A logo for a school

Description automatically generatedA logo for a school

Description automatically generated**Geography Spring 2**

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| **EYFS** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Intent**  The children can explore life in medieval times and compare it to their own lives. They can share information about figures from the past including Amelia Earheart. They can identify features of other environments, beginning to compare these environments to their own and can express some signs of Spring. | **Intent**  What is the weather like?  Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK. | **Intent:**.  **Agriculture**  How are we connected to farmers? | **Intent:**  **Agriculture**  How are we connected to farmers? | **Intent:**  **Agriculture**  How are we connected to farmers? | **Intent:**  **Geography Unit** |
| **Sequence of learning:**  equence of Learning -Can I compare and contrast characters from stories including the Rapping Princess and Billy and the Dragon? -Can I compare and contrast my family and how I live with people who lived in castles from the past.? -Can I describe what I see, hear, smell around me when exploring signs of Spring in our outdoor area? -Can I read and draw information on a simple map to explain where the treasure is, dragon eggs are hidden, where the dinosaur bones are and when exploring Martha Maps It Out? -Can I talk about and play collaboratively with medieval style musical instruments compared to modern musical instruments? -Can I talk about changes in Spring during class discussions and while noticing int he outdoor environment? -Can I continue to observe and notice the changes in the weather daily when we discuss the calendar? Can I explore the natural world around us, using our bug hunting bags to investigate the mini beasts we discover in the Spring, magnifying glasses to find plants, and excavation kits to participate in an archaeological dig? -Can I explain the places that are special to me and people in my community when I explore the local castles and learn about local travel routes and vehicles in discussion times? -Can I explore the forces and movement used when I make kites hot air balloons and junk modelling vehicles? | **Sequence of Lessons:**  1: Where is the UK?  2: What are the four seasons?  3: What are the compass directions?  4: What is the weather like today?  5: Is the weather the same everywhere in the UK?  6: How do people prepare for the weather? | **Sequence of lessons:**  1. What is agriculture?  2. Arable farming.  3. Pastoral farming.  4. How does farming change the landscape?  5. How does our food affect farming?  6. Sheep farming in Wales. | **Sequence of lessons:**  1. What is agriculture?  2. Arable farming.  3. Pastoral farming.  4. How does farming change the landscape?  5. How does our food affect farming?  6. Sheep farming in Wales. | **Sequence of lessons**:  1. What is agriculture?  2. Arable farming.  3. Pastoral farming.  4. How does farming change the landscape?  5. How does our food affect farming?  6. Sheep farming in Wales. | **Sequence of lessons**: |
| **Key Vocabulary**  Transport, Map, Excavate, Archaeology Traditional tale, Plot, Setting, Character | **Key Vocabulary**  Atlasm autumn, direction, east  England, Europe,map  North, Northern Ireland, place  Scotland, season  South, spring, summer  United Kingdom, Wales, weather, west  winter | **Key Vocabulary:**  Arable farming, pastoral farming, mixed farming, how farming changes the landscape.  How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1).  Sheep farming in Wales - Snowdonia.  Locational knowledge revisited: Wales, Snowdonia, Gloucestershire. New locational knowledge: Sussex  Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.  Geographical skills: Optional local fieldwork on local shops -their sourcing, economic and ethical considerations. | **Key Vocabulary**  Arable farming, pastoral farming, mixed farming, how farming changes the landscape.  How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1).  Sheep farming in Wales - Snowdonia.  Locational knowledge revisited: Wales, Snowdonia, Gloucestershire. New locational knowledge: Sussex  Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.  Geographical skills: Optional local fieldwork on local shops -their sourcing, economic and ethical considerations. | **Key Vocabulary:**  Arable farming, pastoral farming, mixed farming, how farming changes the landscape.  How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1).  Sheep farming in Wales - Snowdonia.  Locational knowledge revisited: Wales, Snowdonia, Gloucestershire. New locational knowledge: Sussex  Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.  Geographical skills: Optional local fieldwork on local shops -their sourcing, economic and ethical considerations. | **Key Vocabulary:** |
| **Impact**  Composite The children will be able to explain where and how people lived in the past after we visit St Catherine's and Restormel Castles. | **Impact**s  Name and locate the four countries on a map of the UK.  Identify the country they live in.  Observe and describe daily weather patterns.  Suggest appropriate clothing and activities for each season. | **Impact:**  Children can describe how we are connected to farms and farming. | **Impact:**  Children can describe how we are connected to farms and farming. | **Impact**  Children can describe how we are connected to farms and farming. | **Impact:**  . |