CHERITON FITZPAINE PRIMARY SCHOOL

GEOGRAPHY CURRICULUM GOLDEN THREADS AND KEY ENQUIRIES

Settlement **Climate** **Everyone's world** **Maps** **Change**

		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
MAPLE EYFS	**EYFS Birth - 3**	Understand simple questions about 'who', 'what' and 'where' CL Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. PSED Explore and respond to different natural phenomena in their setting and on trips. Explore natural materials, indoors and outside. Notice differences between people. UW					
	EYFS 3-4	Understand position through words alone. For example, "The bag is under the table," – with no pointing. M Describe a familiar route. M Discuss routes and locations, using words like 'in front of' and 'behind'. M Use all their senses in hands-on exploration of natural materials. UW Begin to understand the need to respect and care for the natural environment and all living things. UW Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. UW					
	EYFS R	Draw information from a simple map. UW Recognise some similarities and differences between life in this country and life in other countries. UW Explore the natural world around them. UW Recognise some environments that are different to the one in which they live. UW					
	ELG	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UW Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. UW 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. UW Understand some important processes and changes in the natural world around them, including the seasons. UW					
Ash Y1/2		**Sensational Safaris: Where can I go on safari and what will I see?** *Do people live in National Reserves? How is the land used?* *What is the weather and climate like in Africa? How is this different to the UK?* *Children locate Africa on a map and use atlases to locate Kenya.*	**Street Detectives - Our Local Area: How has Cheriton changed**? *How is land used in Cheriton Fitzpaine?* *How can we look after our local area?* *How has Cheriton changed?* *Children explore and create simple maps of the local area.*	**Seasides – UK geography: Why do I like to be besides the sea?** *What impact does the weather have on seaside resorts?* *How can we look after the seaside?* *How have seaside resorts changed?* *Children explore maps and atlases to locate seaside resorts.* **Key Enquiry:** Where can I holiday? Visit Exmouth. What is it like in a seaside resort?	**Splendid Skies: What is the weather like today?** *How does the weather change during the seasons?* *How does the weather change during the seasons?* *Children use maps of the UK to perform weather forecasts.*	**Rio de Vida - Comparing our locality to Brazil: What's it like to party in Rio?** *What is it like to live in Rio de Janeiro?* *What is the weather and climate like in Brazil? How is this different to the UK?* *What similarities do we have with children in Brazil?* *Children locate South America on a map and use atlases to locate Brazil and Rio de Janeiro.*	**The Enchanted Woodland: What is magical about maps?** *How is land used for woodland areas?* *How can we look after woodland areas?* *How are woodland areas changing?* *Children will develop their understanding of aerial photographs and use these to devise maps. They develop their understanding of compass points and grid references.* **Key Enquiry:** What purpose does a woodland area have? Visit Haldon Forest and investigate how woodlands are used for recreation and as habitats for wildlife.

Oak Y3/4	**Under the Canopy: What's it like in the rainforest?** *Do humans live in the rainforest?* *How is the land used?* *What is the climate like in a rainforest?* *What conservation issues surround the destruction of rainforest habitats?* *How have humans changed the rainforest?* *Children locate South America on a map and use atlases to locate the Amazon rainforest.*	**All Around the World: Could I travel the world in 80 days?** *Which areas of the world are inhabited?* *How does climate differ around the world?* *How are our lives similar and different to others'?* *Children confidently locate the 7 continents on a world map or globe. They use atlases to locate countries. They identify the equator, tropics and lines.*	**What a State: How is water used?** *How to humans use water? How does water affect where we settle?* *How do we change water to make it safe?* *What are the conservation Issues surrounding supplying clean drinking water to a growing global population?* **Key Enquiry:** How is water used? Investigate water in its natural source (visit to river) and investigate how water is treated to make it safe. Is this the same around the world?	**Extreme Earth: What effect do natural disasters have?** *Do people live near volcanoes?* *Where earthquakes are common?* *How is climate change contributing to natural disasters?* *What impact do natural disasters have on people of the world?* *How do natural disasters change the lives of people effected? How do they change the geographical landscape?* *Children locate locations of volcanoes and earthquakes. They explore the relevance of tectonic plates and the equator.*	**Land use: How is land used in Mid Devon?** *How is land used in Mid Devon?* *How does land use and farming differ across the seasons?* *How can we look after our local area?* *How has land use changed over time? How might it change in the future?* *Children become cartographers and devise their own sketch maps, including keys. They explore topographical maps.* **Key Enquiry:** Why would anyone live in Cheriton Fitzpaine? Evaluate the local area (physical and human features, services in the local area, survey jobs and travel).	**The UK: Why should you visit the UK?** *How is the UK made up of villages, towns, cities and counties?* *What impact are big cities having on climate change in the UK?* *How are the UK's towns and cities diverse?* *How has the UK changed over time?* *Children use maps and atlases to explore the UK, developing their use of compass directions and grid references.*
Beech	**Amazing Americas: What are the differences between the Americas?** *How are settlements in the Americas similar/different to the UK?* *How does land use compare to the UK?* *What is the climate of the Americas like? Is it all the same?* *Children locate North and South America on a map. They develop their map reading skills.*	**Energy and the Environment: Is there enough for everyone?** *What are the needs of a settlement?* *What effect is climate change having on the world's resources?* *What are the needs of our planet as a whole?* *Should we change the way we use the world's resources?* *Children develop their use of maps, atlases and globes.*	**Raging Rivers: Why are rivers so important?** *Why rivers are so important to the towns and villages that have developed on their banks?* *In which natural and human ways do rivers change over time?* *Children locate rivers of the UK and the world using maps and atlases. Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including digital technologies* ***Key Enquiry:*** Is flooding a big problem? Visit local areas at risk of flooding. Investigate what causes flooding and ways to limit flood damage.	**Our changing world: How has our world changed and what does the future hold?** *How is the landscape of our world changing? How does this effect land use and settlement?* *How is global warming changing the landscape of our world?* *What does the future hold and what role can we play as active global citizens?* *How has our world changed and what does the future hold?* *Children compare present day maps with those of the past.*	**Exploring Eastern Europe: What's the difference between East and West?** *How are settlements in Eastern Europe similar/different to the UK?* *How does land use compare to the UK?* *What is the climate of Europe like? Is it all the same?* *Children locate Europe on a map and use atlases to explore different countries, and their human and physical features.* *Children become confident using 8 point compass directions.*	**Trade and Economics: Who wants to be a millionaire?** *Where do we trade from and to?* ***What impact is climate change having on trade and economics?*** ***How have trade links changed from the past?*** ***Why is fair trade so important in a global market? How gfar has our food travelled?*** ***Children track routes of import and export.*** **Key Enquiry:** How far has my lunch travelled? Investigate where our food comes from. Visit a supermarket and local farm shop. Interview local food businesses. Does it matter to people how far their food has travelled?