

		Key questions	Objectives	Notes
Dahl Class Year A 20-21	Barnaby Bear: Local Area	<p>Where do I live? What are the features of my area? What type of house do you live in? What is my school like? Who helps us at school? What buildings are in our local area? How do we get to school? What signs are there? How can we look after our environment?</p>	<p>Understanding and knowledge -develop knowledge about their locality Locational knowledge -name the local area and identify surrounding towns including their own Human and physical geography -identify seasonal and daily weather patterns -use basic geographical vocabulary to refer to: key physical and human features Place knowledge -recognise human and physical features of the local area Geographical skills and field work - use maps, atlases and globes to identify the UK and its countries -use simple compass directions and locational knowledge to describe the location of features and routes on a map. -use aerial photographs and plan perspective to recognise landmarks and basic human and physical features; devise a simple map; and use 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.</p>	<p>Draw attention to different types of houses such as oast and mock Tudor on Fritt Rd.</p>
	Barnaby Bear: Investigating the UK	<p>Where is the UK and what countries make up the UK? What is the weather like in the UK? What are the cities like? What is our local town like and where is it? What is the countryside like? How is the countryside different to the town? What is the seaside like?</p>	<p>Understanding and knowledge -develop knowledge about the world, UK and their locality Locational knowledge: -name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas Human and Physical geography -identify seasonal and daily weather patterns in the UK -use basic geographical vocabulary to refer to key physical and human features. Geographical skills and fieldwork -use maps, atlases and globes to identify the UK and its countries -use simple compass directions and locational knowledge to describe the location of features and routes on a map. -use aerial photographs and plan perspective to recognise landmarks and basic human and physical features; devise a simple map; and use construct basic symbols in a key</p>	

	Little Blue Planet: investigating Space Ship Earth	<p>What is Earth?</p> <p>What is a map and how is the world mapped?</p> <p>Why do we need day and night?</p> <p>What is an ocean and what are their names?</p> <p>What is a river? Why do people live and work by rivers?</p> <p>Why and how are trees and other green plants special?</p> <p>Why are bees important to our lives?</p> <p>Why should we care about the Earth?</p>	<p>Understanding and knowledge</p> <ul style="list-style-type: none"> -develop knowledge about the world, the UK and their locality <p>Locational knowledge</p> <ul style="list-style-type: none"> -name and locate the world's seven continents and five oceans <p>Human and physical geography</p> <ul style="list-style-type: none"> -identify locations of hot and cold places -use basic geographical vocabulary to refer to key physical features. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> -use maps, globes and atlases to identify countries, continents and oceans -use compass directions to describe locations and routes on a map -use aerial photographs and plan perspective to recognise landmarks and basic human and physical features; devise a simple map; and use construct basic symbols in a key 	
Dahl Class Year B 21-22	Barnaby Bear goes to Norway	<p>Where are Norway, Oslo, the Artic Circle and Skarsvag?</p> <p>What is the weather like in Norway?</p> <p>How to people get to Norway or Skarsvag?</p> <p>What is Skarsvag like?</p> <p>How is Skarsvag similar / different to our locality?</p> <p>What goods and services are available in Skarsvag?</p> <p>What is it like to visit Skarsvag?</p>	<p>Place Knowledge</p> <ul style="list-style-type: none"> -understand similarities and differences through studying the human and physical geography of a small area of the UK and non-European country (Norway) <p>Human and physical geography:</p> <ul style="list-style-type: none"> -identify seasonal and daily weather patterns in the U.K. and the location of cold areas of the world in relation to the Equator and the Poles. -use geographical vocabulary to refer to physical and human features <p>Geographical skills</p> <ul style="list-style-type: none"> - use maps, atlases and globes to identify countries, continents and oceans -use simple compass directions and locational / directional language to describe the location of features and routes on a map -use aerial photographs and plan perspective to recognise landmarks and basic human and physical features; 	
	Caring for Our World	<p>What can we do to save the bees?</p> <p>Where does our food come from?</p> <p>Why are our hedgerows important?</p> <p>How can we save air miles?</p> <p>How can we look after our oceans and rivers?</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> -building upon locational knowledge – being able to identify where places are in the locality. <p>Human and physical geography:</p> <ul style="list-style-type: none"> -identify seasonal and daily weather patterns in the U.K. -use geographical vocabulary to refer to physical and human features <p>Geographical skills</p> <ul style="list-style-type: none"> - use maps, atlases and globes to identify countries, continents and oceans 	
	Barnaby Bear at the Seaside.	<p>Where is Hastings like?</p> <p>What is the weather like?</p> <p>How do people get there?</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> -building upon locational knowledge – being able to identify where places are in the locality. 	<p>Links to history</p> <p>Coastal trip</p>

		<p>What is a caravan site like? What is Hastings like? How is it similar/ different to our location? What goods and services are available at the caravan site? Where do people shop? What is it like to visit Hastings?</p>	<p>Human and physical geography -identify seasonal and daily weather patterns in the U.K. -use basic geographical vocabulary to refer to key physical features. Geographical skills and fieldwork -use maps, globes and atlases to identify countries, continents and oceans -use compass directions to describe locations and routes on a map -use aerial photographs and plan perspective to recognise landmarks and basic human and physical features; devise a simple map; and use construct basic symbols in a key</p>	<p>- class teacher to decide on location.</p>
<p>Wells Year A 20 - 21</p>	<p>Living in the Freezer</p>	<p>What is it like to be really cold? Where are the North and South Poles? Where is the Artic Circle? What do we know about this area? What can we learn about the life of a polar bear? Which creatures live in the Antarctic? What is Greenland like? Who lives in / near the Antarctic?</p>	<p>Locational Knowledge -identifying position and significance of Artic and Antarctic Circle and time zones Place knowledge -understand geographical similarities and differences through the study of human and physical geography. Human and Physical geography -describe and understand key aspects of physical geography and human geography including land use and the distribution of natural resources Geographical skills and fieldwork -use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied -use eight points of a compass, four figure grid references, symbols and keys to build knowledge of the wider world</p>	
	<p>Investigating Latitude, longitude, time zones and climates</p>	<p>What places do we know in North and South America? What is latitude, what is longitude? What pattern does the climate graph show? Why is it different times in different places? What is the Prime Meridian and where is it? What</p>	<p>Understanding and knowledge -understanding the significance of latitude, longitude, the equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the prime Meridian and time zones - understand the key aspects of climate types Locational knowledge -using maps to locate environmental regions, key physical and human characteristics and places in North and South America -locating lines of latitude, longitude, the equator, the N and S Hemisphere, the Tropics, Prime Meridian and time zones Human and physical geography -describing key aspects of climate types Geographical skills -using maps, atlases, globes and digital / computer mapping to locate countries and recognise the places studied.</p>	

	<p>Local study (links to climate and weather)</p>	<p>What do we know about our town? What makes a town? What different methods of collecting evidence did we use? What is the most common land use? What are the issues in the town? What did we find out?</p>	<p>Understanding and knowledge -recognising differences and similarities in functions and layouts of settlements -understanding human actions and processes can significantly impact on towns -learning how issues such as traffic congestion can be remedied Locational knowledge -developing sense of place -locating the town in a wider context -understanding that towns can differ both in size and provision of services and facilities Human and physical geography -investigating the land use in the town -describing how and why places change over time -Identify the quality of the environment in the town -recognising the importance of sustainability in the area</p>	<p>Staplehurst – exponential growth-still listed as a village Cranbrook – limited growth but listed as a town Frittenden – used to have amenities such as shops and a bus service – now has none of these.</p>
<p>Wells Year B 21 - 22</p>	<p>Investigating Mountains and Volcanoes</p>	<p>What do you think a mountain looks like? What is the highest mountain in the UK? Where are some famous mountains located? How are mountains formed? Can you name one volcano and where it is located? How can volcanoes else in the world affect us? What came from the volcano?</p>	<p>Understanding and knowledge -understanding the importance of mountains and volcanoes and their impact on the landscape -describing and understanding key aspects of mountains and volcanoes Locational knowledge -locating mountains in the UK -locating major mountain ranges and mountains in Europe -locating major mountain ranges and mountains around the world -locating major volcanoes around the world Human and physical geography -identifying a range of mountain features -recognising how mountains change -identifying a range of volcanic features -recognising that volcanoes can change the landscape -understanding that volcanoes and mountains can impact on the way people live.</p>	<p>Links to the Romans – Pompeii and Vesuvius</p>
	<p>The U.K. investigating who we are (changing populations; diversity and migration)</p>	<p>What is the UK? Do we all have the same image of the UK? What stereotypes do people have of the UK? Who are we and what makes us unique? What evidence of international links can we find in our area?</p>	<p>Locational Knowledge -Name and locate countries and cities in the UK Place Knowledge -Identify and compare some similarities and differences between people, places and environments in the UK and wider world and understand some ways that they are linked -understand that the different ways in which people live sometimes have consequences for the environment and the lives of others.</p>	<p>B.V. tolerance of others and their beliefs</p>

		<p>How have international links contribute to our local area? What do British people have in common? What does it mean to be British?</p>	<p>Human and physical geography -recognise and describe how significant events, such as migration, have affected the UK and the world in recent and distant past -explain their views about current future issues affecting the UK -recognise and describe how identities, communities and cultures are changing over time Geographical skills and field work - collect, record, analyse evidence and draw conclusions; use and make maps; communicate in different ways; use appropriate vocabulary</p>	
	<p>Beside the sea – Coastal Environments</p>	<p>What is our coast like? What are the key features of the UK coastline? How do the sea and weather shape the coast? How can we protect the coast from erosion? How does coastal erosion affect people’s lives? What are the main coastal habitats and where are they? How do people affect wildlife and habitats along the coast? What are coastal areas overseas like? How do our lifestyle choices affect the coast? Why are sea levels rising?</p>	<p>Locational knowledge -identify human and physical characteristics, topographical features including coasts Place knowledge -understand geographical similarities and differences through the study of human and physical geography of contrasting locations. Human and physical geography -human geography, including: settlement and land use, economic activity and the distribution of natural resources. -understand how coastlines change over time and why</p>	<p>Links to Birling-gap / Happisburgh – coastal erosion. Studland bay seahorse. David Attenborough</p>
<p>Shakespeare Year A 20 – 21</p>	<p>Amazing Amazon: investigating the S. American rainforest.</p>	<p>Where is Brazil? Who lives in Brazil? What is the rainforest like? How does the rainforest feed us? Why do Brazil nuts need a friend? How can people survive in the rainforest? How might life change for the Cabocio people? A sustainable future for the rainforest?</p>	<p>Locational knowledge -locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristic, countries and major cities Place knowledge -understand geographical similarities and differences through the study of human and physical geography of a region of South America Human and Physical geography -describe and understand key aspects of: physical and human geography Geographical skills and fieldwork -use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied -use eight points of a compass, four figure grid references, symbols and keys to build knowledge of the wider world</p>	

	Global Warming and climate change			
	Climates and Biomes	<p>Why is it hotter in some places than in others?</p> <p>How does climate differ around the world?</p> <p>How can we describe how climate zones vary?</p> <p>What is a biome?</p> <p>How are climates, plants and animals connected?</p>	<p>Understanding and knowledge</p> <ul style="list-style-type: none"> -develop knowledge about the world's main climate zones and their key characteristics -develop an understanding of some of the world's main vegetation belts, how they link to climate zones, and the meaning of the term biome. <p>Locational Knowledge</p> <ul style="list-style-type: none"> -locating biomes (global distribution and case studies) -develop locational knowledge of countries -identify the position and significance of the equator and the tropics of Cancer and Capricorn <p>Human and Physical geography</p> <ul style="list-style-type: none"> -describing and understand key aspects of climate zones, biomes and vegetation belts -develop an understanding of how climate influences the development of biomes and vegetation belts <p>Develop an understanding of how plants and animals adapt to their different biomes.</p> <p>Geographical Skills</p> <ul style="list-style-type: none"> -using atlases, globes or computers to locate places -reading information from climate graphs 	
Shakespeare Year B 21 - 22 Year A	European Study: Settlement, land use and physical / human geography	<p>The Alps</p> <p>Where are the Alps?</p> <p>What can you do in the region in good and bad weather?</p> <p>What region delicacies are there?</p> <p>What employment opportunities are there?</p> <p>How do you get to the Alps?</p>		
	<p>Food for thought: world trade, fair trade and air miles</p> <p>Or</p> <p>Investigating World Trade</p>	<p>What do we know about the geography of our food?</p> <p>How has our food changed?</p> <p>Where does our food come from?</p> <p>Is my food from near or far?</p> <p>Who eats what and where?</p> <p>How is our food made?</p> <p>Is there enough food to go round?</p> <p>What is the futures for our food?</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> -locate the world's countries using maps, concentrating on their environmental regions, key physical and human characteristics -identify land use features and the effect of land grabbing, i.e. palm oil <p>Place knowledge</p> <ul style="list-style-type: none"> -understand geographical similarities and differences through the study of human and physical geography of a region of the UK and elsewhere. <p>Human and physical geography</p> <ul style="list-style-type: none"> -human geography: land use, economic activity including trade links and the distribution of natural resources including food, minerals and water. 	

	<p>Investigating Rivers</p>	<p>What is a river? How does a river change along its course? Where are the main rivers of the UK? What river features can be seen on an Ordnance Survey map? What causes a flood? How do floods affect people and the environment? What are the main rivers of Europe? How important are rivers in Europe? What are the main rivers of the world and what are they like?</p>	<p>Understanding and knowledge -understanding the importance of water and its impact on rivers and landscapes -developing a knowledge of some recent UK floods Locational knowledge -locating the main rivers of the UK -developing a knowledge of Europe’s major rivers -developing a knowledge of the longest rivers in the world Human and physical geography -identify a range of river features -recognise how a river changes along its course -recognise that the river changes the landscape -developing an understanding of the cause and the impact of floods on people and the environment -recognising ways to prevent flooding Geographical skills -using atlases and maps to locate rivers in the UK, Europe and the world -recognising river features on an Ordnance Survey map -developing Ordnance Survey map skills</p>	<p>Thames barrier</p>
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