



## Merlins Year A and B Geography Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	<p><b>Previous learning:</b> Development Matters: Talk about what they see, using a wide vocabulary.</p> <p><b>Future learning:</b> Owls – Maps of places I have been to.</p> <p><b>Big ideas:</b> Changes, similarities and differences, environment</p>	<p><b>Previous learning:</b> Development Matters: Talk about what they see, using a wide vocabulary.</p> <p><b>Future learning:</b> Owls – seasonal weather patterns.</p> <p><b>Big ideas:</b> Changes, similarities and differences, environment.</p>	<p><b>Previous learning:</b> Development Matters: Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>Future learning:</b> Owls – seasonal weather patterns.</p> <p><b>Big ideas:</b> Changes, similarities and differences, environment.</p>
Key Learning	<p><b>Understanding the world</b> To understand what a map is and to draw a simple map.</p> <ul style="list-style-type: none"> <li>• A map shows things that do not move.</li> <li>• A map shows features of a place</li> <li>• A map is shown in a bird's eye view</li> </ul> <p><i>End of unit outcome: Draw a map to represent our school environment.</i></p>	<p><b>Understanding the world</b> To identify and describe seasonal changes</p> <ul style="list-style-type: none"> <li>• Autumn is when the leaves begin to fall and it gets colder</li> <li>• Winter is when there are no leaves on the trees and it is colder.</li> </ul> <p><i>End of unit question: What are the signs of autumn and winter?</i></p>	<p><b>Understanding the world</b> To identify and describe seasonal changes</p> <ul style="list-style-type: none"> <li>• Spring is when leaves begin to grow on the trees and it gets warmer.</li> <li>• Summer is when the leaves and fruit are on the trees and it is warmer.</li> </ul> <p><i>End of unit question: What are the signs of spring and summer?</i></p>
Vocab	Map, birds eye view, feature, building, village.	Winter, autumn, season, harvest	Spring, summer.



# Owls Year A Geography Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	<p><b>Previous learning:</b> Merlins – draw a simple map  <b>Future learning:</b> Kestrels: use digital mapping.  <b>Big ideas:</b> Changes, similarities and differences</p>	<p><b>Future learning:</b> Kestrels – identify European countries and cities  <b>Big ideas:</b> Environment, diversity.</p>	<p><b>Future learning:</b> Kestrels – compare Stroud and a town in Mexico  <b>Big ideas:</b> Similarities and differences, diversity, environment.</p>
Key Learning	<p><b>Geographical skills and fieldwork</b>            To use maps to identify landmarks and create maps with a key.</p> <ul style="list-style-type: none"> <li>We live in the United Kingdom (UK) and London is the capital.</li> <li>The UK is split into 4 separate countries with different capital cities.</li> <li>A key is used on a map to identify landmarks.</li> <li>The landmarks in London today are different to the landmarks in London during 1666.</li> </ul> <p><i>End of unit outcome: Create a map of London at the time of the great fire.</i></p>	<p><b>Locational and place knowledge</b>            To name and locate the world’s seven continents and five oceans.</p> <ul style="list-style-type: none"> <li>A continent is a large land mass made up of countries; there are 7 in the world.</li> <li>An ocean is a large body of salt water; there are 5 in the world.</li> <li>The climate is different in different continents based on their proximity to the equator.</li> <li>Different food is grown in different parts of the world due to the climate.</li> </ul> <p><i>End of unit outcome: Identify food grown in 3 different continents.</i></p>	<p><b>Human and physical geography</b>            To compare the human and physical features of the UK and a non-European country.</p> <ul style="list-style-type: none"> <li>The UK is in Europe and Kenya is in Africa.</li> <li>A physical feature is created by nature.</li> <li>A human feature is created by humans.</li> <li>Some physical/human features in Kenya are different to the features in the UK.</li> <li>Some human/physical features in Kenya are the same as the features in the UK.</li> </ul> <p><i>End of unit outcome: I can identify similarities and differences between the UK and Kenya.</i></p>
Vocab	<p>London, United Kingdom, England, Scotland, Wales, Northern Ireland, Edinburgh, Cardiff, Belfast, landmark, key.</p>	<p>Asia, Africa, North America, South America, Europe, Australasia, Antarctica, equator, Arctic ocean, Pacific ocean, Atlantic ocean, Southern ocean, Indian ocean.</p>	<p>Kenya, Nairobi, human feature, physical feature, river, mountain, lake, coast, town, city, building, road.</p>



# Owls Year B Geography Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	<p><b>Previous learning:</b> Owls – locational and place knowledge.</p> <p><b>Future learning:</b> Kestrels – describe biomes around the world</p> <p><b>Big ideas:</b> Environment, diversity, similarities and differences</p>	<p><b>Previous learning:</b> Merlins – draw a simple map</p> <p><b>Future learning:</b> Kestrels – digital mapping.</p> <p><b>Big ideas:</b> Environment</p>	<p><b>Previous learning:</b> Merlins – seasonal change/Owls – biomes.</p> <p><b>Future learning:</b> Kestrels – biomes around the world.</p> <p><b>Big ideas:</b> Changes, environment</p>
Key Learning	<p><b>Human and physical geography</b> To identify the location of hot and cold areas of the world in relation to the equator and north and south poles.</p> <ul style="list-style-type: none"> <li>• The equator is an invisible line around the centre of the world that is the hottest part.</li> <li>• The north and south poles are the coldest parts of the world</li> <li>• A grassland is a habitat found in warmer climates near the equator</li> <li>• A tundra is a habitat found in colder climates near the north and south pole</li> <li>• The north and south poles have changed over time due to climate change.</li> </ul> <p><i>End of unit outcome: Identify the differences between tundra and grassland.</i></p>	<p><b>Geographical skills and fieldwork</b> To use simple compass directions.</p> <ul style="list-style-type: none"> <li>• There are 4 compass directions: north, south, east and west.</li> <li>• Different parts of the school face in different compass directions</li> <li>• Maps can be used to locate and identify features</li> <li>• Compasses can be used to follow directions.</li> </ul> <p><i>End of unit outcome: Independently follow a route using a map and compass directions.</i></p>	<p><b>Locational and place knowledge</b> To identify weather patterns in the UK and around the world.</p> <ul style="list-style-type: none"> <li>• There are different types of weather that we experience in the UK.</li> <li>• The weather can change depending on the season; there are 4 seasons.</li> <li>• The UK experiences colder temperatures in winter than in summer</li> <li>• The UK experiences more rainfall in spring/autumn than in summer</li> <li>• Not all countries experience 4 distinct seasons; some areas of the world are cold/hot all year round.</li> </ul> <p><i>End of unit question: How does seasonal change affect weather patterns?</i></p>
Vocab	Equator, north pole, south pole, grassland, tundra, climate change.	Compass, north, south, east, west.	Weather, weather patterns, seasonal change, climate, rain, sun, snow.



# Kestrels Year A Geography Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	<p><b>Prior learning:</b> Owls – Drawing maps with a key</p> <p><b>Future learning:</b> Eagles – Using four and six figure grid references on UK maps</p> <p><b>Big ideas:</b>, diversity, similarities and differences, environment.</p>	<p><b>Prior learning:</b> Kestrels – geographical skills.</p> <p><b>Future learning:</b> Eagles – human and physical geography. KS3 – plate tectonics.</p> <p><b>Big ideas:</b> Environment, similarities and differences</p>	<p><b>Future learning:</b> Eagles – settlements in ancient Greece</p> <p><b>Previous learning:</b> Owls – human and physical differences.</p> <p><b>Big ideas:</b> environment, similarities and differences.</p>
Key Learning	<p><b>Geographical skills and fieldwork</b> To use maps including digital mapping</p> <ul style="list-style-type: none"> <li>• The UK is split into counties and Stroud is in Gloucestershire.</li> <li>• Maps can be used to find human and physical features such as rivers, roads and train tracks.</li> <li>• Topographical maps show mountainous and hilly regions of the UK.</li> <li>• Maps and digital maps of Gloucestershire show the land use around us.</li> <li>• Maps of Victorian era Stroud have different features to maps of present day Stroud.</li> </ul> <p><i>End of unit question: How was land used differently in Victorian era Stroud?</i></p>	<p><b>Human and physical geography</b> To describe and understand the formation of earthquakes, mountains, rivers and volcanoes.</p> <ul style="list-style-type: none"> <li>• The Earth is split into different layers. The surface of the Earth is separated into tectonic plates.</li> <li>• Mountains are formed by movement of tectonic plates. A mountain range is a large area covered by mountains.</li> <li>• Volcanoes are formed when tectonic plates push together. Earthquakes are formed when one tectonic plate moves under another.</li> <li>• Many tectonic plates meet in the Pacific Ocean and many volcanoes are found here. It is called the ring of fire.</li> <li>• When a volcano erupts, magma rises in the magma chamber, pushing through vents to the surface.</li> </ul> <p><i>End of unit question: Why are there so many earthquakes/volcanoes around the ring of fire?</i></p>	<p><b>Human and physical geography</b> To describe and understand types of settlements.</p> <ul style="list-style-type: none"> <li>• A settlement is an area where people live and they are all over the world</li> <li>• Settlements vary by size. Different types of settlements are hamlets, villages, towns and cities.</li> <li>• Rural settlements are smaller and have fewer buildings and people.</li> <li>• Urban settlements are larger and have more people and buildings.</li> <li>• Settlements in stone age, iron and age and bronze age Britain had different characteristics.</li> </ul> <p><i>End of unit question: What are the similarities and differences between stone age, bronze age and iron age settlements?</i></p>
Vocab	County, Gloucestershire, topographical, mountains, hills.	Crust, mantle, inner core, outer core, tectonic plates, volcano, earthquake, ring of fire, magma, magma chamber, lava, eruption, mountain range, Andes, Himalayas, Alps	Settlement, village, town, city, hamlet, rural, urban.



# Kestrels Year B Geography Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	<p><b>Previous learning:</b> Owls – 7 continents of the world  <b>Future learning:</b> Eagles – Locate major cities in modern Europe.  <b>Big ideas:</b> Changes</p>	<p><b>Previous learning:</b> Owls – tundra and grasslands  <b>Future learning:</b> Eagles – climate zones and vegetation belts.  <b>Big ideas:</b> Environment, similarities and differences, diversity</p>	<p><b>Previous learning:</b> Owls – comparing UK and Kenya  <b>Future learning:</b> Eagles – compare UK and Greece  <b>Big ideas:</b> similarities and differences</p>
Kestrels	<p><b>Locational and place knowledge</b>            To identify European countries.</p> <ul style="list-style-type: none"> <li>• The Romans were originally from Italy, in Europe.</li> <li>• During their reign they travelled across Europe and parts of northern Africa invading different countries.</li> <li>• Countries invaded by the Romans included the UK, France, Spain, Tunisia, Morocco, Turkey, Greece, Syria, Egypt, Hungary and Moldova.</li> </ul> <p><b>End of unit question: Which countries were part of the Roman invasion?</b></p>	<p><b>Human and physical geography</b>            To describe biomes around the world.</p> <ul style="list-style-type: none"> <li>• A biome is a natural area of plants and animals. The world is split into several different biomes.</li> <li>• Biomes vary depending on their climate. Biomes close to the tropics and equator are warmer. Biomes closer to the North and South poles are colder.</li> <li>• Each biome has unique features. The climate of each biome influences which plants and animals live there.</li> </ul> <p><b>End of unit question: Describe 6 different biomes and identify wildlife that lives there.</b></p>	<p><b>Locational and place knowledge</b>            To compare the UK to a non-European country.</p> <ul style="list-style-type: none"> <li>• Mexico is a country in North America. The capital is Mexico City.</li> <li>• Mexico has a warmer climate than the UK as it is closer to the equator.</li> <li>• The population of a country is how many people live there.</li> </ul> <p><b>End of unit question: What are the similarities and differences between the features of the UK and Mexico?</b></p>
Vocab	Rome, Italy, invasion, France, Spain, Tunisia, Morocco, Turkey, Greece, Syria, Egypt, Hungary and Moldova.	<b>Biome, climate, tropic of cancer, tropic of Capricorn, vegetation, taiga, desert, tundra, rainforest, savannah, temperate forest.</b>	<b>Mexico, Mexico City, population, climate, landmarks.</b>



## Eagles Year A Geography Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
<b>Links</b>	<p><b>Prior learning:</b> Owls/Kestrels – maps of the UK, 4 points of a compass.</p> <p><b>Future learning:</b> KS3 - interpret Ordnance Survey maps in the classroom and the field.</p> <p><b>Big Idea:</b> Environment</p>	<p><b>Prior learning:</b> Owls and kestrels – biomes</p> <p><b>Future learning:</b> KS3 – physical geography relating to weather and climate.</p> <p><b>Big idea:</b> diversity, environment.</p>	<p><b>Previous learning:</b> Owls – countries of the UK, continents Kestrels – major cities in Europe.</p> <p><b>Future learning:</b> KS3 – Locational Knowledge - extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world.</p> <p><b>Big idea:</b> Changes, environment, Diversity.</p>
<b>Eagles</b>	<p><b>Geographical skills and fieldwork</b> To use the eight points of a compass and explore Ordnance Survey maps using four and six figure grid references.</p> <ul style="list-style-type: none"> <li>The Galapagos Islands are a chain of islands in the eastern Pacific Ocean</li> <li>An Ordnance Survey map shows human and physical features as symbols</li> <li>A four-point grid reference helps you pinpoint a square on a map.</li> <li>A six-point grid reference narrows it down to a point within that square</li> <li>A compass will always point true to north.</li> <li>The eight points are north, north east, east, south east, south, south west, west and north west.</li> </ul> <p><i>End of unit outcome: Use a compass to create an accurate map of the local area, including features.</i></p>	<p><b>Human and physical geography</b> To describe and identify climate zones and vegetation belts</p> <ul style="list-style-type: none"> <li>The Earth is split into six climate zones. Climate zones are areas around the world with specific patterns of weather.</li> <li>Tropical climate zones are hot and humid.</li> <li>Arid climate zones are extremely dry.</li> <li>Mediterranean climate zones have hot dry summers and cold winters.</li> <li>Temperate climate zones have moderate conditions all year.</li> <li>Mountainous climate zones become colder the higher the altitude gets.</li> <li>Polar climate zones are extremely cold.</li> <li>An ecosystem is a community of animals, plants and micro-organisms in one habitat.</li> <li>A vegetation belt is the type of plant life that grows in a particular area.</li> </ul> <p><i>End of unit question: If I travelled from the North to South pole how many climate zones would I pass through?</i></p>	<p><b>Locational and place knowledge</b> 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> <ul style="list-style-type: none"> <li>A town created a city by a charter and usually contains a cathedral.</li> <li>Rivers are a physical feature that start at the highest point of an area.</li> <li>There are 50 countries in Europe with a total of more than 728 million people</li> <li>North America is the Earth's third largest continent made up of 23 countries</li> <li>South America is the Earth's fourth largest continent and is made up of 12 countries.</li> </ul> <p><i>End of unit outcome: Use maps to locate countries of the world and describe their environmental regions, key physical and human features and major cities.</i></p>
<b>Vocab</b>	Naturalist, Ordnance survey, six-figure grid reference,	Climate zone, vegetation belt, tropical, arid, Mediterranean, temperate, mountainous, polar, micro-organisms.	Treaty, propaganda, hemisphere, Manchester, Liverpool, Bristol, Ipswich, Swansea, Aberdeen



# Eagles Year B History Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	<p><b>Previous learning:</b> Owls- continents of the world, equator.</p> <p><b>Future learning:</b> KS3 – Locational knowledge.</p> <p><b>Big ideas:</b> Diversity, environment.</p>	<p><b>Previous learning:</b> owls – continents, countries of the world.</p> <p><b>Future learning:</b> KS3 – Human and Physical geography – the use of natural resources.</p> <p><b>Big ideas:</b> diversity, similarities and differences.</p>	<p><b>Previous learning:</b> Owls – comparing UK to Kenya Kestrels – comparing UK to Mexico.</p> <p><b>Future learning:</b> KS3 - Place knowledge- understand differences and similarities.</p> <p><b>Big ideas:</b>, similarities and differences, environment</p>
Key Learning	<p><b>Locational and place knowledge</b> To identify the position and significance of Prime/Greenwich Meridian and time zones.</p> <ul style="list-style-type: none"> <li>The Prime Meridian line is an imaginary line that divides Earth into two equal parts and is the basis for the world’s time zones</li> <li>There are 24 different time zones in the world</li> <li>Longitude is measured using imaginary lines that run north and south between the poles.</li> <li>Latitude is measured using imaginary lines that run east and west around the Earth</li> <li>Latitude and longitude create coordinates that can be used to pinpoint an exact location</li> <li>The tropics of Cancer and Capricorn both lie at 23.5 degrees latitude (Cancer North of the equator/Capricorn South of the equator).</li> </ul> <p><i>End of unit question: How does the time zone of the UK compare to other countries around the world?</i></p>	<p><b>Human and physical geography</b> To understand the importance of the Nile as a natural resource</p> <ul style="list-style-type: none"> <li>Egypt is a country in North East Africa</li> <li>Natural resources are materials or substances that are produced by the environment.</li> <li>There are not enough natural resources in the world to support the number of people living on the planet.</li> <li>Countries have different natural resources that are not distributed fairly.</li> <li>Non-renewable natural resources will eventually run out, such as using fossil fuels for energy.</li> <li>The Nile is one of Egypt’s largest natural resources and has been used since Ancient Egypt.</li> </ul> <p><i>End of unit question: Why is the Nile such an important natural resource in Egypt?</i></p>	<p><b>Place and locational knowledge</b> To compare the UK to a European country (Greece).</p> <ul style="list-style-type: none"> <li>Greece is a country located in south-east Europe.</li> <li>Human features have been created by humans and physical features have been created by nature.</li> <li>South-west England and Greece share some of the same human and physical features and some different human and physical features.</li> <li>Fieldwork looks at the human or physical features of an area.</li> <li>A sketchmap is used to represent the features of a small area</li> <li>A quadrant study can be used to study plant and animal life in the local area.</li> </ul> <p><i>End of unit outcome: Compare the human and physical features of Greece and South-West England</i></p>
Vocab	<p>Latitude, longitude, Tropic of Cancer, Tropic of Capricorn, Greenwich Meridian, time zones</p>	<p>Egypt, Cairo, natural resource, renewable and non-renewable, fossil fuels, the Nile</p>	<p>Greece, Athens, human feature, physical feature, fieldwork, sketchmap, quadrant study</p>