

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foxes</b> <b>Years 1 and 2</b> <b>Year A</b>	<b>The World and My School (6)</b> <ul style="list-style-type: none"> <li>• What is my classroom like?</li> <li>• Where is my school on the street?</li> <li>• Where is my town in the country?</li> <li>• What are the seasons like in the United Kingdom?</li> <li>• Where is my country in the world?</li> <li>• How is the weather different around the world?</li> </ul>				<b>Our School Grounds (3)</b> <ul style="list-style-type: none"> <li>• Which features in our school grounds encourage plant life?</li> <li>• Where on our school grounds could we encourage plant life?</li> <li>• How can we share the locations in our school where we would encourage plant life?</li> <li>• Our Local Park (3)</li> <li>• Where is our local park, and how do people get there?</li> <li>• How can we collect data about the key features of our local park?</li> <li>• How can we present data about our local park's facilities?</li> </ul>	
<b>Foxes</b> <b>Years 1 and 2</b> <b>Year B</b>	<b>Investigating Weather and Climate (6)</b> <ul style="list-style-type: none"> <li>• What is the difference between weather and climate?</li> <li>• How can we read a weather map?</li> <li>• How can we collect weather data?</li> <li>• How can we collect and record weather data?</li> <li>• How can we present weather data?</li> </ul>				<b>My Local Area and Mexico (10)</b> <ul style="list-style-type: none"> <li>• What are the similarities and differences between my local area and Tulum, Mexico?</li> <li>• Can I use atlases and globes to discover the continents and oceans of the world?</li> <li>• What is the effect of the equator and the poles on the climate across the world?</li> </ul>	

	<ul style="list-style-type: none"> <li>How can we analyse our weather data and evaluate our fieldwork?</li> </ul>		<ul style="list-style-type: none"> <li>What are the countries, capital cities and surrounding seas of the UK?</li> <li>Where is my local area and what are the key human and physical features?</li> <li>Can I create a map of my school using key map features?</li> <li>Can I create a map of my local area using aerial photographs?</li> <li>Where is Mexico?</li> <li>How do the physical features of Tulum compare to my local area?</li> <li>How do the human features of Tulum compare to my local area?</li> </ul>
<p><b>Hedgehogs Years 3 and 4 Year A</b></p>	<p>Land Use, Economic Activity and Travel (4) (Farm Wise?)</p> <ul style="list-style-type: none"> <li>What are the types of land use?</li> <li>What are the important features of a settlement and why do settlers choose specific places?</li> <li>How can I record the facilities that are available in my local area?</li> </ul>	<p>The United Kingdom (10)</p> <ul style="list-style-type: none"> <li>What are the countries of the UK and the regions of England?</li> <li>What are the settlements of the UK and the counties England?</li> <li>What are the human features of the UK?</li> <li>What are the physical features of the UK?</li> <li>How can I use compasses, keys and symbols to read a map?</li> </ul>	<p>Bee Conservation (5) (Honey Farm?)</p> <ul style="list-style-type: none"> <li>What can we learn about bees?</li> <li>What are the key issues affecting bees?</li> <li>How can our school environment help bees?</li> <li>How can we plan and carry out effective ways to conserve bees?</li> <li>How can I record and evaluate the effectiveness of the conservation in my school?</li> </ul>

	<ul style="list-style-type: none"> <li>• How can I present and analyse information about local facilities?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I use 4-figured grid references to read a map?</li> <li>• What are the key topographical features found in the UK?</li> <li>• How have land use patterns changed over time in the UK?</li> <li>• What are my regions key human and physical features?</li> <li>• Can I create a sketch map of my local area?</li> </ul>	
<p><b>Hedgehogs Years 3 and 4 Year B</b></p>	<p>Investigating Weather and Climate (5)</p> <ul style="list-style-type: none"> <li>• What is the difference between weather and climate?</li> <li>• How can we collect weather data?</li> <li>• How can we collect and record weather data?</li> <li>• How can we present weather data?</li> <li>• How can we analyse our weather data and evaluate our fieldwork?</li> </ul>	<p>Italy (11)</p> <ul style="list-style-type: none"> <li>• How is the world represented on maps and globes?</li> <li>• What are the key features of the UK and my region (recap)?</li> <li>• What are Europe’s human and physical features including countries and capital cities?</li> <li>• What are the key geographical features of Italy?</li> <li>• What is plate tectonics?</li> <li>• What are earthquakes and how do they occur?</li> <li>• What are volcanoes and how do they occur?</li> <li>• What are the key physical features of Campania, Italy and how do they compare with my region</li> </ul>	<p>Locality Unit – Bristol</p> <ul style="list-style-type: none"> <li>• Where is Bristol?</li> <li>• How is the land used in Bristol?</li> <li>• What are the geographical features of Bristol?</li> <li>• Can I draw a sketch map of a Bristol locality?</li> <li>• Field trip to Bristol.</li> <li>• Assessment.</li> </ul>

## Geography Overview

		<ul style="list-style-type: none"> <li>• What are the key settlements in Campania, Italy and how do they compare with my region?</li> <li>• How is the land used in Campania, Italy and what are the economic activities and how do they compare to my region?</li> <li>• What are the similarities between my region and the region of Campania, Italy?</li> </ul>	
<p><b>Badgers</b> Years 5 and 6 Year A</p>	<p>Biomes and Ecosystems (4) (Eden Project?)</p> <ul style="list-style-type: none"> <li>• What biomes and ecosystems are found in the UK?</li> <li>• What can I learn about ecosystems by studying the New Forest?</li> <li>• How can I study a local ecosystem?</li> <li>• What data can I collect from my local woodland ecosystem?</li> <li>• How can I present the data collected from my local ecosystem?</li> </ul>	<p>United States (12)</p> <ul style="list-style-type: none"> <li>• What are the key features of the UK and my region? (recap)</li> <li>• What is the geography of the North American continent?</li> <li>• What is the USA?</li> <li>• What is the main economic activity of states in the Western United States?</li> <li>• What is the water cycle?</li> <li>• What are rivers? (including comparison case study)</li> <li>• What are mountains? (including comparison case study)</li> <li>• What are the biome and climate zones of the Western United States?</li> <li>• What are the vegetation belts of the Western United States?</li> </ul>	<p>Rivers (4) (Local River?)</p> <ul style="list-style-type: none"> <li>• What are rivers and how are they formed?</li> <li>• What can I learn about rivers from studying the River Trent?</li> <li>• How can I collect data from a local river in my region?</li> <li>• How will I present and analyse data collected from fieldwork?</li> </ul>

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		<ul style="list-style-type: none"> <li>• What are the volcanoes and earthquake zones of the Western United States?</li> <li>• What are the key settlements in the Western United States and how do they compare to my region?</li> <li>• What are the similarities and differences between my region and the Western United States?</li> </ul>	
<p><b>Badgers</b> Years 5 and 6 Year B</p>		<p>UK Depth Study (9)</p> <ul style="list-style-type: none"> <li>• What are the key geographical features of the UK?</li> <li>• What are the sectors of the UK economy?</li> <li>• How sustainable is agriculture in the UK?</li> <li>• How sustainable is energy generation in the UK?</li> <li>• How sustainable is water use in the UK?</li> <li>• How sustainable is the use of rare earth elements?</li> <li>• How does automation affect the economic activity of the UK?</li> <li>• How sustainable is waste management in the UK?</li> <li>• How sustainable is the economic activity of the United Kingdom?</li> </ul>	<p>Sustainability (4)</p> <ul style="list-style-type: none"> <li>• What is plastic waste?</li> <li>• What can our school do to reduce plastic waste?</li> <li>• (case study: Cornwall beaches)</li> <li>• How can we plan and carry out effective ways to reduce plastic waste in school?</li> <li>• How can we record and evaluate the effectiveness of reducing plastic waste in school?</li> </ul>