

Cycle A 2023/24	Autumn	Spring	Summer
FOCUS	<p><b><u>Comparison of a region in America and India (e.g. Hollywood and a region in India - Mumbai) (Y5/6)</u></b></p> <p>Link to History of entertainment (Hollywood/Bollywood) History.</p>	<p><b><u>CLIMATE CHANGE: HOW IS CLIMATE CHANGE AFFECTING THE POLAR REGIONS? (Y5/6)</u></b></p> <p><b>Possible additional focus on:</b> Renewable energy, recycling.</p>	<p><b><u>EXTREME EARTH: VOLCANOES/EARTHQUAKES/TSUNAMIS (5/6)</u></b></p> <p>NB.<b>Additional focus:</b> Exploring the physical and human geography of the country/host city of the hosts of the Olympic Games.</p>
ENQUIRY QUESTIONS	<p><b>Why might a tourist choose to visit America or India?</b></p>	<p><b>How is climate change affecting polar regions?</b></p> <p><b>How can we live more sustainably?</b></p>	<p><b>Which are more destructive: volcanoes, earthquakes or tsunamis?</b></p> <p><b>How does a country/city benefit from hosting the Olympic Games?</b></p>
CONCEPTS	<p>Start local – knowledge of own location. Continents and Oceans. Countries and major cities. Similarities and differences through the study of human and physical geography of two contrasting regions / countries. Equator and Tropics of Capricorn and Cancer.</p>	<p>Continents, oceans and environmental regions. Climate zones, biomes, tundra, N and S hemisphere. 6 figure grid references. Topographical features. Changes over time and why. Distribution of natural resources and impact. Trade links, Arctic and Antarctic circle. Time zones.</p>	<p>Physical geography including: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, plate tectonics and tsunamis. Countries, environmental regions, features, characteristics, major cities. Time zones</p>
PROCEDURAL CONCEPTS	<p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical information</p>	<p>Develop contextual knowledge of the location of globally significant places including their defining physical and human characteristic. Understand the</p>	<p>Understand the processes that give rise to key physical and human geographical features, how these are interdependent and how they bring about spatial variation and change over time.</p>

	Systems. Communicate geographical information in a variety of ways.	processes that give rise to key physical and human geographical features, how these are interdependent and how they bring about spatial variation and change over time.	
FIELDWORK	Trip to a Studios.	Litter pick, analysis, recycling push. Trade survey of lunchboxes.	The Wrekin Collection of 'extreme' events over the term.
STORY/BOOK LINKS	'My Bollywood dream' Avani Dwivedi 'Ajay and the Mumbai Sun' Varsha Shah	'At the Edge of the Ice' Carolyn Armstrong	'Into the Volcano' Jess Butterworth 'The Big Picture: Extreme Earth' Jon Richards

Cycle B 2024/25	Autumn	Spring	Summer
FOCUS	<b>RIVERS (5/6):</b> Focus on River Severn	<b>COASTS AND WEATHERING (5/6):</b> Comparing and contrasting own local village/town with e.g. Llandudno as a Victorian seaside town (or other seaside towns of choice).	<b>Exploring a region in Scandinavia:</b> Link to Vikings and Anglo-Saxons (Link History) (yr5/6) Comparing and contrasting a region of Scandinavia with own local village/town
ENQUIRY QUESTIONS	<b>How can I describe the geographical features found along the course of a river?</b>  <b>What impact do humans have on rivers and rivers on humans?</b>	<b>Should we protect our coasts? How?</b>	<b>How is Scandinavia similar and different to the UK?</b>  <b>Why might the Vikings have chosen the UK over Scandinavia to settle?</b>

	<b>Are all rivers the same as our local river?</b>		
CONCEPTS	Physical features, local study and link. Mapping and fieldwork. Vocabulary of rivers.	Start local – counties and cities of the UK. Geographical regions of the UK, human and physical characteristics, key topographical features (coasts and rivers), land use and changes over time with reasons. Trade links and natural resources. Maps, aerial photographs and computer mapping	Continents, countries, oceans and major cities. 8 points of compass and 6 figure grid references. Symbols and keys for landmarks and features. Maps, aerial photographs and digital images. Settlements linked to topographical features. Natural resources and trade links. Time Zones – day and night.
PROCEDURAL CONCEPTS	Understand the processes that give rise to key physical and human geographical features, how these are interdependent and how they bring about spatial variation and change over time. Communicate geographical information in a variety of ways, including through maps, diagram and writing at length.	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical information Systems. Communicate geographical information in a variety of ways.	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical information Systems. Communicate geographical information in a variety of ways.
FIELDWORK	Study of water sources in the local area, trip to River Severn/River Tern. Residential link to river.	Trip to Llandudno/other seaside town. Surveys, traffic and people, OS work.	
STORY/BOOK LINKS	'River Boy' Tim Bowler 'Song of the River' Gill Lewis	'The Somerset Tsunami' Emma Carroll 'Flood' Alvarro F Villa	

Cycle C 2025/26	Autumn	Spring	Summer
FOCUS	<p><b><u>Mapping Skills(5/6)</u></b></p> <p>Link to War and Remembrance History unit.</p> <p>Local Study Link: former WW2 RAF air fields in Child Ercall.</p>	<p><b><u>Amazing Americas (North America/ Central/ South America including Rainforests) (5/6)</u></b></p> <p>Focus on comparing a region of the UK to a choice of North America, Central or South America(inc. rainforests)</p>	<p><b><u>MOUNTAINS AND VOLCANOES (5/6)</u></b> Comparing mountainous regions in the UK to another region in the world e.g. The Alps</p>
ENQUIRY QUESTIONS	<p><b>What can maps tell us about our local area and how can we use them?</b></p> <p><b>What can we learn about the World Wars from maps?</b></p>	<p><b>What makes (choose) North America or Central American or South America distinctive?</b></p> <p><b>Can a continent have more than one climate?</b></p>	<p><b>Which are more destructive volcanoes or earthquakes?</b></p> <p><b>How are mountains and hills represented on maps?(Recap from Autumn term)</b></p>
CONCEPTS	<p>Start local – know own location. Recapping continents, countries, oceans, cities, environmental regions around the world.</p> <p>Ordnance survey maps and symbols.</p> <p>Reading and using 6 figure grid references. Contour lines and topography.</p>	<p>Human and physical geography of the UK and a region within N or S America. Physical geography, rainforests, rivers, mountains, water cycle. Land use and changes over time. Human and physical impact.</p>	<p>Map environmental regions around the world. Physical features of mountains and volcanoes. Tectonic plates, the earth's crust .Erosion and change. Soil and vegetation</p>
PROCEDURAL CONCEPTS	<p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and</p>	<p>Develop contextual knowledge of the location of globally significant places including their defining physical and human characteristic.</p>	<p>Understand the processes that give rise to key physical and human geographical features, how these are interdependent and how they bring</p>

	geographical information systems.	Understand the processes that give rise to key physical and human geographical features, how these are interdependent and how they bring about spatial variation and change over time.	about spatial variation and change over time.
FIELDWORK	<p>Orienteering challenges using 4 and 6 figure grid references.</p> <p>Google maps virtual visit of air fields in local area.</p>	<p>Litter pick, analysis, recycling push.</p> <p>Trade survey of lunchboxes.</p> <p>Local shops /supermarket research.</p>	Fieldwork – local contrasts. (Wrekin) Collection of ‘extreme’ weather events over the term
STORY/BOOK LINKS			‘Into the Volcano’ Jess Butterworth ‘The Big Picture: Extreme Earth’ Jon Richards
Cycle D 2026/27	Autumn	Spring	Summer
FOCUS	<b><u>Investigating India(5/6):</u></b> Link to History Indus Valley	<b><u>RIVERS (5/6):</u></b> Focus on River Severn	<b><u>Comparing locality with a contrasting locality-coastal or city (e.g. Llandudno or Liverpool) (5/6)</u></b>
ENQUIRY QUESTIONS	<b>How do the human and physical features make it different to live in India compared with the U.K?</b>	<p><b>How can I describe the geographical features found along the course of a river?</b></p> <p><b>What impact do humans have on rivers and rivers on humans?</b></p> <p><b>Are all rivers the same as our local river?</b></p>	<b>Which would be a more suitable location for Market Drayton to twin with – Llandudno/Liverpool or California (American region)?</b>

CONCEPTS	Start local – know own location in the UK and the world. Similarities and differences – trade, land use, economic activity, distribution of natural resources, including energy, food, minerals and water. Topographical features as well as cities, rivers, mountains, seas. 6 figure grid references, latitude and longitude. Environmental regions.	Physical features, local study and link. Mapping and fieldwork. Vocabulary of rivers.	Start local – know own place in the world. Geographical similarities and differences through the human and physical geography of a region in the UK and a region within N or S America. GIS – geographical information systems. Aerial photographs. Maps. Routes. Timetables.
PROCEDURALCONCEPTS	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical information Systems. Communicate geographical information in a variety of ways.	Understand the processes that give rise to key physical and human geographical features, how these are interdependent and how they bring about spatial variation and change over time. Communicate geographical information in a variety of ways, including through maps, diagram and writing at length.	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical information Systems. Communicate geographical information in a variety of ways.
FIELDWORK IDEAS		Study of water sources in the local area, trip to River Severn/River Tern.	Visit Llandudno/Liverpool
STORY/BOOK LINKS	'Ajay and the Mumbai Sun' Varsha Shah	'River Boy' Tim Bowler 'Song of the River' Gill Lewis	'The Somerset Tsunami' Emma Carroll 'Flood' Alvarro F Villa