

St Mary's Church of England Primary School



Learn. Grow. Achieve. Flourish.

Geography Policy

POLICY: Geography
APPROVED BY: Headteacher
APPROVED DATE: October 2024
REVIEW DATE: October 2026

This policy is non-statutory and recommended to be reviewed.

School Vision

As a Church of England school, we value and are ambitious for all children and are committed to providing a positive, safe and stimulating environment for them to enjoy and excel in their learning; grow in confidence, resilience and independence; achieve their full potential and flourish as individuals.

'I instruct you in the way of wisdom and lead you along straight paths'
(Proverbs 4:1)

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1. Intent -Why do we teach geography?

At St Mary's our aim is to create geographers that are inspired, curious and fascinated by the world they live in. Its purpose is to create inquisitive and resilient learners, empowered and equipped to deal with the challenges that lie ahead. In line with our Christian values, we also aim to develop a collective responsibility and commitment to creating alternative, creative yet sustainable futures, for people and places that we may not have visited or met, ensuring we leave this place better than when we arrived.

In our curriculum, our aim is to create well-rounded global citizens, who:

- Are compassionate yet optimistic and respect the complexity of our ever-changing physical world.
- Appreciate the diversity of cultures that exist across continents and using the knowledge gained to bridge divides and bring people together.
- Have transferable skills, with the ability to think critically about the issues facing the world and apply them across a range of geographical scales.

2. Rational – What will our children achieve?

With each successive year, children at St Mary's will increasingly become geographers who have:

Learn

- Knowledge of where places are and what they are like and know the correct vocabulary to describe them.
- Understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.

Grow

- Are able to engage in geographical enquiry.
- Have effective analytical and presentational techniques.

Achieve

- Utilised fieldwork and other geographical skills in their investigations.

Flourish

- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

3.1 Implementation: What geography do we teach at St Mary's?

The geography curriculum has been created to explore big enquiry questions, linking the children's knowledge and learning across the curriculum and across the key stages. Embedded in our geography curriculum, are our 'golden threads' for geography.

The golden threads for geography at St Mary's are:

- Space
- Scale
- Interdependence
- Physical & Human Processes
- Environmental Impact
- Sustainable Development
- Cultural Awareness
- Cultural Diversity

Year group	Topic 1	Topic 2	Topic 3
1	What is the UK weather like?	What landmarks can you recognise from aerial photographs?	What are homes in hot climates like?
2	What did Fred the Frog find out about the United Kingdom?	What is Yew Tree Road like?	How does Pakistan compare with the United Kingdom?
3	What happens when a volcano erupts?	What do we know about our town centre?	What's so special about mountains?
4	How does trade link me to the rest of the world?	How is plastic pollution harming our planet?	What makes London a major city of the world?
5	Is water fairly distributed across the world?	How are animals and plants interdependent in biomes?	What is the route from Eton Playing fields from Yew Tree Road?
6	How do rivers move?	What is the relationship between longitude with time and climate?	Why are the world's rainforests under threat?

Throughout their time at St Mary's, children have the opportunity to learn about a range of enquiry-based questions linked to both physical and human geography. These have been sequenced as part of a wider humanities map alongside history.

Key: Local / National / International / Combined (local/national/international)

For further details on which term these units are taught, please see the following link:

<https://st-marys-church-of-england.secure-primariesite.net/curriculum-individual-subject-overviews/>

3.2 Implementation: How do we enrich the geography curriculum at St Mary's?

Throughout their time at St Mary's, pupils are provided with purposeful opportunities to enrich their learning in geography. This includes the following:

- Opportunities for fieldwork both on and off the school site.
- Opportunities to take part in whole school events linked to the golden threads -such as 'environmental impact' or 'sustainable development'.
- Enrichment through careful choice of texts used for English/Whole Class Reading/Guided Reading.

Fieldwork plays an important role in developing children's line of enquiry as well as their knowledge of place and space. Within their units of learning, children have at least two opportunities to conduct fieldwork either within the school grounds or offsite.

Year group	Fieldwork 1	Fieldwork 2	Additional opportunities
1	<p>What is the UK weather like?</p> <p>Weather and seasonal changes- record and describe daily weather. Describe visible changes taking place across the year.</p>	<p>What landmarks can you recognise from aerial photographs?</p> <p>Use aerial photographs and maps to identify landmarks in the school grounds. Drawing maps of the school grounds after a guided walking tour.</p>	<p>What landmarks can you recognise from aerial photographs?</p> <p>Windsor Castle – identify human and physical geographic features.</p>
2	<p>What is Yew Tree Road like?</p> <p>Yew Tree Road: Investigate human or physical features on Yew Tree Road (linked to litter hotspots or traffic control)</p>	<p>What did Fred the Frog find out about the United Kingdom?</p> <p>Little Hampton on Sea – identify human and physical features of the UK seaside.</p>	
3	<p>What happens when a volcano erupts?</p> <p>Investigate how volcanic soils impact on plant growth</p>	<p>What do we know about our town centre?</p> <p>Slough High Street – investigate land use</p>	
4	<p>How is plastic pollution harming our planet?</p>	<p>What makes London a major city of the world?</p>	

	Investigate plastic litter hot spots on the school site and general waste management of the school.	Visit to London to identify major landmarks and key human/physical geographic features.	
5	Is water fairly distributed across the world? Identify ways water is distributed across the school site.	What is the route from Eton Playing fields from Yew Tree Road? Thames Valley Athletic Centre – using maps for support, pupils to plan a route from Yew Tree Road to the Thames Valley Athletic Centre	
6	Why are the world’s rainforests under threat? Reading maps to locate different habitat zones on the school grounds.	How do rivers move? Henley on Thames – identify and name features of a river. Reading maps.	

Fieldwork key – Blue: onsite/with in school grounds Red: offsite/ outside of school grounds

3.3 Implementation: Curriculum mapping tool.

The National Curriculum objectives are split into overarching topics. A detailed progression map has been produced to support teachers to effectively plan and assess geography. It sets out the learning in key, manageable chunks and details vocabulary that children must be exposed to. It breaks skills from the national curriculum down into each year group and shows how the golden threads are covered. Additionally, the progression map shows how the school’s values are to be embedded within the teaching sequence.

Please see ‘Appendix ii St Mary’s geography mapping tool structure’ for further information on the mapping tool.

3.4 implementation: What is the progression at St Mary’s like?

In geography, children’s substantive knowledge is organised into 4 strands:

- locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

The subject lead has mapped out the progressive knowledge of these four strands within the school’s geography mapping tool. This means that as each year progresses, the children learn new information and also revisit prior knowledge.

3.5 Implementation - Assessment

To support accurate assessment and retention of key knowledge, both formative and summative assessments are incorporated into the teaching of geography.

Flashback 4: Flashback 4 is used in geography to support pupil’s memorisation of the key subject (sticky) knowledge outlined in the geography subject mapping tool. It supports pupils in their retention of prior knowledge during the start of the lesson. Where gaps have been identified, class teachers continue to design and incorporate question prompts in subsequent flashback 4s for the purpose of consolidation. The 4 questions are structured in the manner set out below:

Question number	Area of assessment
1	Sticky knowledge from the previous lesson
2	Sticky knowledge from the previous term
3	Sticky knowledge from the previous year
4	Vocabulary check

Appendix iii- structure of a geography lesson – provides further guidance on the delivery of flashback 4s.

Vocabulary books: are used to support re-call of key vocabulary. Subject specific vocabulary for geography is recorded with a short definition.

Summative assessment: Each unit of geography learning has a summative assessment which is printed and placed inside the child's book. This assessment contains knowledge-based questions which forms part of the teacher assessment. The assessments are designed by the subject lead using the school's curriculum mapping tool and the National Curriculum Objectives for geography.

3.6 Implementation: Subject leader

To support the successful implementation of the geography curriculum, the subject lead undertakes the following:

- Provide appropriate CPD opportunities to support teaching staff's subject knowledge.
- Have a flexible approach to delivering in class CPD for teaching staff – including for teachers to come and observe the subject lead teach or for the subject lead to deliver/team teach within other year groups.
- Where needed, provide support for teaching staff to improve the school's overall geography provision.
- Monitor teaching and learning to identify strengths and areas of development within year group teams.
- Provide class teachers with a set lesson structure to support pace.
- Liaise with relevant staff members to ensure year groups have timely access to the geography resources needed.
- Raise the profile of geography within the school and the wider community.
- Ensure that teaching and learning of geography is aligned with the Walkthrus training program.
- Check planning saved on Teams to ensure that the policy is adhered to.

3.7 Implementation : class teacher

To support the successful implementation of the geography curriculum, the class teachers undertakes the following:

- Watch CPD subject knowledge videos to ensure that their subject knowledge is correct.
- Use said CPD videos as part of their lesson delivery.
- **Read through and implement the directions given by St Mary's Geography mapping tool.** Ensuring that learning intentions, learning tasks and recording of work meets the expectations of the school's geography mapping tool.
- Ensure fieldwork activities have been planned for in advance, including liaising with other staff and parent volunteers to assist in supervision when such learning takes place offsite.
- For external/offsite fieldwork, ensure that a risk assessment and trip arrangements form is completed and submitted to the relevant member of the senior management team.
- Mark children's recorded evidence of learning. Where practical work has been undertaken, ensure photographic evidence is recorded and placed into the child's humanities book.
- Provide children with targeted opportunities to build their knowledge of geography through homework – for example in the Curriculum Project Bingo (please see the Homework Policy).
- Ensure both summative and formative assessment takes place for geography in line with the policy.
- Implement the provision of the school's geography curriculum in alignment with the Walkthrus.
- For consistency in delivery of geography across the year group, ensure teaching slides are structured to match the 'the structure of geography lesson' (appendix iii)

3.8 Implementation – links to other school policies.

This policy must be read in collaboration with the following policies:

- Learning and Teaching Policy
- Feedback Policy
- Assessment Policy
- Learning Environment and Working Walls Guideline
- Homework policy.

4 Equal opportunities.

This policy applies to all and does not unlawfully discriminate because of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex (gender) and sexual orientation.

5 School website.

Further information on our geography policy can be found in the link below:

<https://www.stmarys.slough.sch.uk/geography/>

Appendix i – History & Geography Curriculum Overview

History & Geography Curriculum Overview						
History Units Geography Units	autumn 1	autumn 2	spring 1	spring 2	summer 1	summer 2
EYFS Stage 1 ~ Nursery	All About Me	Celebrations	Home and Journeys	At the Farm	Parks and Gardens	By the River
EYFS Stage 2 ~ Reception	Me and My Family	Light and Dark Christmas (Nativity)	Winter Superheroes	Animals and their young	Healthy Eating/Shopping/Food	All at Sea
Year 1	Who is part of my family tree?	What is the UK weather like? (taught across the year at four points -one for each season)	Why has Windsor Castle changed over time?	What landmarks can you recognise from aerial photographs?	Who was Queen Elizabeth II and how did she impact the Commonwealth countries?	What are homes in hot climates like?
What is the UK weather like? (taught across the year at four points -one for each season)						
Year 2	What did Fred the Frog find out about the United Kingdom?	How do our favourite toys and games compare with those of the recent past?	What happened to London during the fire of 1666?	What is Yew Tree Road like?	Who is Isambard Kingdom Brunel and why is he significant?	How does Pakistan compare with the United Kingdom?
Year 3	What happens when a volcano erupts?	What changed during the Stone Age?	What was the Bronze Age like in the Indus Valley?	What do we know about our town centre?	What's so special about mountains?	What was Iron Age Britain like?
Year 4	What do we know about Ancient Egyptian society?	How does trade link me to the rest of the World?	How is plastic pollution harming our planet?	What makes London a major city of the world?	Why did the Romans invade Britain?	How did the Romans change Britain?
Year 5	Who were the Anglo-Saxons and why did they invade / settle in Britain?	Is water distributed fairly across the world?	How are animals and plants interdependent in biomes?	What is the route from Eton Playing Fields to Yew Tree Road?	What was life like during the Industrial revolution? (Victorian Britain)	How did life change for Indians during British rule?
Year 6	How do rivers move?	What did the early Islamic Civilisation leave behind?	What is the relationship between longitude with time and climate? (Americas)	What was the impact of World War II on people of that time?	How significant was the Blitz?	Why are the world's rainforests under threat? (Amazon)

Also available on the following webpage link below:

<https://www.stmarys.slough.sch.uk/curriculum-individual-subject-overviews/>

Appendix ii- St Mary's geography mapping tool structure.

Year 2			
Geographic concept - Golden threads for Geography	Environmental impact - pollution and litter in urban environments	Environmental impact - impact of traffic and congestion.	cultural awareness cultural diversity
Our Christian Values The British Values Safeguarding themes Focused behaviour expectations	We look after ourselves, property and the environment (litter and pollution in urban environments)	Be Responsible We look after ourselves, property and the environment (road safety during fieldwork)	Tolerance
Rights Respecting Children's Rights	Article 24 - Health, water, food, environment (keeping our environment clean for all)	Article 12 - Respect for children's views (on choice of investigation focus)	Article 30 – Own language, culture & religion (celebrating school's diversity)
Eco School Green Flag Award	Litter (Share images of litter in towns/cities, describe cleanliness of beach)	Transport - linking fieldwork investigation to traffic and congestion on Yew Tree Road.	Global Citizenship - learning about another culture
Project / Big Question	What did Barnaby Bear find out about the United Kingdom?	What is Yew Tree Road like?	How does Pakistan compare with the United Kingdom?

The first section of the mapping tool shows the key information on how the school's values are embedded into the unit of learning.

What did Fred the Frog find out about the United Kingdom?	What is Yew Tree Road like?	How does Pakistan compare with the United Kingdom?
<p>L1: To locate the UK and its four countries. Lesson plan available from the superscheme pack -titled 'Barnaby Investigates the UK' Pupils identify places they know and the UK on a world map. They compare the size of the UK with other countries on the map and find examples of countries that look big and countries that look small. Learning task: Pupils locate the four countries of the UK on a blank map of the UK. Pupils identify the four capital cities in the UK from clues given. They mark the school's location on their UK maps</p> <p>L2: To recall and locate the four capital cities of the UK Learning task: Using an atlas, identify the four countries of the United Kingdom. Using compass directions, describe the location of the capital cities (and other cities) in relation to Bradford (which is in the middle of the country). Share images of the four cities.</p>	<p>L1: To study the physical and human geography of our school's surroundings. Make a list of other names for a street (road/close/walk/avenue, etc.) Write down their address and write a sentence to describe the street where they live. Learning task-Groups look at a local map and list examples of different names for a street. Investigate a street near school and explain the first visit will be to find features of interest to them and for further investigation.</p> <p>L2: To study the physical and human geography of our school's surroundings. Take the class out to explore Yew Tree Road Encourage pupils to think about what they see and notice. Pupils make notes and take photographs of features they would like to investigate further Pupils complete Main learning task- activity sheet 1 to practice gaining information in the field. Pupils write up their notes in preparation for the next lesson on planning their investigation.</p>	<p>L1: To use world maps to locate non-European countries describing their location using compass directions (Pakistan). Using an atlas locate the Indian Subcontinent, Pakistan, Iran, Afghanistan, India, China, Locate Himalayan Mountain Range and the Hindu Kush mountain ranges, Mount Everest. Learning task - Describe the location of these countries in relation to Mount Everest. Also review where these countries are in relation to the Equator (Northern Hemisphere) . Label map accurately – teachers think of extension https://www.worldatlas.com/maps/pakistan</p> <p>L2 – To study the physical geography of Pakistan through maps. Look at a map of Pakistan, identify the mountainous range, the Indus River, the regional capitals and their provinces. Main task- Label these on a blank map of Pakistan.</p>

After the values have been shared, the mapping tool then provides an overview of the teaching and learning tasks for each unit of learning.

Location of mapping tool:

The screenshot shows a OneDrive interface with the following structure:

- General (selected) | Posts | Files | Staff Notebook | Reflect
- + New | Upload | Edit in grid view | Share | Copy link | Sync | All Documents
- Documents > General > 1. CURRICULUM > 1. St Mary's CURRICULUM > 1. NEW SCHEMES OF WORK > GEOGRAPHY

Name	Modified	Modified By
OLD	June 6, 2023	[Redacted]
Geography curriculum mapping tool (2024-2025).xlsx	A few seconds ago	[Redacted]

Appendix iii- structure of a geography lesson

Slide	Suggested Timings	Lesson part	Rational /notes
1	5 min	Flashback 4 -last lesson -last term -last year -key vocabulary (no more than 3)	Recap on prior knowledge. Ensure key facts become 'sticky knowledge'. Support knowledge of subject specific vocabulary Mirror practice in other subjects (e.g. science)
2-3	10 min	Introduce concept. Dependent on lesson content – use short 2–3-minute video clips as a hook (e.g. BBC Bitesize Videos) Use digital atlases/Collin's Junior Atlases for map reading work. Include opportunity to record new vocabulary in vocabulary books.	Provide background knowledge for pupils needed for learning task. <i>Consider incorporating nonfiction texts (history/geography/science) into your guided reading/whole class reading lessons – this will support with pre teaching/building up pupil's prior knowledge.</i>
4-5	10 min	Model learning task. Use the Walkthru training to model the learning task. I do/We do/You do. White boards must be used in the modelling process.	Supports embedding of wider school pedagogical practice in line with the Teaching and Learning policy. Consistency of practice across the cohort.
6	30 min	Learning task Key vocabulary/sentence stems for reasoning	Consistency of practice across the cohort.
7	5 min	Plenary Quiz-whiteboards.	Recap on prior knowledge. Ensure key facts become 'sticky knowledge'. Support knowledge of subject specific vocabulary

Appendix iv- supporting teaching videos and CPD.

CPD links for teachers: these must be watched prior to planning and teaching to support subject knowledge. Most of these links can be used selectively as part of in class teaching.

<p>Year 1</p> <p>Teaching resource and assessment tool (All units)</p> <p>Learn and practice: The seasons and weather, World flags, Northern and Southern hemispheres, Features of the UK, Oceans, Continents and countries</p> <p>https://www.bbc.co.uk/bitesize/topics/zvsd8xs/articles/z6vyf4j</p> <p>Learn and practise: The seasons and weather, World flags, Northern and Southern hemispheres, Features of the UK, Oceans, Continents and countries.</p>
<p><u>What is the UK weather like?</u></p> <p>UK seasons/information on the UK</p> <p>https://www.bbc.co.uk/bitesize/topics/zp8r4xs/articles/z2wjqr</p> <p>https://www.bbc.co.uk/bitesize/topics/zndc96f/articles/zp4sydm</p> <p>Fieldwork: for outdoor fieldwork linked to seasonal changes</p> <p>https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr6nscw</p> <p>Planning for fieldwork</p> <p>https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zn36t39</p>
<p><u>What landmarks can you recognise from aerial photographs of our school and local area? (block 2)</u></p> <p>Understanding maps</p> <p>https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zjd66v4</p> <p>Fieldwork on school grounds (inc recording data)</p> <p>https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/z6wrcqt</p> <p>Maps of school grounds – see DIGI maps portal (guide on PD)</p>
<p><u>What are homes in hot climates like?</u></p> <p>Fieldwork: https://www.bbc.co.uk/bitesize/topics/zqj3n9q</p> <p>Hot and Cold places: https://www.bbc.co.uk/bitesize/topics/zndc96f</p> <p>Exploring continents: https://www.bbc.co.uk/bitesize/topics/zyhp34j</p>

Year 2

Teaching resource and assessment tool (All units)

Learn and practice: The seasons and weather, World flags, Northern and Southern hemispheres, Features of the UK, Oceans, Continents and countries

<https://www.bbc.co.uk/bitesize/topics/zvzd8xs/articles/z6vyf4j>

Learn and practise: The seasons and weather, World flags, Northern and Southern hemispheres, Features of the UK, Oceans, Continents and countries.

Fieldwork - planning, carrying out and sharing findings.

<https://www.bbc.co.uk/bitesize/topics/zqj3n9q>

What did Fred find out about the United Kingdom?

Assessment and teaching tool (parts of the UK)

<https://www.bbc.co.uk/bitesize/topics/zvzd8xs/articles/z6vyf4j>

Information on United Kingdom, the countries of the UK, their capitals and features

<https://www.bbc.co.uk/bitesize/topics/zp8r4xs>

Towns, cities, villages

<https://www.youtube.com/watch?v=EUv2lD7031c>

UK Coastlines/seaside

<https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/z7yc4xs>

What is Yew Tree Road like?

Fieldwork - planning, carrying out and sharing findings.

<https://www.bbc.co.uk/bitesize/topics/zqj3n9q>

How does Pakistan compare with the United Kingdom?

Assessment and teaching tool (recap of prior learning – inc continents)

<https://www.bbc.co.uk/bitesize/topics/zvzd8xs/articles/z6vyf4j>

Maps

<https://www.worldatlas.com/maps/pakistan>

Continents of Asia, Africa, South America, Europe and North America

<https://www.bbc.co.uk/bitesize/topics/zyhp34j>

Pakistan

<https://www.youtube.com/watch?v=GAM6kyAhM6E>

Year 3

Assessment and teaching tool (recap of prior learning – inc continents)

<https://www.bbc.co.uk/bitesize/topics/zvsd8xs/articles/z6vyf4j>

What happens when a volcano erupts?

Contour lines – locating mountain ranges

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zrcyvwv>

Features of mountains

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zyhf3j6>

Features of volcanoes

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zfhf3j6>

Mountains of the UK

<https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/zwp3bqt>

Mountainous regions around the world

<https://www.bbc.co.uk/bitesize/topics/z3fydm>

Fieldwork – planning, carrying out and presenting findings

<https://www.bbc.co.uk/bitesize/topics/z27gf82>

What do we know about our town centre?

Fieldwork – planning, carrying out and presenting findings

<https://www.bbc.co.uk/bitesize/topics/z27gf82>

Slough High Street

<https://www.youtube.com/watch?v=wxikfPokWAw>

Map skills

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/ztwfydm>

How does the Bialowieza National Park compare with Black Park?

Fieldwork – planning, carrying out and presenting findings

<https://www.bbc.co.uk/bitesize/topics/z27gf82>

Biomes

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z2kj2v4>

National parks of the UK

<https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/z96fydm>

Europe

<https://www.bbc.co.uk/bitesize/topics/zsw4kty/articles/zkpckty>

<p>Year 4</p> <p>Assessment and teaching tool (recap of prior learning – inc continents) https://www.bbc.co.uk/bitesize/topics/zvsd8xs/articles/z6vyf4j</p> <p>Fieldwork – planning, carrying out and presenting findings https://www.bbc.co.uk/bitesize/topics/z27gf82</p>
<p>How does trade link me to the rest of the World?</p> <p>Understanding trade https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zk4rmfr</p> <p>import/export https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zkx2m39</p> <p>Understanding economic activity https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/z7jdnrd</p> <p>Some video links to BRIC and MINT economies (e.g. Nigeria, Brazil, China) https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/znxp92p https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/zqvq2v4</p>
<p>How is plastic pollution harming our planet?</p> <p>Fossil fuels https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/zntxgwx</p> <p>Renewable and non-renewable energy https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/zff4kty https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/zqvq2v4</p> <p>using maps https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zdk46v4</p> <p>Plastic waste – sustainability https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/zpr3bqt</p> <p>Wetlands https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/z6bk8hv</p>
<p>What makes London a major city of the world?</p> <p>Towns, cities, villages https://www.youtube.com/watch?v=EUv2lD7031c https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/zn4jqfr</p> <p>Exploring UK cities, transport system, tourism (scroll down for videos on page) https://www.bbc.co.uk/bitesize/topics/zttbcmn</p> <p>UK weather and climate https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/zn9q7yc</p>

Year5
<p>Assessment and teaching tool (recap of prior learning – inc continents) https://www.bbc.co.uk/bitesize/topics/zvzd8xs/articles/z6vyf4j</p> <p>Fieldwork – planning, carrying out and presenting findings https://www.bbc.co.uk/bitesize/topics/z27gf82</p>
<p><u>Is water distributed fairly across the world?</u></p> <p>Water cycle https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zh4xtrd</p> <p>Fieldwork – planning, carrying out and presenting findings https://www.bbc.co.uk/bitesize/topics/z27gf82</p> <p>Sustainability https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/zpr3bqt</p>
<p>How are animals and plants interdependent in biomes?</p> <p>Biomes https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z2kj2v4</p> <p>Climate https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zcpybqt</p> <p>Digi maps – use this to find the location/spread of different biomes around the world.</p>
<p>What is the route to the Eton Playing Fields from Yew Tree Road?</p> <p>Fieldwork – planning, carrying out and presenting findings https://www.bbc.co.uk/bitesize/topics/z27gf82</p> <p>Using maps https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/ztwfydm</p> <p>Digi maps – ensure you have explored the DIGI maps portal for the route.</p>

Year 6
<p>Assessment and teaching tool (recap of prior learning – inc continents) https://www.bbc.co.uk/bitesize/topics/zvsd8xs/articles/z6vyf4j</p>
<p>Fieldwork – planning, carrying out and presenting findings https://www.bbc.co.uk/bitesize/topics/z27gf82</p>
<p>How do rivers move?</p> <p>Rivers https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg</p> <p>Wetlands https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/z6bk8hv</p> <p>Rivers of Europe https://www.worldatlas.com/rivers/major-rivers-of-europe.html https://teachers.thenational.academy/units/rivers-4772</p>
<p>What is the relationship between longitude with time and climate? (Americas)</p> <p>Longitude and latitude https://www.bbc.co.uk/bitesize/topics/zvsfr82</p> <p>Time zones https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4</p> <p>South America https://www.bbc.co.uk/bitesize/topics/zsw4kty/articles/zp9sydm https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zr2h47h</p> <p>North America https://www.bbc.co.uk/bitesize/topics/zsw4kty/articles/z72f3j6</p>
<p>Why are the world's rainforest's under threat? (Amazon)</p> <p>Biomes https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z2kj2v4</p> <p>Fieldwork – planning, carrying out and presenting findings https://www.bbc.co.uk/bitesize/topics/z27gf82</p> <p>Temperate forests https://www.youtube.com/watch?v=MKQKvSbvlcE</p> <p>Tropical rainforests https://www.youtube.com/watch?v=UlbplCn8-zs https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/z62qy9q</p>

