <p>1. KWL and a mountain visualising/roleplay activity (mountaineer video) (A)</p> | <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> |

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| | | <ol style="list-style-type: none"> 2. Mountain ranges and mountains in the UK (mapping activity) (B) 3. Mountain fact file - compare Ben Nevis/Scafell Pike to Everest/K2 (C) 4. Features of a Mountain Landscape - (modelling activity) - including tree line(C) 5. Ouseburn Valley to River Tyne: fieldwork features of a river, and 'River story' follow up. (B, D) 6. Research - compare River Tyne with another world river (B, D) 7. Formation of rivers and mountains - waterfalls and erosion (hosepipe/waterjet practical - link to States of Matter in Y4 Science). (E) 8. Revisit KWL and assessment pop quiz | <p>Describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> |
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KEY VOCABULARY: Landform, Meander, Mountain , Mountain peak, Mouth, Source, Waterfall

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- River story
- Oral explanation about the formation of a waterfall.

MATHS LINKS:

- Discuss and record the temperature in mountain landscapes and has this affects plants.
- Draw a graph to portray the differences in mountain sizes (recap rounding).

SCIENCE LINK

- States of Matter - Water Cycle (Y4)
- Animals and Habitats (Y4)

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

- Oceans and continents (Y2)
- Physical vs. Human Geography (Year 3)
- Comparison of local area and other world area (Western Australia Y3)
- Continue with investigation of local area/River Tyne (Y3)
- Continue map work (4 figure grid ref)

- Link to previous humanities topics – Changing Jobs (Y4 - work on the Tyne), How rivers facilitated development of places.

PRIOR KNOWLEDGE TO BUILD UPON: Children know about natural resources such as Coal (Newcastle), Oil / Gas (Aberdeen) from ‘Changing Jobs’ topic in Y4. Also link to Electricity topic in Science (Y4). Further development of mapping skills from Y1-Y4. Link topic with work done by Eco Group in school and Eco Award (i.e. with regard to conservation).

| <u>YR GROUP / TERM</u> | <u>TOPIC</u> | <u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u> | <u>SKILLS ACQUISITION</u> |
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| <u>Year 5 - Autumn</u> | Energy | <p>5 things to remember:</p> <ul style="list-style-type: none"> • Energy produces power, which makes things go! • We use energy in our homes, at school and to travel. • Renewable energy includes solar, hydro and wind power and is energy that will not run out and can be replaced. • Non-renewable energy includes coal, gas and oil and is energy that will one day run out. • Conserving energy means we only use as much energy as we need; we don’t waste energy. <p>This topic aims to give students an understanding of the world’s natural resources - energy. The topic also introduces students to maps and involves them practising map skills. In lesson 2, students are also given the opportunity to practise their mathematical skills by using creating and using pie charts. In addition, there are also fieldwork opportunities.</p> <ol style="list-style-type: none"> 1. Why do we need energy? – discovering the different ways in which energy is used, which energy is most common and why? 2. Non-renewable energy – exploring different non-renewables and discussing benefits and problems associated with their use. 3. Renewable energy – learning about the benefits of renewables and how they compare to non-renewables. 4. Conserving energy – describing examples of how technology is used to save energy. | <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> |

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| | | | Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |
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KEY VOCABULARY:

resources, natural, man-made, energy, wind, solar, geothermal, biomass, hydropower, coal, fossil fuels, renewable, non-renewable, oil, sustainable.

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Information texts about resources
- Persuasive piece/ balanced argument about the best energy source and why (presentation)
- Diary of fieldwork

MATHS LINKS:

- Creating and using pie charts.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

Year 1: Fieldwork principles.

Year 3: Links between volcanoes and geothermal energy,

Year 4: Jobs in the energy sector, using rivers and mountains for energy.

PRIOR KNOWLEDGE TO BUILD UPON: Further map work to locate climate zones. This has been taught between Y1 – Y4. Recap on what the children already know about the world (see Continents and Oceans topic) in particular. Children have already specifically identified the Equator and Polar regions from Y1. Children have already also compared locations in a different context in Y1 and Y3.

| <u>YR GROUP / TERM</u> | <u>TOPIC</u> | <u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u> | <u>SKILLS ACQUISITION</u> |
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| <u>Year 5 - Spring</u> | Climate around the world | 9 things to remember: <ul style="list-style-type: none"> • Climate is the average conditions in a place. • Temperatures are hottest at the Equator because the sun shines directly overhead. | Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their: |

- **Rainfall is high at the Equator because high temperatures speed up the water cycle.**
- **Hot deserts have high temperatures (normally above 30OC) and little rainfall.**
- **Cold environments have low temperatures (normally below 0OC) and little rainfall (snowfall is high).**
- **Temperate zones have four seasons.**
- **Animals and plants adapt to their environments so they have the best chance of survival.**
- **Climate change is the process of our planet heating up because of the greenhouse effect.**
- **Changing climate will make our weather more extreme and unpredictable.**

This topic aims to give students an understanding of the climate around the world. The topic also introduces students to maps and involves them practising map skills. In lesson 2, students are also given the opportunity to practise their graph skills by using both line graphs and bar charts.

1. Climate and the Equator – defining the term climate, locating the equator and describing the link between rainfall, temperature and the equator.
2. Climate Zones around the world – identify and describing the location and characteristics of different climate zones.
3. Hot deserts – describing and locating different deserts, describing characteristics.
4. Temperate zones – describing and locating different temperate zones, describing characteristics.
5. Cold environments – describing and locating different cold environments, describing characteristics.
6. Climate change – learning about the causes and effects of climate change on a range of climate zones, mitigation strategies to stop climate change.

environmental regions, key physical and human characteristics, countries, major cities.

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region in North or South America

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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| | | | Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
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KEY VOCABULARY: adaptation, climate, climate graph, deciduous forest, desert, polar, temperate, tropical, tundra, Equator, Arctic Circle, Antarctica, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, similarities, differences, temporal changes, climate change, greenhouse effect, causes, unpredictable, flooding, drought, physical impacts, human impacts, solutions, management,

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Information text on a climate zone
- Persuasive letter to government about stopping climate change
- Balanced argument about the effects of deforestation

MATHS LINKS:

- Population statistics
- Distances between locations, which is greatest?
- Temperature difference calculations
- Data interpretations - maps

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

Year 1: Weather and climate in relation to the equator

Year 3: Comparing locations

| <u>YR GROUP / TERM</u> | <u>TOPIC</u> | <u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u> | <u>SKILLS ACQUISITION</u> |
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| <u>Year 5 - Summer</u> | HISTORY FOCUS – Ancient Egyptians and | | |

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| | Tudor Newcastle | | |
| KEY VOCABULARY: | | | |
| ENGLISH LINKS OPPORTUNITIES TO WRITE: | | | |
| MATHS LINKS: | | | |
| OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: | | | |
| <p><u>PRIOR KNOWLEDGE TO BUILD UPON:</u> Further development of map work and identifying places that children have done from UK in Y1 to continents and Oceans and comparison between local places and Australia (Y2). Recap what children know about the world, various locations and their varying features. How do children use a map to find places? Further introduce 4 and 6 figure references and how this helps us to find specific places and know where they are in relation to one another. Develop directional vocabulary further and the use of contours and discuss their importance.</p> | | | |
| <u>YR GROUP</u> <u>/ TERM</u> | <u>TOPIC</u> | <u>KEY CONTENT</u> <u>KNOWLEDGE ACQUISITION</u> | <u>SKILLS ACQUISITION</u> |
| <u>Year 6 –</u> <u>Autumn</u> | Map skills | <p>5 things to remember:</p> <ul style="list-style-type: none"> • Map symbols on ordnance survey maps show different things/places. • Compass directions explain where places are on a map, for example Newcastle is in the North East of England. • People use 4-figure or 6-figure grid references on a map to locate points of interest accurately. • Maps use different colours to show contours that show different heights. • I can use all of the above with reference to my local area (Newcastle) | <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> |

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| | | <p>This topic introduces students to maps and involves them practising map skills, including map symbols, giving directions using compass directions and 4-/6- figure grid references and measuring height using a map.</p> <ul style="list-style-type: none"> • Map symbols. • Giving directions - I know what compass points are and how to use them. • 4 and 6 figure grid references. • Height on a map. | |
| <p>KEY VOCABULARY: Compass directions Contour lines Grid references Key Layer shading Map symbols Ordnance survey map Relief Scale Spot heights</p> <p>ENGLISH LINKS OPPORTUNITIES TO WRITE:</p> <ul style="list-style-type: none"> • Write a recount of journey using ordnance survey symbols <p>MATHS LINKS:</p> <ul style="list-style-type: none"> • 4-/6- figure grid references • North South East West (NW, SW, NE, SE) <p>OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Y1 – 5 Map Work, build upon understanding of compass directions and grid references.</p> | | | |
| <p>PRIOR KNOWLEDGE TO BUILD UPON: Develop topic from Y3 on earthquakes, extreme weather events and link with climate change. Use children’s knowledge of places and maps from all previous year groups and 4-6 figure Grid References from previous topic to find areas at risk of earthquakes due to tectonic plates and how these can cause earthquakes, volcanoes and tsunamis from time to time. As environmentalists how can we protect against these situations and why do people live in dangerous places in the first place (link with History –Romans – Pompeii).</p> | | | |
| <u>YR GROUP</u> <u>/ TERM</u> | <u>TOPIC</u> | <u>KEY CONTENT</u> <u>KNOWLEDGE ACQUISITION</u> | <u>SKILLS ACQUISITION</u> |

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| <p>Year 6 - <u>Spring</u></p> | <p>Hazardous World</p> | <p>5 things to remember:</p> <ul style="list-style-type: none"> • The Earth is made up of different layers - from the inner core to the crust where humans live. • The Earth's surface is like a jigsaw - made by tectonic plates joining together. • When tectonic plates move against each other earthquakes are caused. • Volcanoes are situated where tectonic plates meet. • Countries, such as Japan, design buildings to absorb earthquakes and practise drills to help people survive. <p>This topic aims to introduce students to the concept of 'plate tectonics'. By the end of the topic students should be able to make links between the structure of the earth and tectonic plates. Students should also be able to understand the relationship between the plates and earthquakes and volcanic eruptions. The topic will cover tectonic natural disasters and what damage they cause, using real life examples.</p> <ul style="list-style-type: none"> • Structure of the Earth • Plate boundaries • Earthquakes • Volcanoes • Protecting against hazards | <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Describe and understand key aspects</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> |
| <p>KEY VOCABULARY: Convection Currents Core Crust Earthquake Lava Magma Mantle Plate boundary Volcano</p> <p>ENGLISH LINKS OPPORTUNITIES TO WRITE:</p> <ul style="list-style-type: none"> • Guide to surviving an earthquake – written and presentation. <p>MATHS LINKS:</p> | | | |

- Interpreting Richter scale figures.
- Natural disaster statistics, presenting data.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Y3 – Hazardous World.

PRIOR KNOWLEDGE TO BUILD UPON: Build on work from Y5 – Climate Around the World - and previous work on Science (Living Things and Their Habitats). Children are already aware of the make-up of rainforests and the importance of habitats to plants, animals and humans. Here we also look at the interdependence of many features that can have a bearing and impact upon fragile and vital ecosystems.

| <u>YR GROUP / TERM</u> | <u>TOPIC</u> | <u>KEY CONTENT KNOWLEDGE ACQUISITION</u> | <u>SKILLS ACQUISITION</u> |
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| <u>Year 6 - Summer</u> | Global ecosystems | <p>5 things to remember:</p> <ul style="list-style-type: none"> • Tropical rainforests and hot deserts are types of ecosystems where plants and animals survive working together. • Food Webs are all of the food chains in an ecosystem joined together and show how energy moves by animals eating plants and each other. • Rainforests are the 'lungs of the world' and contain hundreds of thousands of different plants that have adapted to survive in the extreme heat and moisture to produce oxygen from Carbon dioxide. • Rainforests are at risk from deforestation due to farming and the production of paper/timber. • We can help look after rainforests by reducing our consumption of materials and increasing recycling. <p>This topic aims to introduce students to the concept of 'biomes' (these are world scale ecosystems). Global ecosystems are places that have similar features of climate and vegetation – there are over 14, but we are going to focus on three that students may be familiar with: tropical rainforests, hot deserts and polar regions. (Note – we use the phrase 'hot desert' as you can also get cold deserts – pupils need to appreciate that the term desert</p> | <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Describe and understand key aspects of human geography, including: types of</p> |

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| | | <p>is to be used in places that have very low rainfall, and these can be hot or cold)</p> <ul style="list-style-type: none"> • Global ecosystems. • What is an ecosystem? • Physical features of rainforests. • Human uses of rainforests. • The future of rainforests. | <p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> |
| <p>KEY VOCABULARY: Abiotic Biome Biotic Canopy Consumer Decomposer Ecosystem Food chain Food web Nutrients Producer</p> <p>ENGLISH LINKS OPPORTUNITIES TO WRITE:</p> <ul style="list-style-type: none"> • Invent an animal and explain how their ecosystem has influenced their evolution. <p>MATHS LINKS:</p> <ul style="list-style-type: none"> • Temperature tables and graphs. • Climate statistics – comparisons. <p>OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Y5 – Climate around the World.</p> | | | |