

**"Loving to Learn, Learning to Love"**



**Fishponds CE Academy Geography Curriculum Map**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Cycle 1 (2020/2021)</b>						
Overarching Termly Value	Hope	Love	Respect	Truth	Forgiveness	Kindness
Learning to Learn Behaviour Focus	Collaborative	Resilient	Creative	Reflective	Risk	Communicative
Reception	Marvellous Me	Celebrations (Covering Autumn & Nativity)	My School (Covering Winter)	Growing (Covering Spring & Easter)	Local Environment (Looking after our environment)	The Park (Summer)  Ready Steady Go
Key Stage 1 Cycle 1	They made a difference	Superheroes Enterprise	Treasure Island		Adventurers and Explorers (Space and Land)	Oh I do like to be beside the seaside
Year 3/4 Cycle 1	They made a difference	Empire Builders	Angry Earth (Volcanos and Earthquakes)	Come Fly with Me (History of flight, airports)	Bean to Bar (Chocolate and Fairtrade) Enterprise	
Year 5/6 Cycle 1	They made a difference	An Evacuees Journey (Children in World War 2)	Our Changing World (Sustainability)		Around the World in (length of term) days Enterprise	
<b>Cycle 2 (2021/2022)</b>						
Overarching Termly Value	Perseverance	Generosity	Justice	Patience	Trust	Courage
Learning to Learn Behaviour Focus	Resilient	Collaborative	Creative	Reflective	Risk	Communicative
Reception	Marvellous Me	Celebrations (Covering Autumn & Nativity)	My School (Covering Winter)	Growing (Covering Spring & Easter)	Local Environment (Looking after our environment)	The Park (Summer)  Ready Steady Go
Key Stage 1 Cycle 2	London (The Great Fire and Modern London)		Weather and Seasons Day and Night	Castles		Competition (World Cup/Olympics)
Year 3/4 Cycle 2	Where the river meets the sea?	They lived by the Nile (Egyptians)		Fishponds		Glorious Greeks
Year 5/6 Cycle 2	Mayans, Incas and Aztecs (History of Chocolate ) Central America	Space (Short science topic)	Take me Back to Victorian Bristol (Victorians)		Migration (Windrush, Titanic, Slave Trade)	

Key Stage One Cycle One

Key Stage 1 Cycle 1 (2018/2019 2020/2021)	<b>Superheroes - Not all superheroes wear capes</b>	<b>Treasure Island</b>	<b>Adventurers and Explorers</b>	<b>Oh I do like to be beside the seaside</b>
<b>Main areas of focus</b>	<p>Understanding the lives of significant people and how they have impacted on our life today.</p> <p>Identify some basic information about Victorian Britain to set the context of what the world was like during the Crimean war.</p> <p>Identify where Crimea is on the map - discuss the continent it is in. Identify where it is in comparison to the UK. Introduce the idea that in 1854-1856 there was a war in Crimea - identify who may be needed to help people during a war.</p> <p>Introduce Mary Seacole - who was she? What did she do?</p> <p>Introduce Florence Nightingale - Who was she? What did she do?</p> <p>What did Florence Nightingale and Mary Seacole do to improve medical care</p> <p>Modern day superhero - linked to children's interest, choose someone who has changed to the world in the modern day.</p> <p>Final outcome - children to create a superhero of the future predicting what someone in the future would do.</p>	<p>Identify what an island is - address common misconceptions. Identify seas and name oceans.</p> <p>Exploring a treasure island map looking at compass directions, keys and designing own map with these features. Children to design an island map for a deserted island and an island country to address misconceptions around islands.</p> <p>Learn about how we find out about the past - how do we know about pirates? Include Usborne extract of treasure island - what can we find out about pirates from this? Identify the link with this text and Bristol.</p> <p>Using sources of information to find out about Blackbeard. Who was he what did he do? How did he link to Bristol?</p> <p>Explore a female pirate and what they did.</p> <p>Children to explore perceptions of pirates v what they were really like. Comparing books and film clips with real sources of information.</p> <p>Pirate walking trail of Bristol.</p>	<p>What is an adventurer or explorer? Identify the types of places people could explore or discover.</p> <p>What was life like in the 1910s? Explore technology and transport in 1910s.</p> <p>Explore who Scott and his team were and what they did. Use a range of sources to gather information.</p> <p>What was life like in the 1960s? Explore technology and transport in 1960s.</p> <p>Explore Neil Armstrong's moon landing using a range of primary and secondary sources.</p> <p>Children to reflect on why these 2 explorations were impressive at their times based around the knowledge of the world at that time. Look at how technology has changed and how this influenced the explorations.</p> <p>Explore lesser known adventurers and explorers</p>	<p>Identifying what the seaside is. Identify different 'seasides' - cliffs, beaches. What do different beaches look like?</p> <p>Identify oceans and seas around the UK.</p> <p>Do seashores look the same around the world? Show a selection of seashores. Children to compare 2 seashores.</p> <p>Why people go on holiday to the beach? What do people do at the seaside now. What did people do at the seaside in 1910s and 1960s?</p> <p>Identifying similarity and different between past seaside holidays and present seaside holidays using venn diagram.</p> <p>Look at the middle section of venn diagram to make predictions for future seaside holidays.</p> <p>Focus in on the piers within the middle section. What is the purpose of a pier? Look at Weston Pier now and in the past. Look at Clevedon pier. Why do they look different?</p>

<p style="text-align: center;"><b>Geography</b></p>	<p style="text-align: center;"><b>Knowledge</b></p>		<p>Name and locate the World's continents and oceans.          Year 1 - Children identify the world's continents and oceans.          Year 2 - Children identify the world's continents and oceans. Children can identify places in relation to them</p>	<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas o the world in relation to the equator and the north and south poles.          Year 1 - The children identify the equator, north and south pole.          Year 2 - Children can describe hot and cold areas of the world in relation to the equator, north and south poles.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.          Year 1 - Locations are compared and contrasted using basic geographical vocabulary.          Year 2 - Children use geographical vocabulary to compare locations with contrasting features.</p>	<p>Understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.          Year 1 - Locations are compared and contrasted using basic geographical vocabulary.          Year 2 - Children use geographical vocabulary to compare locations with contrasting features.</p>
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	<b>Skills</b>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.  Year 1 - Use age appropriate maps to identify the UK and its countries as well as oceans and continents studied.  Year 2 - Use a selection of atlases, maps and globes to locate the UK, oceans and continents.</p> <p>Use compass directions (north, south, east and west) and locational language (near and far) to describe the location of features and routes on a map.  Year 1 - Compass directions and locational language are used to describe place.  Year 2 - Compass directions and locational language are used to describe places with additional detail</p> <p>Devise a simple map and use and construct basic symbols in a key.  Year 1 - Use simple maps and keys  Year 2 - Use increasingly more detailed maps for a wide variety of purposes.  Choices of symbols for keys are well reasoned.</p>		<p>Use basic geographical vocabulary: beach, cliff, coast, sea, ocean.  Year 1 - Used basic geographical terms are used to describe place.  Year 2 - Wide repertoire of geographical vocabulary is chosen to describe key characteristics of place accurately and concisely.</p> <p>Use world maps atlases and globes to identify oceans.  Year 1 - Use age appropriate maps to identify the UK and its countries as well as oceans and continents studied.  Year 2 - Use a selection of atlases, maps and globes to locate the UK, oceans and continents.</p>
<b>Trips and Experience</b>		Pirate walking tour of Bristol		Weston beach trip

Lower Key Stage 2 Cycle One

Lower Key Stage 2 (2018/2019 2020/2021)	<b>Empire Builders (Romans and Celts)</b>	<b>Angry Earth (Volcanos and Earthquakes)</b>	<b>Come Fly with Me (History of flight, airports)</b>	<b>Bean to Bar (Chocolate and Fairtrade) Enterprising</b>
Main areas of focus and outcomes	<p>When did the Roman Empire begin? Set context in chronology. Where did the Roman empire begin? Who else was around? Introduce the celts.</p> <p>Look at how the invasion of both sets of people changed over time - who occupied where?</p> <p>Focus in on the invasion of Britain by the Romans. Who led the invasion? When did it happen? Roman army - why were they a successful army?</p> <p>Why did the Romans want to invade Britain?</p> <p>Children will learn about the resistance of Boudicca to the invasion of the Romans. Within this, children will explore interpretations of Boudicca through the use of sources.</p> <p>What legacy did the Romans leave in Britain? Look at roads, Roman names of places.</p> <p>Reflection on other empires build over history and where they fit in relation to the Roman empire.</p> <p>Final lesson - children will then have a focus study on Pompeii, identifying what life was like in an Italian city under the control of the Romans and what happened to Pompeii.</p>	<p>Children will begin the topic reflecting back on what happened in Pompeii. What was the impact of Pompeii's eruption?</p> <p>Children will learn about the structure of volcanoes and why they erupt.</p> <p>Children will classify types of volcanoes.</p> <p>Children will develop their mapwork skills by looking at where volcanoes are and identifying the ring of fire. Children will be taught about tectonic plates.</p> <p>The children will explore why people would live by a volcano as many people still do.</p> <p>Children will create persuasive texts, encouraging people to live by a volcano.</p> <p>Children to use their knowledge of tectonic plates to then explore earthquakes and why they are caused.</p> <p>Explore tsunamis linked to earthquakes.</p>	<p>The children will explore flight in its earliest stages, visiting aerospace museum.</p> <p>The children will then look at how planes have developed and subsequently how airports have developed - link back to KS1 seaside topic to explain impact of these changes.</p> <p>Children will look at destinations from airports and explore why airports in some locations fly to more places than others.</p> <p>The children will look at maps of airports and create their own using the correct symbols.</p> <p>The children will be given a scenario of a new airport being built on Eastville park. Children to look at 4 digit map references in relation to this plot. Children will develop and ask questionnaire to complete fieldwork to collect views on this. The children will use maths and English skills to present their findings.</p>	<p>Children will then learn about Bristol's link to chocolate, using original sources to find out about Fry's and Cadbury's link to Bristol. Fry's sponsorship of Scott's expedition to link with Year ½ prior knowledge.</p> <p>They will learn some chronology linked to Frys and the first chocolate bar to our modern day bars.</p> <p>The children will explore how chocolate comes from a bean to a bar.</p> <p>Children will learn about the fair trade elements of creating chocolate.</p> <p>The children will complete an enterprise project to create their own chocolate bars and to sell them for a profit.</p> <p>(The historical part of chocolate's origins will come in Year 5/6)</p>

<p>Geography</p>	<p>Knowledge</p>	<p>Name and locate the countries of Europe and identify their main physical and human characteristics.  <u>Year 3</u>  Name some of the countries in Europe - identify countries of the Roman Empire  <u>Year 4</u>  Large number of European countries are known - identify countries of the Roman Empire</p> <p>Name and locate countries and cities of the United Kingdom  <u>Year 3</u>  Knowledge of the countries and cities of the UK is revised and built upon and some key features of its regions explored - exploring where the Romans were in the UK  <u>Year 4</u>  Fluent recall of the countries and major cities of the UK - exploring where the Romans were in the UK</p>	<p>Describe key aspects of physical geography including rivers, mountain, volcanoes and earthquakes and the water cycle.  <u>Year 3</u>  Use terminology to describe locations in geography  <u>Year 4</u>  Understanding of geographical terms enables them to provide concise and accurate descriptions.</p>		
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Skills

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Year 3

Use a selection of mapping resources to locate countries and describe features - using maps to identify countries within the Roman Empire

Year 4

Select the appropriate mapping resource to support locating countries - using maps to identify countries within the Roman Empire

Ask and answer geographical questions about the physical and human characteristics of a location.

Year 3

Children ask geographical questions about characteristics of a location.

Year 4

Pertinent questions are asked and answered that uncover the nature of a location.

Use a range of resources to identify the key physical and human features of a location.

Year 3

There is some awareness of the range of resources that can be used to investigate a place and to identify its characteristics.

Year 4

Well-chosen resources are selected to investigate places and describe their characteristics.

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Year 3

Use a selection of mapping resources to locate countries and describe features.

Year 4

Select the appropriate mapping resource to support locating countries.

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)

Year 3

Some awareness of the terms that can be used to describe geographical patterns.

Year 4

There is excellent knowledge and well-chosen application of terminology to describe geographical patterns.

Trips and Experience				Aerospace Museum	Chocolate city centre walking tour and M shed
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Upper Key Stage 2 Cycle One

Lower Key Stage 2 (2018/2019 2020/2021)	<b>An Evacuees Journey (Children in World War 2)</b>	<b>Our Changing World (Sustainability and Enterprise)</b>	<b>Around the world in 65 days</b>
Main areas of focus and outcomes	<p>Focus on children during WW2</p> <p>Hook Lesson - look at information about the shelters under our playground. Why were they there? When were they needed?</p> <p>Identifying what happened in the outbreak of war. Why did the war break out? What happened in the early stages?</p> <p>Explore evacuation. Why did the children get evacuated and where did they go? Map work around where they went and why. Outcome of diary entry. Use of a range of sources to gather information - primary and secondary to explore validity and bias.</p> <p>Explore rationing faced by children throughout the war. Compare this to modern diets and their availability. When have they faced times where they had shortages of things?</p> <p>What happened during the Blitz? Comparing evacuees life with life in London.</p> <p>Exploring who was Anne Frank - How do we know about her life? Compare her life to that of an evacuee.</p>	<p>Begin by looking at what was Make do and mend in the war linked to previous topic.</p> <p>Who is Greta Thunberg and what is she looking at? Why does she fight for this cause?</p> <p>Look at forests. Why are they important? What is happening? What is the impact of deforestation? What could they do to stop this?</p> <p>Explore the concepts of melting ice caps and what this could lead to.</p> <p>Explore the types of things we can do to make our planet more sustainable.</p> <p>Fieldwork - who is the most wasteful classroom?</p> <p>Turning trash to cash - children to use the thrown away resources from classes into clothes for a fashion show. Or items from trash to sell in an enterprise event.</p>	<p>Cohort specific topic - poll during term 3 around what countries the children would like to know more about. Look at the geography, history and culture of these countries.</p>



Geography

Knowledge

Describe how locations around the world are changing and explain some of the reasons for change.

Year 5

Growing awareness of how some locations around the world are changing with explanations around reasons for change.

Year 6

Broad understanding of many changes in locations around the world with an in-depth understanding of some of the changes, which are clearly explained.

Explore and describe how geography is different and diverse across the world.

Year 5

There is a growing understanding of a range of geographical diversities that exist and examples are given

Year 6

Many types of diversity are understood and some are explained with a high level of pertinent geographical description.

Describe and understand key aspects of:

♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ 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

Year 5

Growing understanding of some of the key physical and human geographical zones with good examples given.

Year 6

There is a broad understanding of the key physical and geographical zones with an in-depth understanding of some.

Describe how countries and geographical regions are interconnected and interdependent.

Year 5

There is a growing understanding of various links between geographical regions and this is described.

Year 6

A wide range of links between geographical regions are understood and described with a high level of accurate.

Explore and describe how geography is different and diverse across the world.

Year 5

There is a growing understanding of a range of geographical diversities that exist and examples are given

Year 6

Many types of diversity are understood and some are explained with a high level of pertinent geographical description.

Understand some of the reasons for geographical similarities and differences between countries.

Year 5

There is a growing understanding of some of the similarities and difference with some good examples provided.

Year 6

There is a good understanding of a wide range of physical and human geographical similarities between countries which are described well.

				<p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics including hills, mountains, rivers, key topographical features and land-use patterns. Understand how some of these aspects have changed over time.</p> <p><u>Year 5</u> Children are gaining a growing knowledge of the world and how some aspects have changed over time.</p> <p><u>Year 6</u> Extensive and well-developed understanding of the world and some characteristic features of places. Similarities and differences are identified and used to create insightful comparisons including those that chart changes over time.</p>
	Skills		<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, <b>Arctic and Antarctic Circle</b>, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Year 5</u> There is a growing understanding and some good descriptions of the significance of geographical features and zones.</p> <p><u>Year 6</u> There is an in-depth understanding of and some excellent descriptions of the significance of geographical features and zones.</p> <p>Create maps of locations to identify patterns (land use, climate zone, population etc)</p> <p><u>Year 5</u> Patterns are identified and depicted on maps.</p> <p><u>Year 6</u> Wide variety of patterns are investigated and depicted on maps.</p>	<p>Identify the position and significance of <b>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)</b></p> <p><u>Year 5</u> There is a growing understanding and some good descriptions of the significance of geographical features and zones.</p> <p><u>Year 6</u> There is an in-depth understanding of and some excellent descriptions of the significance of geographical features and zones.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location</p> <p>Year 5 A range of geographical resources are used to give details and opinions about features of a location.</p> <p>Year 6 Detailed descriptions and well-reasoned opinions are developed by using appropriate geographical resources.</p>
Trips and Experience		Steam Museum		

## Key Stage One Cycle 2

Key Stage 1 Cycle 2 (2019/2020, 2021/2022)	<b>London (The Great Fire and Modern London)</b>	<b>Wonderful Weather</b>	<b>Castles</b>	<b>Competition (World Cup/Olympics)</b>
<p><b>Main areas of focus and outcomes</b></p>	<p>Where is London? Why is London important? Understanding that London is the capital city of England. What other countries make up the UK and what are their capital cities? What are other capital cities in the UK?</p> <p>Comparing London at the time of the fire with modern London - similarity and difference.</p> <p>Look at the fire - why is started, why it spread, how it was stopped. Find out how we know about the great fire from sources of information.</p> <p>Children to look at modern day London. What survived the fire? What didn't?</p> <p>Children to look at modern day London - human geography - identifying landmarks and their use.</p> <p>Understanding transport in London. Write a tourist guide of London.</p> <p>Comparing London with Bristol.</p>	<p>Geographical Fieldwork focus - study into the amount of rainfall. Create a graph to show results.</p> <p>Look at the weather over the course of a week a present findings in a weather forecast.</p> <p>Hot and Cold weather.</p> <p>How does the weather affect us?</p> <p>Weather around the world.</p> <p>What are the seasons? Do all countries have seasons?</p>	<p>What was medieval England like? Look at houses, food and transport.</p> <p>What is a castle? Look at the 3 main types of castle identifying their similarities and differences.</p> <p>Exploring parts of castles.</p> <p>Look at Cardiff Castle and compare this with Bristol Castle.</p> <p>Identify castles on map of UK.</p> <p>Why were castles built? Explore the reasons for building them.</p> <p>Why were castles built on hills? Explore reasons for this.</p> <p>Who lived in medieval castles?</p> <p>Focus on William the Conqueror</p> <p>Trip to Cardiff Castle</p> <p>DT - creating a drawstring bridge</p>	<p>UK's link to the Olympics. 4 countries of the UK competing together. Plotting London Olympics on timeline in relation to when children were born and this year's Olympics. Placing first modern Olympics in context of other known events in history.</p> <p>Olympic games over time - look at how they have changed over the last century.</p> <p>Focus in on this year's Olympics.</p> <p>World Map activity identifying the location of Japan and previous world cup nations. Identifying continents.</p> <p>What is life like in Japan? Comparative study of food, transport, buildings, language, climate.</p> <p>Looking at popular sports across the world. Create a world map with popular sports.</p> <p>Focus in on map. Look at countries and why they are famous for particular sports (eg. Why do long distance runners often come from Africa?)</p>

<p style="text-align: center;"><b>Geography</b></p>	<p style="text-align: center;"><b>Knowledge</b></p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.  Year 1 -The four countries and capital cities of the UK are named and some of their characteristics described.  Year 2 -The four countries and capital cities of the UK are named and knowledge of their characteristic features are used to create comparisons.</p> <p>Use basic geographical vocabulary to refer to: Key physical features: river  Key human features including: city, town, village, house, office and shop</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London vs Bristol)  Year 1 - Children to identify and explore human and physical features. Children to identify some similarities and differences.  Year 2 - Children to identify and explore human and physical features. Children to compare and contrast physical and human features.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.  Year 1 - Identify and describe the key features of a location.  Year 2 - Children show a good understanding and use of the characteristic features of different areas to identify what sort of place it is.</p>	<p>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.  Year 1 - Seasonal and daily weather patterns in the UK are observed and recorded. The children identify the equator, north and south pole.  Year 2 - Seasonal weather patterns are understood. Observations are made of daily weather. Children can describe hot and cold areas of the world in relation to the equator, north and south poles.</p> <p>Name and locate the World's continents and oceans -  Year 1 - identifying the Antarctic as a continent.  Year 2 - Identifying the Antarctic as a continent and comparing this with the UK.</p>		<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.  Year 1 - Locations are compared and contrasted using basic geographical vocabulary.  Year 2 - Children use geographical vocabulary to compare locations with contrasting features.</p> <p>Name and locate the World's continents and oceans.  Year 1 - Children identify the world's continents and oceans.  Year 2 - Children identify the world's continents and oceans. Children can identify places in relation to them.</p> <p>Use basic geographical vocabulary to refer to: Key physical features: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather  Key human features including: city, town, village, factory, farm, house, office and shop</p>

	<b>Skills</b>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Year 1 - Identify the countries of the UK on a map of the UK.</p> <p>Year 2 - Identify the countries of the UK, identifying the capital city as well. Children to find the UK on a world map/globe/atlas.</p>	<p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Year 1 - Simple fieldwork is carried out. Human and physical features are identified. Children to observe and record weather patterns over a week.</p> <p>Year 2 - Simple fieldwork techniques are chosen and the key physical features of the school are described well using geographical vocabulary. Children to complete rain study over the course of a week.</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.</p> <p>Year 1 - identifying Antarctic on the map</p> <p>Year 2 - identifying Antarctic on the map, making links back to Scott's mission studied in Year 1</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - identifying castles</p> <p>Devise a simple map and use and construct basic symbols in a key - looking at and creating maps of castle layouts.</p> <p>Year 1 - Use simple maps and keys</p> <p>Year 2 - Use increasingly more detailed maps for a wide variety of purposes. Choices of symbols for keys are well reasoned.</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.</p> <p>Year 1 - use age appropriate maps to identify the above.</p> <p>Year 2 - use a selection of atlases, maps and globes to locate the above.</p> <p>Ask and answer geographical questions</p> <p>Year 1 - Some pertinent geographical questions are asked and answered, with support from teacher if needed.</p> <p>Year 2 - A good range of pertinent geographical questions are asked and answered</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language</p> <p>Year 1 - Compass directions and locational language are used to describe place.</p> <p>Year 2 - Compass directions and locational language are used to describe places with additional detail</p> <p>Devise a simple map and use and construct basic symbols in a key.</p> <p>Year 1 - Use simple maps and keys</p> <p>Year 2 - Use increasingly more detailed maps for a wide variety of purposes. Choices of symbols for keys are well reasoned.</p>
<b>Visits/Experiences</b>		Christmas theatre trip?		Cardiff Castle	Ask Japanese parent in to discuss culture of Japan?

Lower Key Stage Two Cycle 2

LKS2 Cycle 2 (2019/2020, 2021/2022)	<b>Rivers</b>	<b>They lived by the Nile (Egyptians)</b>	<b>Know your place (Fishponds study)</b>	<b>Glorious Greeks</b>
Main areas of focus and outcomes	<p>What significant rivers have been studied in previous school years - Thames, Amazon, Avon. Identifying key rivers on maps.</p> <p>Study Avon/Frome/Severn in greater detail.</p> <p>Compare this river with another famous European river. Compare similarities and differences between the two.</p> <p>Identify key parts of a river.</p> <p>Identify why rivers are important - indepth look at settlements by rivers and why this may be important.</p> <p>Stream study visit - fieldwork</p> <p>Exploring purpose and structure of dams</p>	<p>Where is Egypt?</p> <p>When was ancient Egypt? What was also going on in the world at this time?</p> <p>Who were the significant people in Egyptian times? Pharaohs</p> <p>Why was the Nile important to Ancient Egypt? Do people still live by the Nile in Egypt?</p> <p>What structures did the Egyptians build by the Nile? Why were pyramids important?</p> <p>How do pyramids help us to find out about the Egyptians?</p> <p>Howard Carter's discovery of Tutankhamun.</p>	<p>Where is Fishponds? Start on a UK map noting key places (London - studied in Year1/2). Zoom in until reaching Fishponds. Note Bristol's position by rivers (linked to prior 2 topics). Map work identifying where Fishponds is in Bristol. Plotting key landmarks for the children on maps.</p> <p>Create own map of Fishponds using OS symbols.</p> <p>Why is Fishponds called Fishponds?</p> <p>How has Fishponds changed over the years?</p> <p>Chronology of buildings in Fishponds.</p> <p>Looking at the history of Fishponds CE Academy using know your place. Learn about the schools many names. Look at the original DR Bells and how it has changed compared with our new building.</p>	<p>Understanding where Ancient Greece was.</p> <p>Understanding in chronology of previous learning when Ancient Greece was.</p> <p>What was life like around the world at the time of the Ancient Greeks</p> <p>Focus on the legacies of the Greeks - look at the link to the Olympic games.</p> <p>What legacy have the Ancient Greeks left the world? What legacy did they leave in Greece?</p>

<b>Geography</b>	<b>Knowledge</b>	<p>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</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>Describe similarities and differences through the study of human and physical geography of countries.</p> <p>Describe key aspects of physical geography including <b>rivers</b>, mountain, volcanoes and earthquakes and the <b>water cycle</b>.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and study how some of these aspects have changed over time</p> <p>Describe similarities and differences through the study of human and physical geography of countries.</p> <p>Describe how Fishponds has changed over time.</p>	<p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p>
	<b>Skills</b>	<p>Ask and answer geographical questions about the physical and human characteristics of a location</p> <p>Explain own views about locations, giving reasons</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use a range of resources to identify the key physical and human features of a location.</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use a range of resources to identify the key physical and human features of a location.</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

<b>Visits and Experiences</b>	Local River Study	Bristol Museum - Egyptian exhibition	Questioning Mrs Godfrey about how Fishponds has changed in her living memory.
	Slimbridge - Severn Estuary	Egyptian learning workshop	<a href="https://discovery.nationalarchives.gov.uk/details/r/d89f3ac6-c71a-4a93-96f2-77e6c68bd4f8">https://discovery.nationalarchives.gov.uk/details/r/d89f3ac6-c71a-4a93-96f2-77e6c68bd4f8</a> - Information in Bristol Archives about schools history

### Upper Key Stage Two Cycle 2

Upper Key Stage 2 Cycle 2 (2019/2020, 2021/2022)	Mayans, Incas and Aztecs (History of Chocolate ) Central America	Space	Take me Back to Victorian Bristol (Victorians)	Migration
Main areas of focus and outcomes	<p>Where is central America? What is it like there? Geographical study of modern day Mexico.</p> <p>Understanding of Mayans, and Aztecs, linking to history of chocolate.</p> <p>Who were the Mayans? Where did they live? What else was going on in the world at this time? Does this link to other time periods we know? What was their civilisation like?</p> <p>Look at how Mayans initially discovered chocolate - explore their initial recipes.</p> <p>When did the Aztecs arrive in latin America?</p> <p>How did the Aztecs change the Mayan's chocolate legacy?</p> <p>Who introduced chocolate to the UK? Hernando Cortes</p> <p>Explore Aztecs legacy in Mexico. Compare their civilisations to that of other civilisations previously studied.</p>	Year 6 science topic objectives	<p>When was the Victorian Era? Plot on a chronological framework. What was going on in the world at this time?</p> <p>What was everyday life like in Victorian Britain? Compare with modern day life.</p> <p>What legacy did the Victorians leave in Bristol?</p> <p>Explore the work of Brunel with the Clifton Suspension Bridge.</p> <p>Explore George Muller's work.</p> <p>Discussion texts - Whose achievements are more noticeable in modern Bristol?</p>	<p>Identify why people move to different countries. Within the context of the class, identify families and children who have relocated from another country to draw links to children. Map this onto a large class map.</p> <p>Explore a census from 100 years ago. What do they notice? Look at their names compared with names on the census. Discuss why there may be difference?</p> <p>Explore reasons for moving - economic vs refugee.</p> <p>Explore Windrush generation as economic migrations. What was life like in the world at the time(link back to end of WW2)? Where did people migrate from (map work).</p> <p>Explore the lives of Rita Ora and Mo Farah as famous refugees. Look at reasons why they left their homes and where they left from.</p> <p>Compare the and contrast moving as a refugee and moving for economic reasons.</p> <p>Explore how migration has impacted on Bristol - link to Windrush and St Paul's Carnival</p>



				Slave trade? Harriet Tubman
Geography	Knowledge	<p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics including hills, mountains, rivers, key topographical features and land-use patterns. Understand how some of these aspects have changed over time.</p> <p>Explore and describe how geography is different and diverse across the world.</p> <p>Describe and understand key aspects of human and physical geography.</p>		<p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics including hills, mountains, rivers, key topographical features and land-use patterns. Understand how some of these aspects have changed over time.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Explore and describe how geography is different and diverse across the world.</p>
	Skills			Use different types of fieldwork sampling (random and systematic) to observe measure and record human and physical features of the local area. Record in a range of ways. - understanding population of Fishponds and their heritage?
Visits and Experiences			<p>Planetarium at @Bristol - Destination Space all day workshop</p>	<p>Visit- 1 coach for day to visit SS Great Britain, M Shed, Suspension Bridge?</p> <p>Sevington Victorian School</p> <p>Muller's Museum</p>