

Geography Medium Term Plan

EYFS						
Overview	In EYFS, children begin to develop their geographical knowledge by exploring features of our school and nursery. Children are supported to make sense of the world around them through having multiple opportunities to explore their physical world, local community and beyond. These experiences will be a mixture of 'first hand' and 'imaginary', but will fundamentally be practical in nature and involve an enriching vocabulary. Early Years is the first opportunity to see how a child interacts with their environment and how the environment influences them. Staff follow the Early Years Foundation Stage (EYFS) Statutory Framework which aims to guide children, to make sense of their physical world and their community by allowing them to explore, observe and find out about people, places, technology and the environment – this is the first step of becoming a geographer.					
Early Learning Goals	<p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>The Natural World 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, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
Foundation Stage 1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage N1 Milestones	To be able to name things in the immediate environment To talk about and explore the different signs of Autumn – using senses.	To enjoy learning about other cultures e.g. Diwali To take walks in school grounds to see signs of Autumn.	To be able to talk about the weather e.g. 'It is cold' To take walks outdoors – how has the weather changed?	To talk about and explore the different signs of Spring.		To talk about different fruit and a range of plants To talk about and explore the different signs of Winter.
Foundation Stage N2 Milestones	To be able to name things in the surrounding environment e.g. leaves, tree.	To explore cultures through exploration of objects and images. To try new foods linked to Diwali, explore Diwali customs.	To be able to talk about the weather in more detail e.g. 'it is cold because the wind is blowing and it is winter'.	To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from.	To know that Wild animals live in forests/jungles safari and sometimes zoos or aquariums	To know that different people who make food that we can buy in the supermarket. To begin to understand the importance of looking after

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	<p>To begin to talk about what they see using some new vocabulary</p>	<p>To know that people around the world have different religions.</p> <p>To know that there are many countries around the world.</p> <p>Recount a special event e.g. a trip to the seaside.</p> <p>Oral recounting of special events e.g. birthdays, days out what they have been doing at the weekend.</p>	<p>To talk about what they see using new vocabulary with independence.</p> <p>To focus on suitable winter clothing – how do we keep warm?</p>	<p>To know and explain the signs of Spring.</p>	<p>To know that there are different countries in the world.</p> <p>To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from.</p>	<p>our environment and all living things and where we can collect natural resources from.</p> <p>To know and explain the signs of Winter.</p>
Resources to support learning	<p>Real life photographs of human and physical features, atlas, floor map, books, circle times activities, outdoor learning experiences, vocabulary displayed in setting, iPad to take photos of learning experiences, small world, roleplay area.</p>					
Vocabulary	<p>Place, Area, World, Land Local Area</p>					

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Foundation Stage 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage 2 Milestones	<p>To talk about the changes, they observe in their environment – Seasons link.</p> <p>To discuss daily weather/ seasons. (Au1)</p> <p>To know that people in other countries may speak different languages.</p>	<p>I can talk about some features of the areas where I live</p> <p>To know that people around the world have different religions</p> <p>To know that there are many countries around the world.</p> <p>To know and explain the signs of Autumn</p>	<p>To talk about and explore simple maps e.g. routes to school.</p> <p>To understand and compare similarities and differences between other cultures e.g. Chinese New Year</p> <p>To be able to talk about members of our community</p>	<p>To make observations and express their views of the environment.</p>	<p>To be curious about different people and their lives (including people from other cultures/countries).</p> <p>To Know that there are many countries around the world.</p> <p>To know how the weather is changing linked to the seasons.</p> <p>Explain about sun safety e.g. sun tan cream, wearing a hat.</p> <p>Show curiosity about different people and their lives,</p> <p>Ask simple questions to find out more.</p>	<p>To confidently identify and share the similarities and differences between people, other cultures and ways of life.</p>
Resources to support learning	Real life photographs of human and physical features, atlas, floor map, books, circle times activities, outdoor learning experiences, vocabulary displayed in setting, iPad to take photos of learning experiences, small world, roleplay area.					
Vocabulary	Place, World, Country Globe, Atlas, Map					

Geography Medium Term Plan Key Stage 1

National Curriculum	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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 <p>Place knowledge</p> <ul style="list-style-type: none"> 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>Human and physical geography</p> <ul style="list-style-type: none"> 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: <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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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.
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Year 1 Geography Curriculum

Term	Autumn 1	Spring 1	Summer 2
Unit	All Around Me	The UK	Weather Weather Weather
Thread	My Place in the world. 	My Place in the world. 	My Place in the world. 
Overview	In this unit you will start by exploring your immediate environment of home and school, building on the firm foundations from the Early Years Foundation Stage. You will explore the school environment using first-hand observation and experience to recognize key human and physical features. You will begin to develop essential map skills by drawing a simple picture map of the school as well as a simple plan view of the classroom. In doing this, you will also develop the use of directional language. In this unit you will also develop your map skills and fieldwork experiences.	In this unit, you will 'fly' around the United Kingdom, learning about the countries of the UK and developing your learning beyond your immediate environment and your own locality. You will explore the UK by looking at individual countries, capital cities, human and physical features.	In this unit, you will explore different types of weather and the changes which take place across the seasons. You will also measure and record daily weather. You will build on your knowledge of the weather in our locality to look at how the position of a country on the globe affects its weather. You will conclude the unit by learning about extreme weather events that affect people across the world.
Geographical Enquires	What is it like where we live?	What is it like around the UK?	Is the weather the same all year round in the UK?



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	<p>1.Where do I live? 2.Where is our school and how do I get there? 3.What could my plan view of the classroom include? 4.What key human and physical features will I include on my simple map of my school?</p>	<p>1.What countries are in the UK and what are their capital cities? 2.What makes England Unique? 3.What makes Scotland Unique? 4.What makes Wales Unique? 5.What makes Northern Island?</p>	<p>1.What is weather? (Science focus/recap) What are the changes that take place in the four seasons? (Science focus/recap) 2.How can we measure and record daily weather? 3.How does the position of a country on the globe affect its's weather? 4.How can extreme weather affect people across the world?</p> <p>Fieldwork activity/Micro climate investigation of the school's grounds. Gather data about the climate (temperature, wind speed, direction and description) in several sites around the school ground.</p>
<p>Sequence of learning (small steps)</p>	<p>1.Where do I live? Know that I live in Bolton upon Dearne. (be aware some children may live in other areas) Know my own address and explain what each line shows Know the school address in the right order Know that this is a village Know that a village is a smaller settlement with a smaller population Locate my street on a map</p> <p>2.Where is our school and how do I get there? Find familiar places on a street map and say where they can be found (located). Find (locate) our school on a street map Identify places/buildings which are nearby. Compare distances and understand where home and school are located. Describe the route I take to school using direction words. Show my route accurately on a street map. Explain a different route I could take to school</p> <p>3.What could my plan view of the classroom include? Know what 'aerial view' means. Observe different things in my classroom. Identify areas in my classroom by using an aerial plan/view. I can draw an aerial plan of the classroom using a key, labels, colour and a title.</p> <p>Describe features of our school. Identify areas in my school by using an aerial map. Find key features on an aerial view photograph.</p>	<p>1.What countries are in the UK and what are their capital cities? Understand the UK is an Island Know there are 4 countries in the UK Name the four countries in the UK Name the main seas around the UK Locate the four countries of the UK and the main seas surrounding them</p> <p>2.What makes England Unique? Know England is the largest country in the UK Know St Georges cross is the national flag Know who St George was Know the national symbol is the lion and why Know the national flower is the rose and why Know many parts of England are flat but there is also lots of countryside, hills and valleys Know the river seven is the longest river Know London is the capital city Name some of the famous landmarks of London Know the River Thames and Hyde Park are important physical features of London</p> <p>3.What makes Scotland Unique? Know Scotland is in the north of the UK Know St Andrews cross is the national flag Know who St Andrew was Know the national symbol is the unicorn and why Know the national flower is the thistle and why Know that Scotland has many hills and mountains Know Scotland has many lakes called loch ness</p>	<p>1.How can we measure and record daily weather? Understand what weather forecasts show. Describe what weather forecasts show. Identify weather symbols and what weather they show. Present a weather forecast for parts of the UK. Use key words to describe the weather.</p> <p>2.How does the position of a country on the globe affect its's weather? Understand what hot and cold countries are like. Explain how countries have different climates which can be hot or cold. Name a hot country and a cold country and explain how they are different. Begin to locate (find) these countries on a world map.</p>

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	<p>Know which are physical and which are human features</p> <p>4.What key human and physical features will I include on my simple map of my school?</p> <p>Know that human and physical features are things that I see all around me</p> <p>Know physical features are natural and would be here even if people weren't around</p> <p>Know human features are things that have been built by people</p> <p>Recognise familiar places in our local area from photographs</p> <p>Know if they are human or physical features</p> <p>Fieldwork activity</p> <p>On a fieldwork walk, use my senses to observe different things in school.</p> <p>Use compass directions to follow simple instructions on the playground.</p> <p>Draw a simple map of the school using a key, labels, colour and a title.</p>	<p>Know the legend of the Loch ness monster</p> <p>Know Edinburgh is the capital city</p> <p>Name some of the things Scotland is famous for</p> <p>4.What makes Wales Unique?</p> <p>Know the red dragon of wales is the national flag</p> <p>Know the national symbol is the dragon and why</p> <p>Know the national flower is the daffodil and why</p> <p>Know that Wales has many mountains</p> <p>Know Wales has its own language</p> <p>Know Cardiff is the capital city</p> <p>Name some of the things Wales is famous for (castles)</p> <p>5.What makes Northern Island? Know Wales is in the west of the UK</p> <p>Know Northern Ireland is the smallest country in the UK</p> <p>Know that only the north of Ireland is part of the UK and why</p> <p>Know the union Jacks is the national flag</p> <p>Know the national symbol is the shamrock and why</p> <p>Know Belfast is the capital city</p> <p>Know some of the things Northern Island is famous for (Giants Causeway)</p>	
Vocabulary	Area, Land, bird's eye view, location, map, town City, features, address, distance, route	United Kingdom, country, capital, flag, different, capital city, Landmark, population, England, London, Northern Island, Belfast Giant's Causeway, Scotland, Edinburgh, Ben Nevis Wales, Cardiff Landmarks	United Kingdom, country, equator, north pole, south pole, seasons (Summer, Autumn, Winter, Spring) weather, temperature

Geography Medium Term Plan Year 2 Geography Curriculum

Year 2 Geography Curriculum		
Term	Autumn 1 and 2	Summer 1
Unit	Comparing Kenya	Oh, I do like to be beside the Seaside
Thread	My Place in the world. 	My Place in the world. 
Overview	<p>In this unit, you will begin by exploring your local area of Bolton upon Dearne. You will undertake fieldwork in the area, recognising its human and physical features. You will use aerial photographs, as well as your fieldwork experience, to draw maps of the local area using a key.</p> <p>Following this, you will broaden your place knowledge of the world by exploring the seven continents and five oceans. You will use maps and globes to locate the continent of Africa and describe the location of Kenya in relation to other countries and the equator. You will then zoom in to a deeper study of Kenya: its climate and varied landscape. You will then compare Kenya with Bolton upon Dearne, recognising similarities and differences.</p>	<p>In this unit, you will learn about the oceans and seas that surround our island home – the United Kingdom. You will learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their own locality using maps and aerial photographs. You will learn about the geographical features of the seaside, both human and physical. You will take a trip to the beach and spend a day immersing ourselves in coastal town life (Cleethorpes). Returning to our classroom, you will use photos and maps to compare and contrast this town with our local area, looking at how resorts have changed over time. You will develop your geographical skills through fieldwork, inquiry and map-based activities throughout the lessons in this unit.</p>
Geographical Enquires	<p>How does Kenya compare to where I live?</p> <p>1.What can maps and fieldwork tell me about BOD? Fieldwork activity/ Explore the village of Bolton on Dearne Investigate the local area and talk to people to find out why they have visited these areas.</p> <p>2.Where are the seven continents and 5 oceans? 3.Where is Kenya in relation to other countries and the equator? 4.What is the climate of Kenya and how does this compare with the UK? 5.What is the landscape of Kenya like? How does this compare with the UK? 6.Who lives in Kenya? How does this compare with life in the UK?</p>	<p>What will I see at the seaside?</p> <p>1.What oceans and seas surround the UK? 2.Where are our seaside resorts? 3.What are the human and physical features of Cleethorpes? 4.How have UK seaside resorts changed over time? (History focus) 5.How do seaside resorts compare around the world? (History focus)</p> <p>Fieldwork activity Create a fieldwork booklet of data collected from Cleethorpes</p>
Sequence of learning (small steps)	<p>1.What can maps and fieldwork tell me about BOD? (Fieldwork activity)</p> <p>Locate BOD on a map Recognise some map symbols and explain what they show. On a map, locate some physical features of BOD On a map, locate some human features of BOD Plan a simple route around BOD On a fieldwork walk observe physical and human features of BOD Draw a simple sketch map of BOD Add some human features to my map Add some physical features to my map Use symbols to make a simple key</p> <p>2.Where are the seven continents and 5 oceans?</p>	<p>1.What oceans and seas surround the UK?</p> <p>Name the oceans that surround the UK (North, Atlantic, Irish, English) Name the seas that surround the UK Know that seas are smaller than oceans Know that seas are usually located where the land and ocean meet.</p> <p>2.Where are our seaside resorts?</p> <p>Use key words to describe what seaside locations are like. Locate (find) our nearest seaside resort on a map. Find out three facts about our nearest seaside resort.</p> <p>3.What are the human and physical features of Cleethorpes?</p> <p>Use key words to talk about the key features of the seaside. Begin to identify which seaside features are 'human'.</p>

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	<p>Know that a continent is a large, solid area of land Know there are 7 continents Name the 7 continents and locate them on a world map Know that an ocean is a huge body of salt water Know there is one world ocean that is divided into 5 main areas Name the 5 oceans and locate them on a world map</p> <p>3. Where is Kenya in relation to other countries and the equator? Locate Kenya on a world map Know Nairobi is the Capital City of Kenya and locate it on a map Know that Kenya is one of many countries in the continent of Africa Know where Kenya in relation to the equator Know where Kenya is in relation to the other countries (Must include The UK, Egypt???) Use directional language to describe their position in relation to one another</p> <p>4. What is the climate of Kenya and how does this compare with the UK? Begin to have an understanding of what the term “climate zone” means Know that Kenya has a tropical climate zone Know some of the conditions of a tropical climate zone. Describe some of the differences between the climate in Kenya and the UK</p> <p>5. What is the landscape of Kenya like? How does this compare with the UK? Identify some different land features of Kenya, such as savannahs, valleys, mountains and beaches, and describe their features. Compare large cities and small villages. Describe some of the differences between the landscape in Kenya and the UK</p> <p>6. Who lives in Kenya? How does this compare with life in the UK? Know that there are different lifestyles and cultures within Kenya Compare people who live in large cities with those who live in more rural areas. Know about the life of the Maasai tribe Consider the differences between Maasai life and life in the UK. Identify ways in which their life is similar to and different from the life of a Kenyan child?</p>	<p>Begin to identify which seaside features are ‘physical’. Recognise key features of seaside locations using aerial photographs. Use my senses to say describing words about what I can see in aerial photographs</p> <p>Explain that seaside resorts can be found in different countries in the UK. Begin to name some of these seaside resorts, using a webcam to explore what these places are like.</p> <p>4. How have UK seaside resorts changed over time? (History focus) Know seaside resorts have changed over time. Explain some of the features of seaside holidays in the past.</p> <p>5. How do seaside resorts compare around the world? (History focus) Begin to compare features of holiday resorts around the world.</p>
Vocabulary	<p>Bolton on Dearne, map, locate, route, human features, physical features, symbols, Continent, ocean, Capital city</p> <p>Country, climate zone, Kenya, Maasai, Nairobi, England, London, equator, culture, landmarks</p>	<p>North pole, south pole, oceans. Asia, Africa, Antarctica, North America, South America, Antarctica. Oceania, Pacific, Atlantic, Southern, Arctic, Indian Ocean</p> <p>Beach, sea, cliff, coast, harbour, port, hill Lighthouse, town, village, Key, Symbols city, natural/physical, human/manmade,</p>

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Mapping and Fieldwork EYFS and KS1

Mapping and Fieldwork EYFS and KS1			
Early Years Curriculum Understanding of the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.		
Key Stage 1 National Curriculum	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 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.		
Mapping	EYFS	Year 1	Year 2
	<p>FS1 To explore simple plans based on a text, using tuft spots and construction to build and make visual maps.</p> <p>FS2 Draw information from a map.</p> <p>Know what road the school is on.</p> <p>Know I live in Barnsley and the area is called BOD.</p> <p>Talk about what I see in maps and aerial pictures of the local area.</p> <p>Draw imaginary maps from stories.</p>	<p>Use locational and directional language.</p> <p>Follow directions (Up, down, left/right, forwards/backwards).</p> <p>Begin to understand the four compass points (NSEW).</p> <p>Devise a simple picture map.</p> <p>Draw a simple picture map of known or imaginary places.</p> <p>Be exposed to symbols used on maps.</p> <p>Describe the location of features and routes on a map.</p> <p>Use a simple picture map to identify places around a school.</p> <p>Recognise that maps are about a place. Use relative vocabulary of scale (e.g. bigger/smaller).</p> <p>Draw around objects to make a plan.</p> <p>Learn names of some places within/around the UK (linked to topics) using maps.</p> <p>Use maps, atlases and globes to identify our locality and other key features e.g. land and sea.</p> <p>Use picture maps and globes.</p> <p>Be exposed to age-appropriate atlases.</p>	<p>Follow directions (using directional language from year 1 and including the four compass points (NSEW)).</p> <p>Draw or create a map of a real or imaginary place adding detail and information similar to maps they have seen.</p> <p>Be shown what a key is on map and why it is important.</p> <p>Use class agreed symbols to make a simple key.</p> <p>Follow a simple route on a map.</p> <p>Use a plan view to identify known places.</p> <p>Begin to spatially match places on different maps (e.g. recognise UK on a small scale and larger scale map).</p> <p>Use age-appropriate atlas with increasing confidence.</p>

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Key Stage 1 National Curriculum	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		
Fieldwork	EYFS	Year 1 Do different areas of the school have a different climate? Or Are all parts of the school the same?	Year 2 How does Bolton-upon-Dearne compare to Cleethorpes? Or Where would you go on holiday?
	<p>FS1 Seasonal Walks within Heather Garth environment.</p> <p>FS2 Take pictures with support of man-made and natural objects of the school grounds.</p> <p>Make simple drawings of man-made and natural features of the school grounds.</p> <p>Use age-appropriate mathematical skills to count objects linked to geography.</p>	<p>Fieldwork study of the school's grounds.</p> <p>Fieldwork activity/Microclimate investigation. Gather data about the climate (temperature, wind speed, direction and description) in several sites around the school ground.</p> <p>Present data by completing a bar chart/line graph.</p> <p>Analyse data – which area was the coldest/windiest, is there a reason for this?</p> <p>Write a conclusion to answer enquiry question.</p> <p>Name and describe what they can see around the school grounds.</p> <p>Draw features observed of what they can see around the school grounds human and physical.</p> <p>Take a recording of what they have seen and heard when exploring the school grounds.</p> <p>Count objects around the school grounds when carrying out fieldwork (cars in car park, trees on the path, benched in the picnic area.</p> <p>Create a class tally chart of found information.</p>	<p>Fieldwork study of the village of Bolton on Dearne</p> <p>Fieldwork study of Cleethorpes</p> <p>Gather information using a range of methods (counting, tally, pictogram, photographs etc) and say with support why they might use a certain method over another.</p> <p>Take a journey to a contrasting local area via bus, train or walking etc and gather information on what the area has.</p> <p>Investigate the local area and talk to people to find out why they have visited these areas.</p> <p>Draw what they observe when collecting information.</p> <p>Add labels to correct features.</p> <p>Take a photo as a record of what they have seen when exploring different environments and compare different photos.</p> <p>Say what they have found as a result of fieldwork</p>

Geography Medium Term Plan Key Stage 2

Year 3 Geography Curriculum			
Term	Autumn 1	Spring 1	Summer 1
Unit	Food and Farming UK	Journey to Scotland	Rivers
Thread	Sustainability 	Interconnectivity 	Interconnectivity Sustainability  
Overview	<p>In this unit we will learn about where land is farmed in the UK and why some parts of the country are more suited to farming than others. We will learn about the differences between arable and pastoral farming and also learn about the journey of food from 'farm to fork'. We will also will make links between what happens on a farm in different seasons as a result of the weather.</p>	<p>In this unit, you will extend your knowledge of the United Kingdom through a depth study of Scotland. By exploring a range of maps and using symbols and keys, you will learn about the physical features of Scotland including its mountain ranges and remote islands. You will then compare and contrast life in Barnsley to life on the Scottish island of Coll, making links to its physical features and location. You will also learn to use four figure grid references to find and describe the location of cities and points of interest.</p>	<p>In this unit you will learn about rivers – how they are formed, how they change as they journey from source to mouth and how they are used. You will also learn about flooding and the impact it can have on a community, as well as the impact we can have on rivers in our local area.</p>

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<p>Geographical Enquires</p>	<p>Where does our food come from?</p> <ol style="list-style-type: none"> 1.What is farming? 2.Which parts of the UK are known for particular foods and how might the weather affect this? 3.How does our food get from farm to fork? 	<p>Would you prefer to live in Barnsley or the Scottish islands? Why?</p> <ol style="list-style-type: none"> 1.Where is Scotland in relation to other countries and the equator? 2.What are the physical features of Scotland? 3.What is life like on the remote Scottish island of Coll? (Twinkl Saved in file) (YouTube Isle of Coll video clip) 4.What are the similarities and differences to life in Barnsley and the Island of Coll? 	<p>What is the journey of a river?</p> <ol style="list-style-type: none"> 1.How are rivers formed and how do rivers change as they journey from source to mouth? 2.How are rivers used? (Past and present) 3.What is flooding and how can this impact a community? 4.What are the causes of river pollution and what effect does it have on our environment? <p>Fieldwork activity Create an enquiry investigation of the journey of a river.</p>
<p>Sequence of learning (small steps)</p>	<p>1.What is farming? Know that food comes from either animals or plants. Know that farming is the activity of growing crops or keeping animals on a farm. Know that arable farms grow crops. Crops are plants that are harvested from the ground to be eaten or sold. Know pastoral farms rear animals.</p> <p>2.Which parts of the UK are known for particular foods and how might the weather affect this? Know that food comes from different places around the world. Know that different climate effects what can be grown where and when. Know there are different climate zones around the world and the UK has a temperate climate zone. Know some of the conditions of temperate climate zones. Identify some regions of the UK including counties Know some parts of the UK which are known for producing different foods Know that some foods are available at different times of the year due to the weather. (seasonality)</p> <p>3.How does our food get from farm to fork? Know that food has to be caught, reared or grown. Know that some foods change a lot from when they are caught, reared or grown (processed.) Identify some foods that are processed Know how some foods change (are processed) – investigate some food from farm to fork Know about the importance of sustainable farming</p>	<p>1.Where is Scotland in relation to other countries and the equator? Locate Scotland on a world map Know that Scotland is part of the United Kingdom Know the continent it is part of Know the countries it is close to Discuss its location in relation to the equator Know how this effects its weather and climate</p> <p>2.What are the physical features of Scotland? Explain the difference between human and physical features Know Scotland's landscape is divided into 3 areas (Highlands and Islands, central Lowlands and Southern Uplands) Know the southern uplands boarder England Know this area has a range of hills Know the central lowlands is where the majority of Scotland's population live Edinburgh (capital city) and Glasgow (Largest city) are found in the lowlands Know the Highlands have several mountain ranges Know Ben Nevis the highest mountain in Britain is located in the Highlands Know what Glen is I know what a loch is Know that Scotland had hundreds of Islands and many are uninhabited.</p> <p>3.What is life like on the remote Scottish island of Coll? (Twinkl Saved in file) (YouTube Isle of Coll video clip) Locate the island of Coll Know about travel to from the island Know what can be found on the island Discuss some of the jobs that people on the island do Know how people would cope in emergencies</p>	<p>1.How are rivers formed and how do rivers change as they journey from source to mouth? (Fieldwork activity) Name the seas surrounding the UK. Find the names of seas on a map. Find the names of rivers on a map. (Include the river Nile and Amazon. What other rivers are named?) Name some of the UK's main rivers (Thames, River Dearne, what other rivers are named?) Name the seas some rivers flow into. Follow a river Know that a river is a stream of water that flows over land. Know that rivers usually begin high up in the mountains. Know that a river consists of 3 sections Upper course, middle course and lower course. Know the purpose of the 3 sections of a river.</p> <p>Fieldwork activity Vocabulary– tributary, bay, waterfall, erosion, downstream, delta, floodplain, basin, meander, mouth, source, bank, upstream, oxbow, lake, valley</p> <p>2.How are rivers used? (Past and present) Know how rivers are used today. Know how rivers were used in the past. (Egyptian focus – include) Know some advantages for different uses of a river. Know some disadvantages for different uses of a river.</p> <p>3.What is flooding and how can this impact a community? Know the different types of flooding. Explain the causes of flooding. Describe some of the ways flooding affects communities. Describe ways to limit flood damage.</p>

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		<p>4.What are the similarities and differences to life in Barnsley and the Isle of Coll? Locate Barnsley on a map Compare the housing in Barnsley with housing in the Isle of Coll Compare our school in Barnsley with the school in the Isle of Coll Draw a map Compare the transport in Barnsley with transport in the Isle of Coll Compare things to do in Barnsley with things to do in the Isle of Coll Compare jobs and services to do in Barnsley with jobs and services to do in the Isle of Coll</p>	<p>4.What are the causes of river pollution and what effect does it have on our environment? Know some of the causes of water pollution. Describe the effect of water pollution on drinking water. Describe some of the ways water pollution affects plants and animals. Know ways to reduce water pollution</p>
Vocabulary	Arable, crops, pastoral, climate zones, temperate seasonality, sustainable processed	Climate, Human, Features, Physical, Features Continents, Rural, Urban, Scotland, Continent, Country, Equator, Landscape, Highlands, Islands, Central Lowland, Southern Uplands, Edinburgh, Glasgow, Loch, Barnsley, Isle of Coll	Meander, pollution, precipitation, evaporation, condensation. Country. City, UK, River, Source, Mouth, Meander, Upper course, Middle course, Lower course, Sea, Population, Peak, Flooding, Environment

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Year 4 Geography Curriculum

Term	Autumn 1	Summer 2
Unit	Europe Study	Water World
Thread	My Place in the world.  Interconnectivity 	Sustainability and Interconnectivity 
Overview	<p>In this unit, you will learn about the continent of Europe. Using maps and atlases, you will explore this vast and diverse continent to discover its countries and capital cities and physical features. We will study both the physical and human geography of various European countries, including their rivers, mountains, climate, landmarks, and cultures. This unit will also help you develop your mapping skills as we research and investigate the countries of Europe. The unit end with a presentation where you will be able to share your findings with your class.</p>	<p>In this unit, you will learn about different water bodies and the differences between them. You will find out about the water cycle and why it is an important process for our planet. You will learn how water access around the world can differ and the impact this has on people's lives. You will visit a water treatment facility and learn how it comes into your home. You will focus on sustainability and how water needs to be conserved as well as how it can be used for power to contribute towards a sustainable future.</p>
Geographical Enquires	<p>How do counties of Europe compare?</p> <ol style="list-style-type: none"> 1. Where is Europe and what are some of its counties? 2. What is the physical geography the UK? 3. What is the Human geography of the UK? 4. What are some of the national symbols of the UK? 5. What is the Physical geography of a selected European country? (Children to be divided into groups and given a European country to research) 6. What is the Human geography of a selected European country? (Children to be divided into groups and given a European country to research) 7. What are some of the national symbols of the European country? 8. How does the country compare to the UK? 	<p>How does water get to my home?</p> <p>Why turn off the tap?</p> <ol style="list-style-type: none"> 1. Where is water found on our planet? 2. Why is the water cycle an important process for our planet? 3. Why do we need water and how do we use it? 4. How does water access in the UK and Kenya differ? 5. How does water contribute to a sustainable future? <p>Fieldwork activity/Group project focussing measuring water throughout the year to be evaluated.</p>
Sequence of learning (small steps)	<p>1. Where is Europe and what are some of its counties?</p> <p>Look at different maps – physical, political and biomes – what different things do these show us? Recap the continents and oceans Locate Europe on a world map. Know that the UK is a country in Europe Locate the UK Know that the UK is divided into England, Wales, Scotland and Northern Ireland Choose countries linked to future history topics (e.g. Greece, Germany, France, Poland, Spain) Label countries Locate and label countries</p>	<p>1. Where is water found on our planet? Understand water can be found in different forms around the world Know that part of the Earth's surface is covered in water Understand there are many different bodies of water on the Earth (Rivers, lakes, Oceans, Seas, Reservoirs, Bays)</p> <p>2. Why is the water cycle an important process for our planet? Understand the steps involved in the water cycle Explain the process of the water cycle</p> <p>3. Why do we need water and how do we use it? Know how water gets to their homes Explain how and why they use water Understand what water conservation is and why it is important</p>

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2. What is the physical geography the UK?

Know what is meant by physical geography.
Give some examples of physical features – e.g. rivers and mountains

Interpret a physical map to identify the UK's Mountain ranges

Identify the highest Peak

Identify what the mountain is used for e.g. climbing, skiing

Know that mountains have their own climate zone

Know some of the conditions of a mountain climate

Know the difference between weather (short term changes) and climate (long term)

Interpret a physical map to identify the UK's rivers

Identify some of the uses of the rivers

Describe the UK's climate – temperate and know some of the conditions

3. What is the Human geography of the UK?

Know what is meant by Human geography.

Give some examples of human features.

Research and discuss famous UK landmarks, tourist attractions

Identify and locate some of the famous landmarks

Discuss the UK's culture – food, traditions, fashion, music, Royal family

Discuss how the climate has an impact on the culture

4. What are some of the national symbols of the UK?

Know the UK's:

Flag, language, currency, national song, emblem, leader, religion, sport

5. What is the Physical geography of a selected European country? (Children to be divided into groups and given a European country to research)

Know what is meant by physical geography.

Give some examples of physical features – rivers and mountains

Interpret a physical map to identify the mountain ranges Identify the highest Peak

Identify what the mountain is used for e.g. climbing, skiing

Interpret a physical map to identify the rivers`

Identify some of the uses of the rivers

Describe the climate and know some of the conditions

Describe and discuss similarities and differences to the UK

6. What is the Human geography of a selected European country? (Children to be divided into groups and given a European country to research)

Research and discuss famous landmarks, tourist attractions

(Fieldwork activity – measuring water)

4. How does water access in the UK and Kenya differ?

Compare water use and availability in two countries

Understand water access around the world differs

Understand limited access to water causes huge problems in communities

(Fieldwork activity – measuring water)

5. How does water contribute to a sustainable future?

Understand what a sustainable future is




Explain how water contributes to a sustainable future

Can children describe what hydropower is and how it can benefit and be detrimental to the Environment

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	<p>Identify and locate some of the famous landmarks.</p> <p>Discuss the culture – food, traditions, fashion, music, Royal family Discuss how the climate has an impact on the culture</p> <p>7. What are some of the national symbols of the European country? Know the country's: Flag, language, currency, national song, emblem, leader, religion, sport</p> <p>8. How does the country compare to the UK? Make comparisons with the selected European country and the UK when answering each question.</p>	
Vocabulary	<p>Europe, Mediterranean, temperate, climate, mountain, peak, ranges, rivers, landmarks, culture, tourism, National symbols, physical and political maps, identity</p>	<p>River, lake, ocean, sea, reservoir, bay, gulf straits, Glaciers, fjords, hydrological cycle, Precipitation, Infiltration, Evaporation, Transpiration, Condensation, Transportation, hydropower, sustainability</p>



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Year 5 Geography Curriculum			
Term	Autumn 1	Autumn 2	Summer 1
Unit	The Amazon	Trade around the world	Volcanoes and Earthquakes
Thread	Sustainability and Interconnectivity 	Sustainability and Interconnectivity 	Interconnectivity 
Overview	In this unit you begin by locating the continent of South America, discussing its physical and human characteristics. You will then move on to learn all about the Amazon – its location, its climate, what lives there and the challenges it faces. You will consider the vast biodiversity of the Amazon rainforest and make links to your understanding about people and settlements by studying the Yanomami tribe. Once you understand the threats to the Amazon, you will learn about ways in which humans can protect it with more sustainable approaches.	In this unit you will extend your locational and place knowledge by looking at trade links across the world. You will understand the link between a place's natural resources and its imports and exports. You will find out about the UK's supply chains with South America, including for chocolate and cotton. You will learn about fair trade and think about global inequality and how different approaches to trade can support goals of sustainability and equality.	This unit concentrates on the study of volcanoes and earthquakes. It combines the physical geography of the Earth's crust with the human geography of living in an area prone to natural disasters and coping with the impact. You will learn what happens when a volcano erupts and about life in volcanic areas. Next you will learn how an earthquake is caused and how it is measured. You will compare the impact of two different earthquakes in different regions of the world- New Zealand and Haiti.
Geographical Enquires	What is it like to live in The Amazon? 1.What are the physical features of South America? 2.What is the Amazon Rainforest like? 3.Who has settled in the rainforest? How does their life compare with mine? 4.Why is the Amazon rainforest under threat and how can we protect it?	Could Britain, as an island nation, survive without world trade? 1.What do we trade and who do we trade with? 2.What are the trade links between El Salvador and the UK? 3.What is fair trade and why is it important? 4.What is the impact of the global supply chain? Research project Explore and research the journey of a sandwich and present findings.	How do volcanoes and earthquakes effect the lives of people around the world? 1.What is under our feet? 2.What happens when an earthquake strikes? 3.What is life like for those that live in earthquake zones? 4.What happens when a volcano erupts? 5.Where are they found around the world? 6.What is life like for those that live in volcanic areas?
Sequence of learning (small steps)	1.What are the physical features of South America? Identify the position and significance of: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn Locate South America on a map. Know what countries make up South America. (Teaching point – Central American countries e.g. Mexico belongs to North America.) Know that the two main physical features of South America are the Andes Mountains and the Amazon River.	1.What do we trade and who do we trade with? Explain what trading is Explain the difference between exports and imports Explain why countries need to import goods List some goods exported from the UK List some goods imported to the UK Name some countries the UK imports goods from Name some countries the UK exports goods to Use an atlas to find countries 2.What are the trade links between El Salvador and the UK?	1.What is under our feet? Name the layers that make up the Earth Understand what is meant by the tectonic plates Understand how the tectonic plates move 2.What happens when a volcano erupts? Understand how a volcano is formed Name the key parts of a volcano Explain what happens when a volcano erupts Know that volcanoes are either; extinct, dormant or active Understand what a 'pyroclastic flow' is

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	<p>Locate the Andes on a map and identify the countries it covers. Know that South America has a predominantly Tropical climate zone. Understand their significance Know some of the conditions of Tropical climate zones. (Teaching point – temperate already covered), Mediterranean and mountainous</p> <p>2.What is the Amazon Rainforest like? Locate the Amazon Rainforest on a map and identify the countries it covers. Know what a biome is. Know the features of a tropical biome Know that the climate makes it perfect for plant growth. Know the four layers of the Amazon Rainforest. Know the features of each layer of vegetation. Know some of the animals that live in each layer of vegetation</p> <p>3.Who has settled in the rainforest? How does their life compare with mine? Know there are settlements in the rainforest. Know what indigenous means. Know the way of life of the Yanomami tribe (housing, clothing, hunting, traditions etc) Know how people use the rainforest sustainably to survive. Know the dangers to the Amazon tribal people</p> <p>4.Why is the Amazon rainforest under threat and how can we protect it? Know that rainforests around the world are under threat. know reasons why and how they are destroyed. know ways in which the rainforest can be protected.</p>	<p>Locate El Salvador on a world map Describe the climate and landscape of El Salvador Name some goods exported from El Salvador to the UK List some of the issues faces by people living in El Salvador</p> <p>3.What is fair trade and why is it important? Explain the meaning of fair trade List some products that are fairly traded Describe the Fair-Trade process for some products Give some reasons why Fairtrade is important</p> <p>4.What is the impact of the global supply chain? Understand what is meant by a global supply change Describe an example of a global supply change Describe how goods can be the product of more than one country Explain the term globalisation List some of the positives and negatives of multinational countries of national trade</p>	<p>3.What happens when an earthquake strikes? Know where earthquakes happen Explain why earthquakes happen Know some of the ways you can keep safe in an earthquake Know how earthquakes are compared – the strength Understand what is meant by ‘Seismic waves’ Know if an earthquake happens underwater, it can cause a tsunamis</p> <p>4.Where are volcanoes found around the world? Know where most volcanoes are found Use the term ‘Ring of Fire’ and locate on a world map Locate some volcanoes - Mount St Helens, Mount Vesuvius, Mount Fuji, Popocatepetl</p> <p>5.What is life like for those that live in volcanic areas and earthquake zones? Understand why some people across the world choose to live near to a volcano Understand and explain the benefits of living near a volcano Understand and explain the risks of living near a volcano Know about the San Francisco earthquake in 1989</p>
Vocabulary	Emergent, tropics, biomes, deforestation, canopy latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, South America, Andes Mountains, Amazon River, Tropical climate zone, temperate, Mediterranean, Rainforest, Vegetation, Biome, indigenous, settlements, sustainability, Yanomami tribe	UK, Exports, Imports, El Salvador, Climate, landscape, Fairtrade, global supply change, National trade	Tectonic plates, magma, active, dormant, extinct, tropics, equator. rust, mantle, outer core, inner core, iron, nickel, Earths core, layers, eruption, molten rock, dormant, extinct, crater, active, magma, ash, gas, smoke, vent, explode, pyroclastic flow, Richter scale, ring of fire, -Composite Volcanoes, Cinder Cones, Shield Volcanoes

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Year 6 Geography Curriculum		
Term	Spring 1	Spring 2 and Summer 1
Unit	Climate Change and Sustainability	Mapping the World
Thread	Sustainability and Interconnectivity 	Interconnectivity 
Overview	<p>In this unit, you will learn all about life in the Arctic and Antarctic. You will be able to locate both the Arctic and Antarctic on a globe and atlas.</p> <p>You will learn how polar bears and penguins have adapted to living in these harsh conditions and you will explore how people live in these regions.</p> <p>You will investigate the impact of climate change. You will also learn about the ways in which you can live more sustainably using alternative energies to support the future.</p>	<p>In this unit you will explore a range of maps available to geographers and develop your understanding of the key features of maps. You will study a range of maps and atlases, including digital maps, and compare your features. You will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, you will learn about the way that places have changed over time.</p>
Geographical Enquires	<p>How is our world changing and how can we protect it?</p> <ol style="list-style-type: none"> 1.What are the World's climate zones and biomes? 2.What is climate change? What is causing climate change? 3.What part can each of us play in protecting humanity's home? 	<p>What can maps tell us about the world?</p> <ol style="list-style-type: none"> 1.What information can an atlas give me? 2.What do symbols show on an OS map? 3.How can I use the 8-point compass for directions? 4.How can I use grid references to locate places on a map? 5. What does the journey around my village look like? 6. (Fieldwork activity/project) <ol style="list-style-type: none"> 1.Traffic count/data collection 2.Questionnaire/quantitive data collection
Sequence of learning (small steps)	<p>1.What are the World's climate zones and biomes?</p> <p>Identify the position and significance of Arctic and Antarctic Circle Identify the position and significance of the Prime/Greenwich Meridian Know there are different time zones around the World Know the different biomes of the World Locate biomes on a World map Know the different climate zones of the World Locate climate zones on a World map Understand the relationship between biomes and climate</p> <p>2.What is climate change? What is causing climate change?</p> <p>Know what the term climate change means Know what causes climate change (burning fossil fuels, co2, methane, etc)</p>	<p>1.What information can an atlas give me?</p> <p>Find countries in Europe and North and South America on a map. Find cities in the UK on a map and identify some of their features. Find information in an atlas using the index and simple co-ordinates. Look up the co-ordinates of a location. Find a location on a page by using simple co-ordinates. Identify physical features on a map. Use a key to identify physical features. Use an index to find a place name. Find the correct page in an atlas by using the index.</p> <p>2.What do symbols show on an OS map?</p> <p>Use a key to describe features on an Ordnance Survey map.</p>

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	<p>Know what impact climate change is having/could potentially have around the world (storms, flooding, drought, hunger, melting ice, rising sea levels, animals losing habitats etc)</p> <p>3.What part can each of us play in protecting humanity’s home? Know ways in which we can live more sustainably Know some alternative energies and how they can support a sustainable future.</p>	<p>Talk about why maps have symbols on them. Use a key to find out what a symbol means. Explain what makes a good map symbol. Recognise some map symbols on an Ordnance Survey map.</p> <p>3.How can I use the 8-point compass for directions? Use the eight compass points to describe routes on a map. Say the eight compass points. Follow directions using the eight compass points. Give directions using the eight compass points.</p> <p>4.How can I use grid references to locate places on a map? Use four and six-figure grid references to locate places on a map. Tell someone how to give co-ordinates by going across first and then up. Find a location from four or six-figure co-ordinates</p> <p>5. What does the journey around my village look like? Discuss the human and physical features of the village. Discuss routes around the village and what would be seen. Give directions using the eight compass points. Carry out a walk around the village, identifying the human and physical features. Draw a plan view of the village including keys and symbols. Use the eight compass points when referencing features. Add other human and physical features surrounding the village, using keys and symbols.</p> <p>6. Design and use a questionnaire to collect quantitative and qualitative data. Collect, analyse and present quantitative and qualitative data</p>
<p>Vocabulary</p>	<p>Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, biomes, Climate zones, Climate change, sustainably</p>	<p>Atlas, index, co-ordinates, latitude, longitude, Ordnance Survey, reference, easting, Northing, Silva compass, quantitative and qualitative data</p>

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Mapping and Fieldwork KS2

Key stage 2 National Curriculum Mapping

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.

Year 3	Year 4	Year 5	Year 6
<p>Use 4 compass points to follow/give directions:(Refreshed learning.</p> <p>Use letter/no. co-ordinates to locate features on a map with support.</p> <p>Know why a key and symbol is needed and be able to identify a range of simple common place symbols.</p> <p>Start to think of symbols and keys in their mapwork.</p> <p>Locate places on larger scale maps e.g. map of Europe, world maps.</p> <p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps).</p> <p>Begin to identify key features on different types of maps including OS maps (Rivers Unit).</p> <p>Use a range of maps.</p> <p>Begin to use digital maps.</p> <p>Begin to use age-appropriate atlases.</p> <p>Begin to identify features on aerial/oblique photographs.</p> <p>Recognise that contour lines show height and steepness (Rivers Unit).</p>	<p>Use 4 compass points well when following or giving directions (Refreshed learning)</p> <p>Use 4 figure OS grid references.</p> <p>Make a simple scale drawing.</p> <p>Know why a key is needed and begin to be more confident in the use of keys and symbols in map work.</p> <p>Begin to recognise more symbols on tourist maps and on some OS map.</p> <p>Locate places on large scale maps and maps of different sizes, (e.g. Find UK and other European counties on a globe and other maps).</p> <p>Continue to match boundaries (E.g. find same boundary of a county on different scale maps).</p> <p>Begin to identify significant features on a map, places and environments (coastal areas, hills, rivers, mountains).</p> <p>Use large scale OS maps and other maps.</p> <p>Use age- appropriate atlases.</p> <p>Use digital maps.</p> <p>Identify features on aerial/oblique photographs.</p> <p>Use mathematical knowledge to represent data using appropriate methods (bar chart, tally chart and line graphs).</p>	<p>Know and begin to use the 8 compass points.</p> <p>Begin to use 6 figure co-ordinates to locate features on a range of OS map.</p> <p>Use coordinates to locate latitude and longitude on atlas maps.</p> <p>Use/recognise a range of OS map symbols. Select a map for a specific purpose. (E.g. Pick atlas to find.... /OS map to find local village).</p> <p>Begin to recognise and use atlas symbols.</p> <p>Use index and contents page within atlases.</p>	<p>Use 8 compass points confidently and accurately.</p> <p>Use 6 figure grid refs accurately.</p> <p>Use/recognise a range of OS map symbols; Use atlas symbols.</p> <p>Use maps and plans at a range of scales.</p> <p>Find/recognise places on maps of different scales.</p> <p>Use medium scale land ranger OS maps.</p> <p>Follow a short route on an OS map.</p> <p>Describe features shown on OS map.</p> <p>Use a scale to measure distances.</p> <p>Draw a plan view map accurately.</p> <p>Include keys and symbols in own work.</p>

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Keystage 2 National Curriculum Fieldwork	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.		
Year 3 How do rivers change from source to mouth?	Year 4 What is life like in Italy? (Geographical Skills used throughout project-based learning)	Year 5 Where does our food come from? (Geographical Skills used throughout project-based learning)	Year 6 What is it like in Bolton-upon-Deerne? Or What is it like where I live?
<p>Journey of a river investigation study. How does a river change from source to mouth?’</p> <p>Create an enquiry question for a river investigation.</p> <p>Make a prediction linked to the enquiry question.</p> <p>Understand what primary data means and how it is used.</p> <p>Understand what secondary data means and how to use it.</p> <p>Collect data from a table.</p> <p>Draw a line graph to show the data of the river width from source to mouth.</p> <p>Draw a line graph to show data of the river depth from source to mouth.</p> <p>Analyse data on a line graph.</p> <p>Explain what data shows on a line graph.</p>	<p>To measure and analyse rainfall data throughout the year, compare monthly variations, and evaluate how current data compares to average rainfall from previous years.</p> <p>Data Collection Measuring Rainfall: Use a rain gauge placed in an open area. Record rainfall monthly. Ensure consistent measurement time each day (e.g., 9 AM daily).</p> <p>Data Analysis Monthly Comparisons: Identify wettest and driest months. Calculate difference between months. Compare with Past Averages Research historical rainfall data (local weather services or government sources). Visual Presentation collate data – bar charts/ climate graph – comparative bar chart – one for data and one for national average – compare Conclusion Summarize findings: Which month had the most/least rainfall? How did this year compare to past years? Any unusual patterns or trends? Optional Extensions Link rainfall data to local events (flooding, drought, crop growth). Compare with another location (different region or country). (Link to Science unit - Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Journey of a sandwich project. Present as a PPT/poster</p> <p>Understand the term food miles.</p> <p>To know where some different foods come from.</p> <p>Understand why food is imported in the UK.</p> <p>Understand the impacts of food miles on the environment, people and the economy.</p> <p>Explore and research possible solutions.</p> <p>Present project as a leaflet, poster, ppt</p>	<p>Fieldwork investigation of the local village of Bolton on Dearne.</p> <p>Investigate local buildings, land use, facilities etc in the local area.</p> <p>Economic activities – investigate local shops: how far do people travel to them and why?</p> <p>Collect, analyse and present quantitative data in charts and graphs.</p> <p>Design and use a questionnaire to collect qualitative data.</p> <p>Investigate the primary, secondary and tertiary businesses in the local area. (Building Futures).</p> <p>Use mathematical knowledge to represent data using appropriate methods.</p> <p>Organise results electronically on a spreadsheet and use electronic data handling to show and compare results.</p>