

		Autumn	Spring	Summer
N		<p>You and Me</p> <p>Challenge: <i>How can we show and tell?</i></p>	<p>Me and My School</p> <p>Challenge: <i>How can we organize a parade for our families around our school?</i></p>	<p>Me and my Friends</p> <p>Challenge: <i>How can we make some friends that are further away?</i></p>
	R	<p>The Big Adventure</p> <p>How can we share our Big Adventure?</p>	<p>A New Adventure</p> <p>Challenge: <i>How can we tell a story?</i></p>	<p>A Real World</p> <p>Challenge: <i>How can we recognise those that help us?</i></p>
1	<p>Children will cover a number of Geography skills to helping to plan and recount the adventure they have been on.</p> <p>This will include Map skills, consideration of the environment visited and how this relates to Geographical enquiry.</p>	<p>Comics Can...</p> <p><i>Publish a comic book celebrating heroes and villains from different times and places</i></p> <p>Children become familiar with their local environment and where different organisations that help us are based.</p> <p>They can ask questions and observe things about that environment and create communication from their ideas.</p>	<p>. Far Far Away</p> <p><i>How can we produce a soundtrack for a traditional tale?</i></p> <p>Children use stories to start to understand maps and create their own maps.</p> <p>They use journeys to follow directions (Up, down, left/right, forwards/backwards)</p>	<p>Buckets and Spades</p> <p><i>Plan and design a gallery that brings the seaside to the city</i></p> <p>(UK coastal)</p> <p>Children investigate a different surrounding to the city by connecting to the beach. They will make observations about where things are found at this surrounding and how far it is from where they live.</p> <p>They will learn names and use maps to understand this location.</p> <p>Field work: beach – questionnaires and maps. What is there?</p>

How can we share our Big Adventure?

Children will cover a number of Geography skills to helping to plan and recount the adventure they have been on.

This will include Map skills, consideration of the environment visited and how this relates to Geographical enquiry.

Sparks will Fly

How can we tell the story of fire creatively?

Children will look at maps of areas and consider why it was laid out in that way; and how the geography of the city affected the fire.

They will use atlases and maps to look at where London is in relation to Smethwick.

They will use maps to locate the local fire station and plan a route to get there.

Up, Up and Away

How can we make something fly?

The Really Rural Show

How can we recreate the countryside in our city environment?

(UK Rural)

Children will contrast city and countryside and identify key features that make places similar and different. Children explore their local environment and other environments.

They use maps, aerial views and plans to investigate areas, as well as the habitats and environments around them.

They will look at where things are grown locally and use field work skills to explore these areas within the school environment and further afield.

Describe and understand the water cycle.

Identify seasonal and daily weather patterns in the U K.

	Autumn	Spring	Summer	
	<p>The Big Adventure How can we share our Big Adventure?</p> <p>China (Non EU)</p> <p>Children explore the geographical similarities and differences through human and physical geography. Children will compare city and rural life.</p> <p>Investigate the mountain regions.</p> <p>Learn about: the equator, Northern and Southern Hemisphere.</p>	<p>Around the World in 80 Beats <i>Compose an album of songs of the world</i></p> <p>Europe and beyond.</p> <p>Children will identify key countries and continents in the world around us and identify key geographical features.</p>	<p>A Day at the Museum <i>How can we run our own pop-up museum?</i></p> <p>Children will visit the city of Birmingham and plan a route of how to get there; by making a map of a short route experienced, with features in correct order and a simple scale drawing.</p> <p>Children will gain confidence in speaking to an unfamiliar person from the local areas and record what they found out by using a simple database to present findings.</p>	<p>Dinosaur Stomp! <i>How can we bring dinosaurs back to life through dance?</i></p> <p>Children will consider landscapes and various settings and how this affected life in the past.</p> <p>They will analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p> <p>Describe and understand key aspects of physical geography volcanoes and earthquakes.</p>

A Big Adventure

Spain (EU)

Children explore the geographical similarities and differences between Spain and the United Kingdom.

Children should identify key topographical features including coasts and land use patterns. They should understand how some of this have changed over time. How does this affect tourism?

(Land use, coastal town.)
They should label the coasts and be able to explain how features are formed.

Learn about longitude and latitude.

Bolts n' Bones

How can we design a fitness program?

Children will identify sporting facilities in the local area, wider area and the UK using map skills.

Field work based around the Sporting facilities in the Local area.

Use field work to observe, measure, record and the human and physical features include maps and graphs.

Time Traveller

How can you produce a short movie on the history of the world?

Crazy Contraptions

Can we design and make a product which solves a problem?

Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.

Describe and understand key aspects of human geography including trade links.

Sustainability and environmental aspects

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A Big Adventure Australia (Non EU)

Children will investigate different time zones- comparing to the United Kingdom.
Identifying the position and significance of these time zones.

Describe and understand key aspects of human geography including types of settlement, land use, economic activity including trade links, distribution of natural resources including energy , food minerals and water.

Identify the position and significance of tropics of cancer and Capricorn.

Space -Infinity

How can we produce a Space game?

Changemakers

How can we celebrate our diverse community?

Children will particularly investigate this local area and their important places within it, and where they are located. They will look at the organisations based in the town and how they help the community.

Working with key people from the community, or outside organisations, they will prepare and conduct an interview.

Castle Attack!

How can you design an attack proof castle?

Focus on UK and Europe.

Children will use the exploration of a rural castle to explore historical maps, current maps and choices of life / settling in the past due to Geographical decisions

They will begin to use primary and secondary sources of evidence in their investigations and investigate places with more emphasis on the larger scale; contrasting and distant places.

Describe and understand key aspects of human geography including types of settlements and trade links.

A Big Adventure

France, Germany, Russia
(locational) and North America
(EU and beyond)

Identify the position and
significance of prime/Greenwich
meridian and time zones.

Locate the countries using maps,
concentrating on their
environmental regions, key
physical and human
characteristics, countries and
major cities.

Describe and understand key
aspects of human geography
including types of settlement, land
use and economic activity.

Ballot Street

*Produce and launch the next Ballot
Street Product*

Describe and understand key
aspects of human geography
including trade links. Link to UK
spice trail.

Goblins and Ghouls

Create our own chronicles

Children will use Compasses, OS
maps, Coordinates to explore
surroundings

They will use field sketching to
help plan and investigate
surroundings

The Final Countdown

*How can we set up a VPA events promotion
company?*