



| Geography Long Term Plan   |                                                                                                                                           |                                        |                                                                     |                                                                                      |                                                                              |
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| EYFS Theme (1 year cycle)  | EYFS – focus intentions taken the EYFS curriculum                                                                                         | Whole School Text Topic (2 year Cycle) | KS1                                                                 | LKS2                                                                                 | UKS2                                                                         |
| All About Me               | Walk around the village to observe local homes to compare similarities and differences.<br>Lincolnshire Day                               | Traditional Tales, Myths and Legends   | Where is this Story Going?                                          | Settlements<br>Trip To Gainsborough<br>Fieldwork in Newton                           |                                                                              |
| Festivals and Remembrances | Festivals from their own and other cultures – Diwali, Hannukah and the differences within them.<br>Go to the local shop and post a letter | Other Worlds                           | Ni Hao!<br>Fieldwork                                                | Poles Apart                                                                          | Espanol<br>Spanish Day                                                       |
| Water and Ice              | Learning about the Arctic and Antarctic<br>Looking at seasonal changes<br>Walk around the village                                         | Environment                            | Water World<br>Skegness Trip<br>Community Expert – reducing plastic | Rainforests<br>Lincolnshire Show<br>Mexican Day<br>Community Experts – Anglian Water | Farms, Forests and Trade<br>Lincolnshire Show<br>Community Experts - Farmers |
| Traditional Tales          | Walk to the local shop.<br>Post a letter in the post box                                                                                  | Belonging                              | London, Baby!<br>Gainsborough Trip<br>Lincolnshire Day              | Where in the World?<br>London Trip<br>Lincolnshire Day                               | Lincolnshire and Beyond<br>London Trip<br>Lincolnshire Day                   |
| Beasts                     | Mini beasts in the local area                                                                                                             | Hope Triumph and Heroes                | Dragons' Eye View<br>Trip to Lincoln                                | What lies Beneath Your Feet?                                                         | Homelands<br>Fieldwork                                                       |

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| Growth | Walks to observe the changes through the year around the village.<br>Plants in the local area.<br>Whisby Trip | Change | Does It Always Rain Cats and Dogs?<br>Fieldwork | What's Your Best Feature? | Mountains |

|                    | AUTUMN1<br>All About Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | AUTUMN2<br>Festivals and Remembrances                                                                                                                                                                                        | SPRING 1<br>Water and Ice                                                                                                                                                                                                       | SPRING 2<br>Traditional Tales                                                                                                                                                                                                   | SUMMER 1<br>Beasts                                                                                                                                                                                       | SUMMER 2<br>Growth                                                                                                                                                                                                           |
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| EYFS<br>CYCLE<br>1 | <p>Observe changes in seasons and weather<br/>Different family make up and homes.<br/>They know that families can be made up in different ways and all are equally good.<br/>Diversity in people's kitchens and homes.<br/>Know that Christians say thank you to God and farmers for the Harvest.<br/>Features of Newton.<br/>Understanding of diversity in general.<br/>Comparing homes.<br/>Children will celebrate Lincolnshire day in school.</p> <p>Children will mark Newton, and their village if not Newton, on their UK map.</p> | <p>Observe changes in seasons and weather<br/>It gets dark early<br/>Learn about other religions and people believe different things</p>                                                                                     | <p>Observe changes in seasons and weather<br/>Even though it is sunny, it is not hot<br/>Sense of place – maps – aerial views of area.<br/>Know there are places different to Newton.</p>                                       | <p>Observe changes in seasons and weather<br/>Maps show places</p> <p>Look at the map of the UK again and remember where Newton is.</p>                                                                                         | <p>Observe changes in seasons and weather.<br/>Name several creatures in the outside area.<br/>Make observational drawings of their environment.<br/>We must care for our world and not drop litter.</p> | <p>Observe changes in seasons and weather.<br/>Name several plants in the outside area.<br/>Make observational drawings of their environment.<br/>We must care for our world and not drop litter.<br/>It gets dark late.</p> |
| Why this, why now? | <p>Settlements are a theme through the whole curriculum, so children first start by looking at their own homes and the village of Newton as they look at 'All About Me'.<br/>Children also begin to understand similarities</p>                                                                                                                                                                                                                                                                                                           | <p>Children will be learning about other cultures and different festivals this term to learn about how people celebrate and believe different things. They will understand that people also celebrate the same festivals</p> | <p>In preparation for the Water World topic in KS1, children will begin to understand that different parts of the world are very different. They will continue the theme of settlements, looking at homes in the Arctic and</p> | <p>Children will start to think more about a sense of place and how it can be represented, first in their settings from stories and then begin to look at maps to represent places they know. They will be able to name the</p> | <p>Children will begin their careful study of their local environment, a theme through the curriculum. This will give them a good foundation of the animals living in their local environment to</p>     | <p>Children continue their study of the local environment, this time focussing on plants. By this time of year, plants are beginning to grow again and children can be inspired by the awe and wonder of the</p>             |

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|                   | <p>and differences by comparing their homes to others'. To do this, children will be looking at the features of houses and homes of the children in the class and people from other backgrounds.</p> <p>They will also be looking at the weather and seasonal change through everyday continuous provision to enable them to observe changes through the year.</p> <p>Children will celebrate Lincolnshire day in school.</p> <p>Mark Newton, and their village if not Newton, on the map of the UK.</p> | <p>differently. They will appreciate the similarities between all festivals and that people around the world like to celebrate.</p> <p>Children visit the local shop and post a letter in the post box at this time of year, linked to Christmas.</p> <p>They will also be looking at the weather and seasonal change through everyday continuous provision to enable them to observe changes through the year. They will notice it is getting darker earlier.</p> | <p>how people live differently there. This is a good time for children to explore 'Water and Ice' as it is our coldest time of year and allows the children more appreciation of what life might be like in the Arctic.</p> <p>They will also be looking at the weather and seasonal change through everyday continuous provision to enable them to observe changes through the year.</p>                                                 | <p>church, shop, post box, park, houses, roads, path and trees They will look at aerial views and how information is shown on a map. This will prepare them for map work in KS1 and beyond.</p> <p>They will also be looking at the weather and seasonal change through everyday continuous provision to enable them to observe changes through the year.</p> | <p>take forward with them into the national curriculum. At this stage, the reception children will have developed their motor and observational skills to take in and draw what they have observed in the natural world.</p> <p>Children will be learning to care for their environment too and how they can be part of a positive change in recycling rubbish and not littering their local environment. This is a solid underpinning to be agents for change and responsible citizens.</p> <p>They will also be looking at the weather and seasonal change through everyday continuous provision to enable them to observe changes through the year.</p> | <p>natural world. Again, they will develop a solid foundation of understanding what plants are in their local environment and how to care for them, being courageous advocates and responsible citizens.</p> <p>They will also be looking at the weather and seasonal change through everyday continuous provision to enable them to observe changes through the year.</p> |
|                   | AUTUMN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | SPRING                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                               | SUMMER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                            |
| KS1<br>CYCLE<br>1 | <p><b>Where is this story going?</b></p> <p>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. use simple compass directions (North, South, East and West) and</p>                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Ni Hao!</b></p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port,</p> |                                                                                                                                                                                                                                                                                                                                                               | <p><b>Water World</b></p> <p>five oceans surrounding seas hot and cold areas of the world in relation to the Equator and the North and South Pole beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use world maps, atlases and</p>                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                            |

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|                    | <p>locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> | <p>harbour and shop use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>World map: continent of Asia, China;Beijing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage<br/>World map: 5 oceans, 7 continents, North pole, South Pole, Equator</p> <p>UK map: seas around the UK</p> <p>World map: Australia</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Why this, Why now? | <p>Children continue the idea from EYFS of using stories as an introduction to places and settings. They develop their understanding of maps and how they can provide information about an area. Children will also be including human and physical features as they learn these concepts. They will be learning direction skills and linking this to using maps to find out information. They will also use maps to find 'features'.</p> <p>Children will observe the weather and seasonal change throughout the year.</p>                  | <p>Children had their first opportunity to compare Newton to the Arctic and Arctic in a more general way in EYFS 'Water and Ice' this topic allows children to delve deeper into an area and culture as they study China and specifically the city of Beijing. Children learn more vocabulary comparing one type of settlement to another and a vastly different culture to their own. This topic is planned to fall at the time of Chinese New Year, and children have a very immersive topic learning lots about China across the other subject areas to really allow them to learn more about this fascinating other culture. Children develop their use and understanding of human and physical features, directional skills and maps for information. They will look at globes in this unit as well as 2D maps. Children also learn the location of Asia as a continent. Children will undertake fieldwork in their local environment to study Newton to compare to Beijing.</p> <p>Children will observe the weather and seasonal change throughout the year.</p> | <p>Children have seen in their last unit that there are oceans and continents, learning about China being in Asia, they continue this as they learn what the oceans and continents are and the names of the 7 continents and 5 Oceans. They are learning about explorers of the past in history and mark Australia for Matthew Flinders and learn about his mapping part of Australia. They continue to use maps and globes to understand the Earth as a whole as they explore the North and South poles and the Equator. This is a great start to children learning further up the school of how the Earth's systems are linked and it is very much 'one Earth'. Children also use their skills to compare the Poles to each other and the countries along the equator. Children are introduced to the location of Kenya, a country they will look at in LKS2 'Settlement'. Children have now looked at a arrange of different types of environments. This learning gives context to learning the continents and oceans and children have a focus of oceans through their topic of 'Environment'. They continue the idea of courageous advocacy by thinking further about what they can do to care for their plant and specifically oceans.</p> <p>Children will observe the weather and seasonal change throughout the year.</p> |
|                    | <b>AUTUMN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>SPRING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>SUMMER</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| <p>KS1<br/>CYCLE<br/>2</p> | <p><b>London, Baby!</b><br/>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.<br/>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Children will celebrate Lincolnshire day in school.</p> <p>UK map: four countries, four capitals, seas around the UK</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Dragons' Eye View</b><br/>name and locate the world's seven continents and hot and cold areas of the world in relation to the Equator and the North and South Pole</p> <p>Imagine a dragon world to draw a map of.</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>                                                                     | <p><b>Does It Always Rain Cats and Dogs?</b><br/>identify seasonal and daily weather patterns in the United Kingdom.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Why this, why now?</p>  | <p>Children learnt about very much belonging to Newton and their family in 'All About Me' in EYFS, now they learn how Newton and where they live is part of a whole country - England, which in fact is part of the United Kingdom! London is a theme through the geography curriculum at Newton, so this is a wonderful introduction as children learn what a capital is and what that means. They focus on the human and physical features as a foundation to their learning but also find out more about the UK as a whole. Children learn about the four countries of the UK and gain an overall idea about them and name their capitals. This is another opportunity to learn the seas surrounding our island. Children will use lots of map skills here and learn how capital cities are denoted on a map ready for later learning. Children will also learn about the 'Great Fire of London' in history and see how cities and their human features change over time. They will build their own version of the Monument in London too. Children will celebrate Lincolnshire day in school.</p> <p>Children will observe the weather and seasonal change throughout the year.</p> | <p>Children learn more about maps skills as they focus on aerial views. They consolidate and learn more about the continents and oceans in this topic as a 'Dragon's Eye View' using globes as well and thinking about what is different to a globe and a map and what the difference is between different representations. Children will think further on human and physical features that can be seen on smaller scale maps of our local area and of the UK and will use their field work skills to create their own maps, comparing them to aerial views of the local area. Children may create their own maps to show a dragon world aerial view using lots of the features learned.</p> | <p>Children continue their learning from EYFS and their daily observations to understand the weather and seasonal change. This is heavily linked with the same topic in the science curriculum to really deepen children's understanding of the concepts of seasonal change. This time of year, the children should experience quite a range of weather with an element of unpredictability, so there should be lots of opportunity for discussion and geographical enquiry. This learning is crucial for later learning in LKS2 geography and later UKS2 Science. Children will learn about how to record the weather and will be making their own observations and records using fieldwork skills, various gauges and data loggers. They will begin to understand that certain weathers are more likely at certain times of year. They will also see how weather forecasters show what weather is being experienced using weather maps and creating their own. This will build a solid foundation for understanding climates in all geography work.</p> |

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| <p>LKS2<br/>CYCLE<br/>1</p> | <p><b>Settlements</b><br/>human geography, including: types of settlement<br/>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>World map: Kenya, Ghana, Zimbabwe, Mexico, Spain, UK, Russia.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Poles Apart</b><br/>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)</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>World map: Tropic of Capricorn, Tropic of Cancer, Arctic Circle, Antarctic circle, Northern Hemisphere, Southern Hemisphere, Prime Meridian</p> | <p><b>Rainforests</b><br/>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region, and a region within North or South America (Central America)<br/>rivers, and the water cycle<br/>physical geography, including: climate zones, biomes and vegetation belts,</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>World Map: biomes and key, Yucatan Peninsula, UK map: Lincolnshire</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Why this, Why now?</p>   | <p>Following on from KS1 and EYFS, children look closer at Newton village, spending lots of time developing their fieldwork skills and learning different ways to record the data and present it to others. When they have learnt more about their village, they then compare it to settlements around the world. Linked to the Traditional Tales they are studying and other curriculum themes to provide context, children look at Spain, Kenya, Mexico, England, Ghana and Zimbabwe. Children look at both the rural and urban areas of all these countries and compare the types of settlements around the world. Following on from KS1 and their understanding of the poles and equator and how this determines if places are hot or cold, children begin to look at biome belts across the Earth and use this to explore why the settlements and homes around the world are why they are. This provides children with a great opportunity to explore their geographical enquiry skills and make links between human and physical geography.</p> | <p>This topic also requires children to bring their understanding of the poles and equator with them as they look more at the mechanics of the Earth. Children will learn how navigation and locations are denoted with latitude and longitude and how this is used to navigate across the oceans. This topic allows children to understand the tricky concept of time zones and explains why they have been created. This topic provides a great link between KS1 seasonal change in geography and science and Year 5 science Earth and Space topic.</p>  | <p>Children continue their understanding of biomes by exploring one in more detail, a tropical rainforest. As Mexico is a theme across our curriculum, children study the Yucatan Peninsula and the Maya rainforest. This links with history of the Maya, Spanish and Environment as a whole as children explore deforestation and human impact on the Earth alongside learning about the culture and geography of a region of Mexico. Another key element of this topic is the water cycle and rainforests certainly show a lot of the water cycle in action. This links with science too. In geography, children will be bringing their understanding of Newton and expanding it to Lincolnshire as they compare the region which they live to that of the Yucatan peninsula. They begin to think about what climate means and how certain features like climate links to biomes They will also link it to their understanding of latitude and how the biomes fit within the tropics, polar regions and equator. Children will study and compare the human, physical and flora and fauna of the two regions.</p> |

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| <p>LKS2<br/>CYCLE<br/>2</p> | <p><b>Where in the World?</b><br/>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Children will celebrate Lincolnshire day in school.</p> <p>World map: Spain, Madrid; Russia, Moscow; France, Paris; Germany, Berlin; Ireland, Dublin; Portugal, Lisbon; Brazil, Brasilia; Peru, Lima; USA, Washington D.C.; Canada, Ottawa; Ghana, Accra; Zimbabwe, Harare; Kenya, Nairobi; Australia, Canberra; New Zealand Wellington; Japan, Tokyo; Alps,</p> | <p><b>What lies Beneath your Feet?</b></p> <p>volcanoes and earthquakes</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied,</p> <p>World map: Vesuvius, Stromboli, Kilauea, Mount St. Helens, Popocatepetl</p>                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>What's Your Best Feature?</b><br/>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 – Oxbow lakes, river valleys. Link to place names. Link to Roman roads too, Lincoln Castle (on a hill). Old settlements near rivers – Trent Witham, Humber etc. Do people use rivers in the same ways? Trains, canals then roads. Compare historical maps.</p> <p>World Map: Rivers: Amazon, Nile, Yangtze River, The Mississippi, Yenisei.</p> <p>UK map: Rivers: Thames, Trent, Mountains/hills: Pennines, Cambrian, Snowden, Ben Nevis, Scafell Pike, Grampians, Lincolnshire Wolds<br/>Counties: Norfolk, Cambridge shire, South Yorkshire, Nottinghamshire, East Riding of Yorkshire<br/>Cities: Manchester, Birmingham, Liverpool, Newcastle, Derby, Nottingham, Leeds, Glasgow, Southampton, Portsmouth.</p> |
| <p>Why this, why now?</p>   | <p>Children follow on their understanding of maps and continents from KS1 to learn to locate several of the world's countries. They will locate the countries of the UK again, then our close neighbours in Europe as this is the continent we belong to, including Spain, as well as Mexico, Ghana, Kenya, Zimbabwe, Russia, China, USA, and Canada amongst others. They will learn the capital cities and some key human and physical features of each, such as rivers, mountain ranges, bridges and buildings. This topic provides a great overview for children and allows lots of consolidation of KS1 work as well as laying strong foundations for locational knowledge.</p>                                                                                     | <p>In this fascinating topic, which covers some of the geological side of geography, children learn about the processes going on beneath their feet. Children will study volcanoes and earthquakes. Children will be introduced to a simple idea of tectonic plates so they have an understanding of how these processes are able to occur. They will be able to discuss the processes which occur when a volcano erupts, different types of volcano and where some volcanoes are located. Children will also look at how earthquakes form and some of the ways people have tried to live with effects of earthquakes. They will look at where earthquakes are more common on a map. This</p> | <p>Children will take their understanding of the UK from KS1 and begin to think about England in more detail. They will look at locating the counties for the first time by looking at Lincolnshire and our near neighbours. Children will locate the major cities of the UK and human and physical features, such as mountains, coasts and rivers. In this topic children will look at how river systems and process work, linking to the water cycle. Children will learn how geography is not static and that rivers and water change the landscape, resulting in ox-bow lakes and valleys. Children will think about the significance of rivers to human settlements and how some</p>                                                                                                                                                                                                                                                                                                                                                                                |

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|                             | <p>Children are looking at belonging across the curriculum as they look 'Boudicca Vs The Romans' in history, locating where the Romans came from and where their empire spread.</p> <p>Children will celebrate Lincolnshire day in school.</p> | <p>topic links extremely well with the Year 3 science topic of rocks and soil. It is also a good foundation for understanding how mountains are formed in UKS 'Mountains'. Children will also be creating field sketches. In other subjects this term, children will be thinking about how earth can be moved in D &amp; T and creating sketches with their heroes in dangerous geological situations in art! Children will look at ways they can be courageous advocates for people who have been affected by natural disasters.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>places names change over time, linking to prior learning and history. Children are looking at change in the landscape. This will give children some insight into the timescales upon which changes in the landscape can occur.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| UKS2<br>CYCLE<br>1          |                                                                                                                                                                                                                                                | <p><b>Espanol</b><br/>for geography, comparing human and physical geography of the Catalonia region to their own local region of Lincolnshire. They will compare culture and food, land use, economy, settlements and climate.</p> <p>World map: Catalonia in Spain, Barcelona</p> <p>UK map: Lincolnshire coast and ports</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Farms, Forests and Trade</b><br/>and land-use patterns; and understand how some of these aspects have changed over time</p> <p>and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Why<br>this,<br>Why<br>now? |                                                                                                                                                                                                                                                | <p>Children continue to learn about other parts of the world, undertaking another comparison between their own location of Lincolnshire and the Catalonia region of Spain. Children have learned more and more about Lincolnshire over the previous years, first comparing it to vastly different places and cultures of Beijing, China, then to the Yucatan Peninsula in Mexico. This time, as children are older, they are comparing to another European country where the comparisons may be more subtle. Children will be using new learning to think about land use and economy and bringing their knowledge from prior topics to think about settlements and climate. Children will be using a wide variety of maps, including digital, climate, topographical and road maps and considering which is the best map to use for different purposes. Children will be learning to read maps in more detail as they start to use 8 points on a compass and 6 figure references on maps. Children will be learning to</p> | <p>In this fascinating topic, children delve deeper into economy, trade, land use and the human impact of global trade. Children will be looking at the impact of farming, linking to the history of early farming with the Sumerians in history. Children will look at land use in the last 50 or so years and see how it has changed in the UK as well as looking at deforestation since the last ice age and the rise of farming. They will look at the rise in population and look for links using geographical enquiry skills. They will look at how food can travel around the world now a days, as well as other goods and services, and what impact this has on the Earth. Children will then be exploring what people have chosen to do to try to minimise their impact on the Earth by exploring food miles and buying local, vegetarianism/veganism and fair trade. They will be looking in more detail at the UK's trade links with Mexico and Spain. This topic gives children a real chance to link back through all their</p> |

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|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | cook a Spanish dish for D&T, learning more Spanish for MFL and studying 'Artist of Spain' for art, including Gaudi, from Catalonia. In RE they will be looking at the Sagrada Familia in Barcelona.                                                                                                                                                                                                                                                                                                                                                                                                                                                    | learning in geography from EYFS to KS1 and LKS2 looking at the human impact on the environment and what they can do about it.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| UKS2<br>CYCLE<br>2 | <p><b>Lincolnshire and Beyond</b><br/>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),</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Children will celebrate Lincolnshire day in school.</p> <p>UK map: Name all the counties of the UK, rivers, hills, and areas of the coast.</p>                                                                                                                                                               | <p><b>Homelands</b><br/>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</p> <p>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.</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>World map: Greece, Athens; Bulgaria, Turkey, Albania, Hungary, Mediterranean sea</p> | <p>Mountains<br/>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br/>Himalayas mountains<br/>Physical geography - mountains, Russia – Ural Mountains</p> <p>World map mountains: Urals, Himalayas, alps, Pyrenees, Rocky Mountains, Atlas and Andes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                    | Children take their initial learning about counties from LKS2 and develop it further in this topic as they learn to name and locate more of the English counties. They will use a variety of maps to do this. They will also further their understanding and locational knowledge of what is in each county in terms of human and physical geography. Children will continue to deepen their understanding and appreciation of Lincolnshire as the place they belong to by visiting Lincolnshire Day at Lincolnshire showground. Children will be using digital maps to in order to learn more about the English Counties and their features. Lincolnshire day will be celebrated in school too | <p>Children continue their use of map work and develop their understanding of more detailed maps following on from previous learning as they begin to think about the eight points of a compass, grid references, symbols and keys. They will use this knowledge with the fieldwork they will undertake in their local homeland to use even more ways to represent data and show their findings.</p> <p>Children will also be using maps skills to locate Greece and the neighbouring countries in Europe, revisiting prior learning from LKS2.</p>                                                                                                    | Linking heavily with English, children learn about mountains as the context for two key texts studied. Ensuring children can find Russia on the map, they study the Urals and they also look at the Himalayas. Studying two mountain ranges allows children to deepen their understanding of mountain geography as they compare and contrast the two ranges. Drawing on their learning from LKS2 'What lies beneath Your Feet?' children learn how mountains can be formed in different ways due to the Earth's processes. Children consolidate and add to their prior understanding of biomes as they study a mountain biome, learning about the plants and animals that live in each mountain environment studied. This topic really draws on the range of skills children have learnt through their time at Newton as they bring together map reading skills, geographical enquiry, locational skills, |

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|  |  |  | understanding of Earth's processes and what effect it has on the environment. |
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