

Y1/2 CYCLE A		Enchanted woodland Can seeds grow anywhere? Are all leaves the same? Educational Visit: Spinney	Moon Zoom	Muck, Mess Mixtures	Childhood Funny faces and fabulous features	Wriggle & Crawl Where do snails live?	Towers, Tunnels and Turrets Portraits & Poses Does it snow in Summer? Educational Visit: Tattershall Castle
Locational Knowledge	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 UK and its surrounding seas						
	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country						
Place knowledge	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.						
Human and physical geography	Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.						
	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop						
Geographical skills and fieldwork	Use world maps, atlases and globes to identify the UK 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 (e.g. 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.						

<b>Y1/2 CYCLE B</b>		<b>School Days</b> Street view	<b>Street Detectives</b> <i>Educational Visit: Local</i>	<b>Bright Lights Big City</b> Taxi	<b>Paws, Claws, Whiskers</b> What can our hands do?	<b>Coastline</b> Beach Hut Will it degrade? <i>Educational Visit: Norfolk or Lincolnshire coast</i>	<b>Movers &amp; Shakers</b> How do germs spread? Still life Can you make a paper bridge?
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<b>Human and physical geography</b>	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.						
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<b>Geographical skills and fieldwork</b>	Use world maps, atlases and globes to identify the UK 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 (e.g. 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.						

# Y3/4 CYCLE A

**Rocks, Relics & Rumbles**  
Ammonite  
How does water flow

**Mighty Metals**  
Why do shadows change?  
Why do cats eyes glow in the dark?  
What are sunglasses for?

**Emperors & Empires**  
Mosaic makers  
Did the Romans use toilet roll?

**Burps, Bottoms & Bile**  
How does toothpaste? protect teeth? How do smells get up out noses? What is spit for?

**Through the Ages**  
Prehistoric pots  
**Educational Visit:**  
**Flag Fen**

**Predator**  
What are flowers for?  
Growing plants  
What is soil for?

Locational Knowledge	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities						
	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						
	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)						
Place knowledge	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America						
Human and physical geography	describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle						
	describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water						
Geographical skills and fieldwork	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						
	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.						

# Y3/4 CYCLE B

**Misty Mountain, Winding Rivers**  
Vista  
**Educational Visit: Ferry Meadows**

**Traders & Raiders**  
How did Vikings dye their clothes?  
Can we block sound?  
How can we change a sound?  
How far can sound travel?

**Project 1066**  
How far can an arrow travel?  
What are catapults for?  
**Educational Visit: Castle Bytham**

**Blue Abyss**  
How does pollution affect habitats?  
Are all sea creatures the same?

**Potions**  
Are all liquids runny?

**Local Study**  
**Educational Visit: local area**

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<h1>Y5/6 CYCLE A</h1>		<b>Stargazers</b> <i>Why are zipwires so fast?  How do rockets lift off?  How do levers help us?</i>	<b>Gallery Rebels</b> <i>How does the moon move?</i>  <b>Educational Visit: City</b>	<b>Darwin's Delights</b>	<b>Revolution</b>  <b>Educational Visit:  Southwell Workhouse</b>	<b>Beast Creator</b>	<b>Sow, Grow, Farm</b> <i>Eat the seasons</i>  <b>Educational Visit: Local Study</b>
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Y5/6 CYCLE B		A Child's War Can you send a coded message? Educational Visit: Stibbington	Frozen Kingdoms Inuit Things classified	Blood Heart	Hola Mexico	Pharoahs	Peasants Princes & Pestilence
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