

WRENBURY PRIMARY SCHOOL EYFS – Understanding the World						
	N1 Autumn	N1 Spring	N1 Summer	N2 Autumn	N2 Spring	N2 Summer
<b>People and Places (Geography)</b>	Explore and respond to different natural phenomena in their setting and on trips.			Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		
	Sharing the fascination of a child who finds woodlice teeming under an old log - modelling the careful handling of a worm and helping children return it to the dug-up soil - carefully planting, watering and looking after plants they have grown from seeds	Encourage toddlers and young children to enjoy and explore the natural world. seeing the spring daffodils and cherry blossom	Encourage toddlers and young children to enjoy and explore the natural world – finding rainbows, summer showers, etc. Encourage children’s exploration, curiosity, appreciation and respect for living things. - visiting the beach and exploring the sand, pebbles and paddling in the sea	Practitioners can create books and displays about children’s families around the world, or holidays they have been on. Children to bring in photos to add to our family and community wall. Local walks in the environments – talk about seasonal changes.	Encourage children to talk about each other’s families and ask questions. Local walks in the environments – talk about seasonal changes.	Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. Local walks in the environments – talk about seasonal changes. Children to identify the different seasons and talk about changes that they may see in each season.

**GEOGRAPHY**

**Base 1 – Year 1**

Whole School Theme	Around the World	Wild Isles	Peering into the Past
<b>What does this mean to me? Why does this matter?</b>			

Unit of Work	Human and physical geography Place knowledge	Locational knowledge Geographical skills and fieldwork	Geographical skills and fieldwork
<b>National Curriculum</b>	<p>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.</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 use basic geographical vocabulary to refer to:</p> <p>§ 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>	<p>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> <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>	<p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right].</p> <p>To describe the location of features and routes on a map</p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ 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.</li> </ul>
<b>Prior Learning</b>	<p>In 2021/2022 Y1 previously EYFS (Base 1) compared Wrenbury and London recognising some environments are different to the ones they live in, located landmarks in London and compared to Wrenbury. Drew information from a simple map.</p>	<p>In 2021/22 Y1 previously EYFS (Base 1) compared Wrenbury and London recognising some environments are different to the ones they live in.</p>	<p>Y1 previously EYFS talked about the lives of people around them and through exploration of alternative fairy tales discussed similarities and differences between life in this country and in others.</p>

PRIOR- Y1 – People and Places			
PRIOR- Year 2 – Geographical Skills and Fieldwork / Place Knowledge / Locational Knowledge / Human and Physical Geography			
<p><b>Why this, why now?</b></p>	<p>Amelia Earhart- First lady to fly a plane. Look at where she travelled- Jungle e.g. What were the physical geographical features of non-European countries she travelled to? How do seasons and weather affect travel around the world? Seasonal changes – going to be threaded through all year.</p>	<p>Mary Anning- famous palaeontologist and fossil collector. Pin point the region of the southwest English county of Dorset. Lyme Regis is now part of what is now called the Jurassic Coast- many fossil finds still being found today. Compare the county of Dorset and its characteristics to other counties in the UK- more inland examples vs. coast line.</p>	<p>John Gerard Draw a basic map using symbols for key places and features and landmarks of Nantwich- John Gerard’s birth town.  Herb garden in the EYFS outdoor area- widen to school grounds- Children can instruct each other, giving appropriate directions to the next herb/plant. Create a simple map of where each is located using a basic map using N,E,S,W.</p>
<p><b>Core Learning</b></p>	<p><b>Concept: Climate</b> <b>Enquiry Question:</b> <b>Where are the hottest and coldest places in the world?</b></p> <p><b>Children can identify physical and human features on a map.</b> <b>Children can identify seasons and show understanding of hot and cold places.</b></p> <p>Know features of hot and cold places in the world. Know the main differences between a place in England and that of a small place in a non-European country. Have you visited countries outside of the UK- what was the weather like? What was the same, what was different?</p> <p>Maybe useful- learning around the seasons/links with science:</p>	<p><b>Concept: Significant Sc</b> <b>Enquiry Question:</b> <b>Where in the world have the most famous fossils been found?</b></p> <p><b>Children can name and locate the five oceans.</b> <b>Children can identify the seven continents of the world.</b></p> <p>Children can discover countries and counties where fossils have been discovered of particular/famous interest.</p> <p>Explore why the fossil finds have been in these particular locations in the UK- Dorset- coast- what about the landscape/why?</p> <p>Fossil Food- ideas to create fossils from different foods: <a href="https://portal.geography.org.uk/journal/view/J003911">https://portal.geography.org.uk/journal/view/J003911</a></p>	<p><b>Concept:</b> <b>Enquiry Question:</b> <b>What are the key landmarks I can see of Nantwich looking at aerial photographs?</b></p> <p><b>Children can devise a simple map, using symbols and a key, to identify landmarks and basic human and physical features.</b></p> <p>Explore features of Nantwich town and key landmarks- use key vocabulary to describe and record. Have you visited different towns and countryside villages? Do they have the same landmarks? Roads? Buildings? Do they look the same/different?</p> <p><i>Objective: To develop KS1 pupils’ skills in using aerial photographs to recognise landmarks and basic human and physical features of the school site.</i></p>

	<a href="https://geography.org.uk/resources/barnaby-bear-through-the-seasons/">https://geography.org.uk/resources/barnaby-bear-through-the-seasons/</a>		<a href="https://geography.org.uk/resources/our-school-from-above/">https://geography.org.uk/resources/our-school-from-above/</a> With help with how to use visuals/photographs in Geography lessons- read through some of the teaching tips below <a href="https://geography.org.uk/ite/initial-teacher-education/geography-support-for-trainees-and-ects/learning-to-teach-secondary-geography/geography-subject-teaching-and-curriculum/resources/using-visual-images-in-geography/">https://geography.org.uk/ite/initial-teacher-education/geography-support-for-trainees-and-ects/learning-to-teach-secondary-geography/geography-subject-teaching-and-curriculum/resources/using-visual-images-in-geography/</a>
<b>Opportunities for deepening learning ...</b>  <i>Know more and remember more.</i>	Science links- Seasonal changes How do animals use their different senses in different environments? i.e. Jungles, mountains, rivers... History links- Amelia Earhart and her travels/flight journeys Art links- birds and their travel patterns across the world.	Science- Links to finding out how palaeontologists can identify if fossils were belonging to animals including fish, amphibians, reptiles, birds and mammals  How did they identify and a variety of common animals that are carnivores, herbivores and omnivores- just from looking at their fossils?  History- Life of Mary Anning- her life as a palaeontologist  Art- 3D sculptures of fossils/ dinosaurs	Science-physical properties- what are the different buildings and landmarks made from? Why that material? Why is it good to use that material and not another? Test some materials using construction area.
<b>Opportunities for oracy and reading...</b>	Discussion at start of unit Text ordered from ELS to drive learning	Discussion at start of unit Text ordered from ELS to drive learning	Discussion at start of unit Text ordered from ELS to drive learning
<b>Key Figure / Artist</b>	Amelia Earhart	Mary Anning	John Gerard
<b>Vocabulary</b>	Sunny, Rainy, Foggy, Cloudy, Stormy, Windy, Snowing, Hailing, Thundering, Overcast, Seasons, Autumn, Spring, Summer, Winter, forecast, predict, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather	continents, equator, ocean, sea, settlement, city, town, village, physical, human, data, chart, location, fossil, palaeontologist, fish, amphibians, reptiles, birds, mammals England, Northern Ireland, Scotland, Wales, United Kingdom, Globe	Near, far, left, right, north, south, east, west  Compass, direction,  Park, lake, river, fields, countryside, roads, church, town hall, statue, town square, shop, farm, factory, market

	§ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	North America, South America, Antarctica, Europe, Asia, Africa, and Australia. The 5 oceans of the world are the Atlantic Ocean, the Indian Ocean, the Pacific Ocean, the Southern Ocean, and the Arctic Ocean.	
<b>Discussion question/point:</b>	I am going to live in (Russia)(or somewhere that Amelia Earhart travelled to) because I like warm weather, is this a good idea?	Look at the globe/atlases- Can I pin point different places where fossil discoveries were made?	If I stand at a given place in the school grounds, can I use directions and instructions to get to another place in school?  How do the physical and human features of Wrenbury compare to the features of Nantwich? Similarities? Differences?

## GEOGRAPHY

### Base 2 – Year 1/2

Whole School Theme	Around the World	Wild Isles	Peering into the Past
<b>What does this mean to me? Why does this matter?</b>			
<b>Unit of Work</b>	<u>Locational Knowledge</u>  <u>Geographical skills and fieldwork</u>	<u>Geographical skills and fieldwork</u>	<u>Place Knowledge</u>
<b>National Curriculum</b>	Use simple compass directions (North, South, East and West) and locational and directional language 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.	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.  *use globes

<b>Prior Learning</b>	In 2021/2022 Y2 previously Y1 (Base 1) compared Wrenbury and London recognising some environments are different to the ones they live in, located landmarks in London and compared to Wrenbury. Drew information from a simple map.	In 2021/22 Y2 previously Y1 (Base 1) compared Wrenbury and London recognising some environments are different to the ones they live in.	Y2 previously Y1 talked about the lives of people around them and through exploration of alternative fairy tales discussed similarities and differences between life in this country and in others.
	<p>PRIOR - Y1 – People and Places</p> <p>PRIOR - Year 2 – Geographical Skills and Fieldwork / Place Knowledge / Locational Knowledge / Human and Physical Geography</p>		
<b>Why this, why now?</b>	<p>The Wright Brothers- The Wright brothers, Orville Wright and Wilbur Wright, were American aviation pioneers generally credited with inventing, building, and flying the world's first successful motor-operated airplane.</p> <p>What was the journey of this first voyage?</p>	<p>Children can discover where St. Margaret's Church is in relation to Wrenbury Primary School- visit via walk from school.</p> <p>Use this to build on directional/compass mapping skills from previous term.</p>	<p>Thomas Telford was a Scottish civil engineer whose work contributed to many well-known projects- canals and bridges.</p> <p>These places of such projects can be used as a focus for Geography study and to make links to other famous bridges across the world.</p>
<b>Core Learning</b>	<p><b>Concept: Key Events</b> <b>Enquiry Question:</b> <b>Have you been on a flight this summer/in the past...?</b> <b>What does the journey of that flight look like?</b></p> <p>Children can identify and physical features on a map</p> <p><b>Children can use compass symbols NSEW</b></p> <p>Children can map out the journey using directional mapping- using NSEW vocabulary on world map. Create maps with landmarks – important landmarks/ physical features can be included,</p>	<p><b>Concept: Local points of interest</b> <b>Enquiry Question:</b> <b>How do I get to St Margaret's Church following a map?</b></p> <p>Children can name features in their locality Children can identify features on a map and use a key</p> <p>Children can devise maps using symbols with key of journey from Wrenbury PS to Church.</p> <p>Share maps with others in class and test each others maps out with a journey to follow map through village to the church.</p> <p>Artful maps/digi-maps</p>	<p><b>Concept: Significant structures</b> <b>Enquiry Question:</b></p> <p>Children can identify geographical features – human and physical. Children can contrast between the features of two areas.</p> <p>Study a famous project in which Thomas Telford contributed to- e.g. Menai Bridge. “...can I see in this local area- Can I see this in Menai?”</p>

	i.e. mountain ranges, statues, city landmarks etc...	<a href="https://geography.org.uk/wp-content/uploads/2023/01/OTR-Lesson_Plan_2-Finding-Features-2023.pdf">https://geography.org.uk/wp-content/uploads/2023/01/OTR-Lesson_Plan_2-Finding-Features-2023.pdf</a>  Map symbols/key ideas <a href="https://digimapforschools.edina.ac.uk/learning-resources/resource/?s=Maps%20and%20Symbols">https://digimapforschools.edina.ac.uk/learning-resources/resource/?s=Maps%20and%20Symbols</a>	Contrast these with another area with a significant bridge- Sydney Harbour Bridge/ Golden Gate Bridge/ Brooklyn Bridge.  Choose one and use the area to contrast the human and physical features found here, in comparison to Menai.
<b>Opportunities for deepening learning ...</b>  <i>Know more and remember more.</i>	Mapping journey- links to computing on how to present this? Children can find images of aerial photographs/ real photographs of landmarks and features to copy and paste/print in order to add to map they're creating.	Can I upscale my map to other churches in the local area using NSEW? For example, where on a map is St. M Church in relation to St. Mary's Nantwich and St. Michael's Marbury?  Art- architecture and drawing- St. Margaret's Church as a focus.	Links with Wrenbury canal- parallel study as Thomas Telford worked on Ellesmere canal.  Science links with this- Habitats of plants and animals in this environment and food chains in or around the canal.  Art- Flora and fauna surrounding the canals? Also Menai Straits- research and draw examples of flora and fauna found.
<b>Opportunities for oracy and reading...</b>	Discussion at start of unit Text ordered from ELS to drive learning	Discussion at start of unit Text ordered from ELS to drive learning	Discussion at start of unit Text ordered from ELS to drive learning
<b>Key Figure / Artist</b>	<b>Wright Brothers</b>	<b>St. Margaret's Church</b>	<b>Thomas Telford.</b>
<b>Vocabulary</b>	North, East, South, West, Map, Scale, Symbols, Key, Features, Relation, Significant, Area, Land, Navigation, Orientation  Town, City, Countryside, Village, Moor, Peak, Lake, Transport, Tourist, Attraction, Defence, Leisure, Landmark	North, East, South, West, Map, Scale, Symbols, Key, Features, Relation, Significant, Area, Land, Navigation, Orientation, village, shop, café, park, bus stop, school, village hall aerial photograph map key symbols Direction	Canal, bridge, structure, architecture, key human features city, town, village, factory, farm, house, office, port, harbour shop Capital city country sea, land, beach sea lake river desert mountain / hill countryside forest / wood key physical features, including: beach, cliff, coast, forest, sea, ocean, river, soil, valley, vegetation, season weather Marine

	key human features city, town, village, factory, farm, house, office, port, harbour shop Capital city country		
<b>Discussion question/point:</b>	Look at aerial maps- can I pin point locations/cities based on physical features or landmarks I see?	Here is a map from here at school to another location in the village- do you know where I am?	Which area would I prefer to live in (comparing two areas of study as above) and why? Which features of the areas help me make my decision?

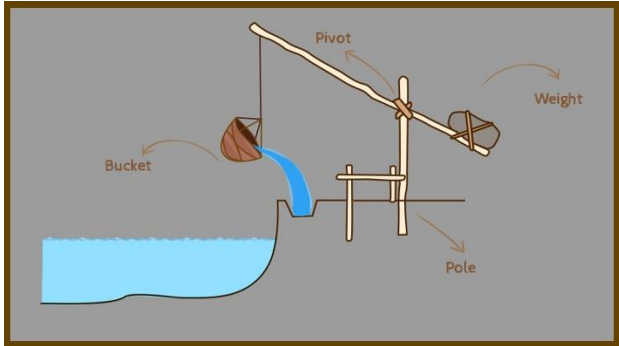
## GEOGRAPHY

### Base 3 – Year 3

Whole School Theme	Around the World	Wild Isles	Peering into the Past
<b>What does this mean to me? Why does this matter?</b>			
<b>Unit of Work</b>	<u>Human and Physical Geography</u>	<u>Locational Knowledge</u>  <u>Human and Physical Geography</u>	<u>Geographical skills and fieldwork</u>
<b>National Curriculum</b>	Describe and understand key aspects of physical geography, including <b>rivers</b> , mountains, volcanoes and earthquakes.  Describe and understand key aspects of physical geography, including the water cycle.	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.  Describe and understand key aspects of physical geography, including climate zones, <b>biomes and vegetation belts</b> .	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.
<b>Prior Learning</b>	Previously looked at human and physical features: including the four seasons and weather symbols	Named and located the world's 7 continents and 5 oceans.	Children have explored compass points N, S, E, W, their local school environment and the



	<p>(linking to science) learning about valley, river, cliff etc.</p> <p>Also worked on using maps, atlases, globes and google earth to locate the United Kingdom and Jamaica, compared the islands, the human geography of Jamaica/United Kingdom, looked at features of hot and cold places in the world and identifying/finding the equator, North and South Pole.</p>	<p>Previously Year 2 have worked on the United Kingdom naming its countries and capital cities.</p> <p>Previously looked at human and physical features: including the four seasons and weather symbols (linking to science) learning about valley, river, cliff etc.</p>	<p>wider community relative to the farming topic.</p> <p>Used 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.</p>
<b>Why this, why now?</b>	<p>Children can build on their knowledge of the world and locate the continent of Africa- Egypt.</p> <p>Also building on knowledge of physical features such as rivers.</p>		<p>Children can build on local knowledge -the children will learn how to read and draw maps and they will do this in our local area, considering the history of the area as well as the geography.</p>
<b>Core Learning</b>	<p><b>Concept: Sustainability</b> <b>Enquiry Question:</b> <b>What are rivers and why are they important?</b></p> <ul style="list-style-type: none"> <li>• Rivers drain the land through a patchwork of drainage basins and form an important part of the water cycle.</li> <li>• Even the largest and wildest rivers begin as a collection of tiny streams which join together over its course.</li> <li>• The majority of rivers finish their journey at their mouth by entering a body of water such as an ocean, sea or large lake.</li> <li>• Rivers are extremely important to human civilization, providing us with water for irrigation and drinking as well as sources of food, energy, recreation, and transportation.</li> <li>• Humans, through the actions of farming, industry, waste disposal and urbanisation, are polluting rivers and disrupting natural drainage patterns often resulting in flooding.</li> </ul>	<p><b>Concept: Environment</b> <b>Enquiry Question:</b></p> <p><b>Look at the Creswell Crags, Skara Brae and Stonehenge sites for biomes/ vegetation belts to connect with history</b></p>	<p><b>Concept: Place</b> <b>Enquiry Question:</b> <b>How has Wrenbury changed over time and why?</b></p> <p>Children can explore and study features of the local area and link with history in order to contrast the change over time. Look into why these changes have happened.</p> <p>Children to use symbols to mark key features of the village and also landmarks and buildings that give Wrenbury its identity.</p> <p>Can I draw a map to lead a friend through a journey through Wrenbury?</p>

	<ul style="list-style-type: none"> <li>The water cycle shows how water evaporates from Earth's surface, travels up into the atmosphere, forms into clouds and then falls back to the surface as precipitation. Much of this falling water returns through river systems to seas where evaporation then re-occurs.</li> </ul>		
<b>Opportunities for deepening learning ...</b>  <i>Know more and remember more.</i>	<p>History- What was life like in Ancient Egypt?</p> <p>Art- Cloth, Paint, Thread -Mixed media- make links with flax being grown and used for linen to make clothes...</p> <p><b>DT- Structures and Mechanisms- Irrigation links- children could create a Shaduf (Shadoof) structure to lift water out of the 'River Nile' see below</b></p> 	<p>History links</p> <p>Art- Textiles- 2D shape to 3D product. To design and make clothes for the stone age/iron age population.</p> <p>Science links- Build on bog baby- explore the requirements of plants for life and growth- make links with growing crops for food.</p>	<p>History links-</p> <p>To use primary and secondary sources to draw conclusions.</p> <p>To identify how life in Wrenbury has changed over time.</p> <p>To be able to link key buildings/ structures with key events in British history (eg: Church of England/ Tudors, railways, canals) and recognise their significance</p>
<b>Opportunities for oracy and reading...</b>	<p>Discussion at start of unit</p> <p>Text ordered from ELS to drive learning</p>	<p>Discussion at start of unit</p> <p>Text ordered from ELS to drive learning</p>	<p>Discussion at start of unit</p> <p>Text ordered from ELS to drive learning</p>
<b>Vocabulary</b>	<p>region Europe Country County Economy Trade Energy River Nile landscape, river banks, coast, climate, erosion deposition water cycle flax farming, crops, transportation, food, trade</p>	<p>Biomes, vegetation belts, climate, crops, England Scotland Wales N. Ireland Belfast Cardiff Edinburgh London North/ Irish/ Celtic Seas English Channel,</p>	<p>Observe measure /record Environmental Region Compass points: NW NE SE SW Ordnance Survey map/ Scale grid reference Symbols Minerals Rocks</p>
<b>Quick Quiz</b>			

<b>Discussion question/point:</b>	What was the most important aspect that the River Nile provided to the Ancient Egyptian people?		What do you think will continue to change in Wrenbury in the future? How might that look?
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**GEOGRAPHY**

**Base 4 – Year 4/5**

<b>Whole School Theme</b>	<b>Around the World</b>	<b>Wild Isles</b>	<b>Peering into the Past</b>
<b>What does this mean to me? Why does this matter?</b>			
<b>Unit of Work</b>	<u>Human and Physical Geography</u>	<u>Geographical skills and fieldwork</u>	<u>Human and Physical Geography</u>
<b>National Curriculum</b>	Describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water.	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.	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.
<b>Prior Learning</b>	The children have previously learned how to use four figure grid referencing. Also they have knowledge of recognising and identifying keys and symbols on maps. They have previous knowledge of continents of the world and countries within them.	The children have previous knowledge of: Naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understanding how some of these aspects have changed over time.  Describe and understand key aspects of human geography, including types of settlements and land use.	In 22-23 the children used maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. They used the eight points of a compass, to build their knowledge of the United Kingdom and the wider world.
<b>Why this, why now?</b>	This is new learning linked to a civilisation in the past. The children will be exploring a new part of the world. The trade industry is very significant today in the world, in particular for Benin- the cotton trade. The children will have the opportunity	By studying our local area of Wrenbury, it allows children to become more knowledgeable, engaged with and perhaps respectful of their local environment and community – from its historical geography to the current social, environmental and economic processes shaping the place they live in.	Children have prior knowledge of the wider world, the countries in it and a knowledge of continents, that may need consolidating.  This will lend itself to the children looking at how the Vikings and Anglo-Saxons travelled

	<p>to explore trade and how this works between different countries in the world. In History, we are learning about Benin and this will link directly to learning about trade and trade routes.</p> <p>We will also link our learning about trade to the Manchester Cotton Trade Industry as this will give the children a more local perspective of trade and how this has an impact.</p>	<p>Previous studies of canals, land use, farming etc. allows them to bring their prior knowledge of the village/canals/ to the learning journey and build upon this. Also children will be able to explore and deepen their knowledge of mapping skills</p>	<p>and where the invasions took place across different countries.</p>
<p><b>Core Learning</b></p>	<p><b>Concept:</b> Trade and Trade routes</p> <p><b>Enquiry Question:</b> <b>How was the cotton trade industry important to the Benin civilisation?</b></p> <p><b>To show trade routes on a map</b></p> <p><b>To understand how features of human geography impacts</b></p> <p>Research Trade facts about the cotton industry in Benin.</p> <p>Children will look at the trade of cotton not only in Benin, but also how important this was in Manchester prior to the first world war. Compare and contrast the trading and trade routes in place at that time.</p> <p>Resources: <a href="https://www.pan-uk.org/cotton-in-benin/">https://www.pan-uk.org/cotton-in-benin/</a></p>	<p><b>Concept:</b> Geographical skills and Fieldwork – Local area</p> <p><b>Enquiry Question:</b> <b>What can you tell me about Wrenbury and its railway system?</b></p> <p><b>To identify and describe the main human and physical features of our local area.</b></p> <p><b>To explore changes in the geography of our local area.</b></p> <p><b>To use maps/computer software to locate Wrenbury village/ station.</b></p> <p><b>To compare Wrenbury Village and Nantwich town.</b></p> <p><b>To use a range of geographical skills including the use of maps, observation and field sketches and ordnance survey maps.</b></p> <p>Resources: <a href="http://www.rgs.org">www.rgs.org</a> <a href="http://www.geography.org.uk">www.geography.org.uk</a> <a href="http://digimapforschools.edina.ac.uk/cosmo/home">http://digimapforschools.edina.ac.uk/cosmo/home</a></p> <p><a href="http://www.rgs.org/bfta">www.rgs.org/bfta</a> (A photographic overview of Britain's natural, built and managed environments is provided by the Society's Britain from the Air online exhibition which has accompanying educational activities)</p> <p><a href="http://ordnancesurvey.co.uk/oswebsite/opendata/viewer/">Http://ordnancesurvey.co.uk/oswebsite/opendata/viewer/</a></p>	<p><b>Concept:</b> Comparing countries in different regions</p> <p><b>Enquiry Question:</b> <b>On what continent would you find Norway/ Newfoundland?</b></p> <p><b>To identify key differences and similarities between a region in the UK (Northumbria) with a region in a European country (Norway) and a region in North America (Newfoundland).</b></p> <p><b>To understand geographical similarities and differences through the study of the most significant human and physical features of these. (Northumbria, Norway and Newfoundland)</b></p> <p><b>To interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs.</b></p> <p>Resources: <a href="http://www.geography.org.uk">www.geography.org.uk</a></p>

		(You can view a map of your local area through the Ordnance Survey's open Data mapping)	<a href="http://www.rgs.org">http://www.rgs.org</a>  <a href="#">Anglo-Saxon Sites in Britain   Remains, Crosses and Churches (historic-uk.com)</a>
<b>Opportunities for deepening learning ...</b>  <i>Know more and remember more.</i>	This learning will link directly with this term's History curriculum.	<p>The children can use their previous knowledge of studies of the local village and land use and surrounding areas. In computing the children shall be working on designing quizzes – they will be able to base the quiz questions on this term's studies.</p> <p>Trip to Railway Station/ Science and Industry Museum</p>	<p>In History the children will I be studying the Vikings and Anglo Saxons connecting to Geography as they will be learning about areas linked to the Anglo Saxons / Vikings – Northumbria/Newfoundland/Norway. In computing children can deepen learning by making links to the Anglo-Saxon period by creating their Sprites based on Anglo Saxon characters and backdrops for games they'll be designing.</p> <p>Roger Barry visit to school- 'The Viking Man'</p>
<b>Opportunities for oracy and reading...</b>	Discussion at start of unit Text ordered from ELS to drive learning	Discussion at start of unit Text ordered from ELS to drive learning	Discussion at start of unit Text ordered from ELS to drive learning
<b>Key Figure / Artist</b>		George Stephenson	
<b>Vocabulary</b>	<p>human features, city, town, village, factory, farm, house, office, port, harbour, shop, capital city, country, vegetation, urban, rural</p> <p>challenge, diverse places, resources</p> <p>Types of settlement, land use, economic activity, population, trade links, natural resources including energy, food, minerals and water, economy, region, county, energy, landscape, rural, differences, similarities, compare, contrast</p>	<p>observe, measure, record, environmental, region, compass points, ordnance survey map, scale, symbols trade, derelict, economy, urban, country, county, landscape, rural, differences, similarities, compare, contrast</p> <p>city, atlas, map, globe, village, town, suburb, function, housing types, land use</p>	<p>Types of settlement, land use, economic activity, population, trade links, natural resources including energy, food, minerals and water, deforestation, derelict, economy, region, county, energy, landscape, rural, differences, similarities, compare, contrast</p> <p>City, country, continent, Atlas, map, globe</p> <p>Physical features, human features, compass points</p> <p>environment, equator, hot/cold, direction, country, continent, globe, characteristics, surrounding seas, climate,</p>

			<p><b>Place Knowledge</b> Asia, Africa, North America, South America, Canada, Newfoundland, Northumbria, Antarctica, Australia, Europe, Arctic, Southern, Pacific, Atlantic, Indian England, Scotland, Wales, N.Ireland, Belfast, Cardiff, Edinburgh, London, North/ Irish/ Celtic Sea, English Channel</p>
<b>Quick Quiz</b>	<p>How is cotton transported within the region? What different ways are there to transport goods such as cotton? Can you tell me a trade route from one country to another that you know about? Why do some countries choose to trade with other countries?</p>	<p>Why is Wrenbury classified as a village? What types of building did we find in Wrenbury? What are they used for? What different types of land use did we find? Can you tell me some of the physical features and human features that we found during our study of Wrenbury? How and what has changed in Wrenbury? Why do you think these changes have taken place? What was Wrenbury like in the past? Why was Crewe chosen for HS2 development?</p>	<p>What is the capital of Norway/Newfoundland? What is the population of Norway/Newfoundland/ Northumbria? What language is spoken in Norway/Newfoundland? Describe two geographical physical differences between Norway and Newfoundland? Which continent are they positioned on?</p>
<b>Discussion question/point:</b>	<p>Discuss the different ways people can trade goods and transport them from one place in the world to another.</p>	<p>Do the benefits of railway construction (HS2) outweigh the environmental impact whilst constructing? - Discuss</p>	<p>Discuss the differences and similarities between Northumbria, Newfoundland and Norway. Discuss the changes that have occurred in these areas since early settlements.</p>

**GEOGRAPHY**

Base 5 – Year 5/6

<b>Whole School Theme</b>	<b>Around the World</b>	<b>Wild Isles</b>	<b>Peering into the Past</b>
<b>What does this mean to me? Why does this matter?</b>			

Unit of Work	Human and Physical Geography	Locational Knowledge	Geographical skills and fieldwork
<b>National Curriculum</b>	Describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water.	Identify the position and significance of latitude and longitude/ Capricorn cancer and the Prime/Greenwich Meridian and time zones.	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.  Focus on wild area of UK city to compare.
<b>Prior Learning</b>	Understand geographical similarities and differences through the study of human and physical geography of a <b>region of the United Kingdom, a region in a European country</b> , and a region within North or South America (UK east coast/York vs. Denmark/Sweden Norway)  In 2021/22 Y5 as Y3 students, (Base 2) - Study of UK compared with Greece. In 2021/22 Y5 as Y3(Base 3) – Study of Mexico In 2021/22 Y6 as y4 students (Base 4) – Study of Brazil	Name and locate counties and cities of the United Kingdom (BO previous), 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.  In 2021/22 Y6 as Y4 students – studied rivers and features of a river, subsistence farming- land use, trade links and economic activity.	Using 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.  In 2021/2022 Y5 as Y3 studied farming in the UK the local area.
<b>Why this, why now?</b>	Children have previously learned about physical differences between UK regions and Norway/Denmark/Sweden focusing on mountains, volcanoes, fjords and rivers/lakes. They have touched on how this impacted human transportation and trade however not in great detail. They will now delve further into trade links between	Children need to widen their knowledge of location by looking at significant countries within the Roman Empire and applying that to how we identify and locate countries all over the wider world.	Children need more exposure to eight compass point knowledge and use and have the opportunity to explore this when learning about the Indus Valley region.  Children can build on their knowledge of UK and well-known countries in the world to countries and regions in the wider world that are less well-known.

	countries and how this is managed and so important for survival of civilisations.		
<b>Core Learning</b>	<p><b>Concept: Trade</b> <b>Enquiry Question:</b> How did the Ancient Greeks distribute goods and why was it so important to them? How did the Ancient Romans distribute goods and why was it so important to them?</p> <p><b>To understand how human and physical geography impacts on trade and trade routes.</b></p> <p>To explore how pottery was a major source of trade for Ancient Greeks and Romans.</p> <p>To learn how such goods were distributed.</p>	<p><b>Concept: Where in the world?</b> <b>Enquiry Question:</b> Can I pinpoint countries/areas of interest within the Roman Empire using latitude and longitude? How did the Romans tell the time?</p> <p><b>To learn about different time zones and how that relates to the map of the world.</b></p> <p><b>To understand the significance of latitude and longitude.</b></p> <p>To compare time zones between places of interest within Roman Empire- Greece.</p> <p>Could use the following to aid- key focus as latitude and longitude <a href="https://geography.org.uk/resources/different-ways-of-looking-at-the-world-worldmaps-alt/">https://geography.org.uk/resources/different-ways-of-looking-at-the-world-worldmaps-alt/</a></p>	<p><b>Concept: Where in the world?</b> <b>Enquiry Question:</b> Where was the Indus Valley Civilisation? Why did this civilisation settle here?</p> <p><b>To be able to describe how the physical features of river valleys supported permanent settlements and the rise of early civilizations.</b></p> <p>Review the importance of rivers and rainfall in the growing of crops; investigate the relationship between rivers and settlements</p> <p><b>To locate such areas using four and six-figure reference grids.</b></p> <p>Compare use of the Indus River to the River Severn (as a transportation route). Investigate the relationship between rivers and settlements in Britain by finding the mapped area of towns and cities along the course of different rivers.</p> <p>Help with teaching grid references: <a href="https://portal.geography.org.uk/journal/view/J004277">https://portal.geography.org.uk/journal/view/J004277</a></p> <p><a href="https://geography.org.uk/resources/investigating-grid-references-and-map-symbols-at-key-stage-1-2/">https://geography.org.uk/resources/investigating-grid-references-and-map-symbols-at-key-stage-1-2/</a></p> <p>To create a map of the Indus Valley using references and symbols with a key.</p>
<b>Opportunities for deepening learning ...</b>	<p>LINK TO HISTORY- The Roman Empire and its impact on Britain.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>		<p>History- direct links to learning about the life of the ancient civilisation of the Indus Valley.</p>



Know more and remember more.			Art- mixed media- landscapes – link to map creation.
	<p>Art- sculpture- produce authentic pottery. Greek / Roman pots/ vases/ mosaics.</p> <p>Link to the Greek Myth behind Capricorn- Capricornus gets its name from a Greek myth that says the god Pan was transformed into a half-goat, half-fish when he dived into the Nile River to escape the giant Typhon. Capricornus looks like a large triangle of fairly bright stars. The brightest stars are side-by-side at the triangle's western tip</p> <p>Link to Roman time telling- Three main types of timepieces used in ancient Roman times were the <b>sundial</b>, <b>klepsydra</b>, and <b>obelisk</b>. 25 Inspired by the Greeks and Egyptians, these early clocks relied upon either the sun or water. 26 Sundials and obelisks depend on the sun, but time still had an impact on the Roman people on cloudy days and at night.</p> <p>Art- make a Roman sundial with mosaic surface.</p>		
<b>Opportunities for oracy and reading...</b>	Discussion at start of unit Text ordered from ELS to drive learning	Discussion at start of unit Text ordered from ELS to drive learning	Discussion at start of unit Text ordered from ELS to drive learning
<b>Key Figure / Artist</b>	<p><b>Sophilos</b></p> <p>The most famous creator of Greek vase paintings in the first half of the 6th century was Sophilos. Sophilos is the earliest painter to whom vases can be specifically attributed. This is because he was the first to paint Greek lettering onto pottery, with signatures that read 'Sophilos made me'</p>	<p>Anaximander of Miletus (introduced sundials into Greece)</p> <p>Theodosius of Bithynia (invented universal sundial)</p>	Ancient civilisation in the Indus Valley
<b>Vocabulary</b>	Trade/ trade links Deforestation Derelict Economy Urban region Europe Country County Energy Tributary meander ox bow estuary mouth source climate zones Pottery, vase, distribution	GIS - Geographical Information systems Analysis of data and statistics Global warming Latitude Longitude North/ South hemisphere Tropics of Capricorn and Cancer Time differences	spatial variation vegetation Erosion deposition Headland Resort Cliff Bay delta Geographical influences / significance 6 figure grid reference Climate change Ordnance Survey Geographical Information Systems globally significant Land use Mountains river features equator hemisphere food chain

			Differences/similarities Compare/ contrast City/country/continent Atlas/map/globe
<b>Discussion question/point:</b>	Can I explain how I would distribute my pottery product from Ancient Greece to the wider world?	Which time zone is the best in the world and why?	Can I create a map of the Indus Valley and navigate a friend within the region?