

Perryfields Primary PRU Curriculum Overview

Geography

At Perryfields Primary PRU we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. We pride ourselves on our creative learning environment and classroom displays. Pupils are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Perryfields enables pupils to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in pupils a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the pupils interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Perryfields and also to their further education and beyond. Wherever possible, we aim to build upon the child's 'Individual Geography' by developing geographical skills, understanding and knowledge through studying places and themes.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Our progressive units of work are designed to be adapted to meet the needs of our pupils and their own experiences, published schemes such as Prospectus has been used to underpin the learning. Fieldwork sessions are incorporated into the units of work to actively engage the children in their learning. In classes 1 and 2, our pupils develop knowledge about their own locality within Worcestershire, the United Kingdom and the World. They can understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. In classes 3 and 4, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe and other continents throughout the world. This includes the location and characteristics of a range of the world's most significant human and physical features. Our pupils develop their use of geographical knowledge, understanding and skills to enrich their locational and place knowledge.

This is both ongoing reviewing of the subject, to inform future planning and inform staff, leaders and parents. This ensures the pitch of lessons is well matched to individual pupil's needs. Book monitoring sessions, lesson observations, and pupil voice interviews with pupils are carried out to discuss their learning and establish the impact.

The following key drivers underpin our learning and are developed through the school. Our three key drivers for our school curriculum are:

1. **Aspirations** - we want our pupils to **aspire** to be the best version of themselves. We have incredibly **high expectations** and are passionate about ensuring that every pupil is exposed to a range of possibilities to broaden their **aspirations, build their confidence** and deepen their **knowledge** of the world around them.
2. **Communication** - to help our pupils to develop the knowledge and skills necessary to communicate their thoughts, ideas and feelings successfully across the curriculum through a variety of outlets – this includes through the Arts, Sports and Science, Technology, Engineering and Mechanics (STEM).
3. **Learning Powers** - we aim to develop our pupils' learning habits in order to prepare them for a lifetime of learning. Developing our pupils' learning powers is central to everything we do; it is not an addition to our curriculum but underpins the whole learning process.



Class 1 and 2 Cycle 1:

	Autumn 1**	Autumn 2**	Spring 1	Spring 2	Summer 1**	Summer 2
Topic Theme	London's Burning	The Great War	Poles Apart	Get out of my swamp	School days	Journey Through Europe
Essential knowledge By the end of each unit Perryfields pupils will know...	<p>Recognise and explain why The Great Fire of London happened and the changes that occurred as a result.</p> <p>Identify differences / similarities of physical and human features of London in 17th Century compared with today.</p> <p>Compare maps of London in 17th Century with today.</p> <p>Compare pictures documenting the fire.</p>	<p>The key events that triggered the start of the First World War.</p> <p>About the process of enlistment, understanding key facts: about where soldiers were posted and countries invaded.</p> <p>How the war affected daily life in Britain and Germany.</p> <p>About what life was like and how life changed for children and women during the First World War.</p>	<p>How to use maps, atlases and globes to locate different countries, including arctic regions. Name and locate the world's continents. Explain how animals and people adapt to their environments. Locate the equator and explain how it affects climates. Use different sources of research e.g. books, pictures, photographs and the internet.</p>	<p>How to use geographical language such as near, far, next to, beside, to describe the positions of objects and places in relation to others. Know how to create a visual map of a journey.</p> <p>Compare contrasting setting, including physical and human features using appropriate geographical vocabulary.</p> <p>Know and be able to retell a variety of traditional tales</p>	<p>Be able to identify and describe similarities and differences between schools in Britain and Africa.</p> <p>Compare Perryfields Primary PRU and compare it to a primary PRU in another area of England.</p> <p>Identify the key features of Perryfields Primary PRU with other school key features.</p> <p>Compare rural and inner city schools in Britain,</p>	<p>Where Europe is in the world and the countries that belong to the continent. The different countries in Europe such as flags, languages spoken and famous landmarks. Different modes of transport that can be used to travel to Europe. The importance of identity and how we use passports</p>

				and identify which countries they originated from.	identifying similarities and differences. Compare Forest Schools to beach schools identify different features / experiences and similarities. Know a range of playground songs and rhymes from across Great Britain and Africa.	to travel outside of our own country and culture. Facts about different tourist holiday destinations in Europe and present findings in a postcard. Traditional songs from the different countries visited on our journey around Europe.
1.	<p>COLD TASK: I can show what I already know about the Great Fire of London</p> <p>LO: I can identify where London is on a map of the British Isles</p> <p>Activity idea: locating physical and human features of London</p>	<p>COLD TASK: I can show where Germany and Great Britain are on a map / globe.</p> <p>LO: I can identify human and physical features of Germany and Great Britain</p>	<p>COLD TASK: I can use maps, atlases and globes to name and locate the world's continents.</p> <p>LO: I can use a map / globe / atlas to name and locate the world's continents.</p> <p>Activity idea: using papier-mâché to make a globe</p>	<p>COLD TASK: What do we already know about fairy tale characters?</p> <p>LO: I can explain what I already know about Fairy tales.</p> <p>Activity idea: find out which countries fairy tales originate e.g. Snow</p>	<p>COLD TASK: I can identify and sort features of a school in UK compared to Africa</p> <p>LO: I can identify where Africa is and describe differences between schools in</p>	<p>COLD TASK: I can identify where Europe is in the world and some of the countries that belong to the continent.</p>

				White, Red Riding Hood, Little Mermaid, Rumpelstiltskin	Britain and Africa. Activity idea: Map and describe place examples and link vocabulary and spatial knowledge to places studied e.g. Kenya in Africa is on the Equator.	
2.	<p>LO: I can show my geographical knowledge about London during 17th Century compared to now.</p> <p>Activity idea: identify features both human and physical features same and different in London now and during 17th Century.</p>	<p>LO: I can find out the process of enlistment, understanding key facts about the countries where soldiers were posted.</p>	<p>LO: I can compare the weather and seasons in countries around the world</p> <p>Activity idea: Mapping weather data on a map of different countries and adding simple symbols.</p>	<p>LO: I can make a map of a route</p> <p>Activity idea: listen to the story of Little Red Riding Hood and plan the route Little Red took.</p>	<p>LO: I can identify where Kenya is and describe differences between schools in Britain and Kenya.</p> <p>LO: I can learn a range of playground songs, rhymes and games from across Great Britain and Africa.</p> <p>Activity idea: teach another class a song /</p>	<p>LO: I can identify the different countries in Europe such as flags, languages spoken and famous landmarks.</p>

					playground game	
3	<p>LO: I can locate where Pudding Lane is in London</p> <p>Activity idea: Using maps / IT or atlas to create a map of London.</p> <p>Activity idea: review the following weblink and use it to create a recount about Pudding Lane – focusing on the locations https://www.literacyshed.com/puddinglane.html</p>	<p>LO: I can find out how the war affected daily life in Britain (e.g. population / buildings / food)</p>	<p>LO: I can identify and describe habitats of living things – flora and fauna and how they adapt to differing climates - arctic</p>	<p>LO: I can use simple fieldwork and observational skills to study the geography of my school / classroom / playground</p> <p>Activity idea: BeeBots Orientation in class /outside</p>	<p>LO: I can name things that are the same and different in Perryfields to another Primary PRU in another part of the country – i.e. location, physical and human features</p> <p>Activity ideas: Hand drawn maps of the school grounds / home area / special areas</p>	<p>LO: I can identify different modes of transport that can be used to travel to Europe.</p>
4	<p>LO: How would you report on the Great Fire of London?</p> <p>Activity idea – create diorama for Baker Street</p>	<p>LO: I can find out how the war affected daily life in Germany (e.g. population / buildings / food)</p> <p>Activity idea: research how living in WW1 Germany compares and now (e.g. differences with physical features)</p>	<p>LO: I can locate and name countries and explain how animals and people adapt to their environments.</p> <p>Activity idea: Use a globe to locate hot and cold places, and ‘zoom’ in to introduce other local factors such as altitude – e.g. Mount Kilimanjaro, a cold summit near the Equator.</p>	<p>LO: I can design a map, referring to key human and physical features of my route from home to school.</p>	<p>LO: I can use secondary research to find out about specialist / alternative provision in Africa</p>	<p>LO: I understand the importance of identity and how we use passports to travel outside of our own country and culture.</p>

						Activity idea: make a passport
5	<p>LO: I can devise a simple map of London and use and construct basic symbols in a key.</p> <p>Activity idea - create a simple map of London - to showcase - The Great Fire of London.</p>	<p>LO: I can find out about what life was like for children and women during WW1 in Great Britain.</p> <p>SC: I can find out how life changed for children and women during the First World War in Great Britain https://www.funkidslive.com/learn/great-war/a-typical-childs-day-in-1914/ See BBC Bitesize: How did children help in World War One? - BBC Bitesize</p> <p>Activity idea: can they find out anything about soldiers from Worcester – where did they live in Worcester and which country they were deployed to?? https://www.worcestershiremilitariamuseum.org/</p>	<p>LO: I can locate the equator and explain how it impacts the climate of countries nearer.</p> <p>Activity idea: Locate Poles, Polar Regions, Equator and draw these onto a large 2D map</p>	<p>LO: I can identify features of my local area</p> <p>Activity idea: Show photos from local walk. Draw and label features of the local environment. Local area walk</p>	<p>LO: I can compare schools which are coastal, rural and inner city in Britain, identifying similarities</p>	<p>LO: I can find some facts about different tourist holiday destinations in Europe.</p> <p>Activity idea: create a postcard to present facts</p>
6	<p>LO: I can locate key human features of London.</p> <p>Activity idea - Create 3D maps of London – using collage</p>	<p>LO: I can find out what life was like for children and women during WW1 in Germany.</p> <p>SC: I can find out how life changed for children and women during the First World War in Germany.</p>	<p>LO: I can use the internet other sources to find out about the arctic / Antarctic regions – e.g. physical features, climate, animals.</p>	<p>LO: I can identify physical and human features around the world.</p> <p>Activity ideas: Show images of famous features - Niagara Falls / Eifel Tower</p>	<p>LO: I can compare schools which are coastal, rural and inner city in Africa, identifying similarities and differences</p>	<p>LO: I can learn some traditional songs from the different countries visited on our journey around Europe.</p>
HOT TASK	<p>HOT TASK: I can show what I have learnt about the Great Fire of London and the impact upon physical and human features?</p>	<p>HOT TASK: I can locate Germany and Great Britain on a map</p>	<p>HOT TASK: I use maps, atlases and globes to locate different countries, including arctic regions.</p>	<p>HOT TASK: I can sort features that are either physical or human</p>	<p>HOT TASK: I can identify differences with schools in Africa and Great Britain</p>	<p>HOT TASK: I can identify 5 countries in Europe</p>

Enrichment	Walk down Friar Street, Worcester to experience buildings similar to those during the Great Fire period Avoncroft Museum	Visit RAF Cosford	Safari Park Botanical Gardens	Local area walk	Visit The Akamba Experience, Earlswood	Post office Travel agents
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Class 1 and 2 Cycle 2:

	Autumn 1	Autumn 2	Spring 1 **	Spring 2	Summer 1	Summer 2
Topic Theme	Flight	WW2	Wonder Women – Authors and illustrators	Pioneers	Toys	Indian Spice
Essential knowledge By the end of each unit Perryfields pupils will know...	<p>Use atlases and maps to locate countries around the world.</p> <p>Understand the term migration.</p> <p>Identify countries that people have actively sought to migrate from and why</p> <p>Identify push and pull factors</p>	<p>Map Skills Which countries were involved in World War Two and identify them on both World & European maps.</p> <p>Locate which cities were heavily bombed during the war? London, Portsmouth, Plymouth, Liverpool, Glasgow and Manchester.</p>	<p>A range of successful female authors and illustrators and which countries they came from.</p> <p>How to write their own instructions for a recipe from the country of the female author / illustrator.</p> <p>How to create representations of illustrations (books from different</p>	<p>That people in the past, with pioneering ideas, inventions and reforms, have had an impact on the world (including physical and human features) we live in today.</p> <p>That people can change the environment that we live in by</p>	<p>The similarities and difference between the playground games played by children in the 4 different countries of Great Britain.</p> <p>How to compare toys from the world and consider whether all children have the same access to toys.</p> <p>How to compare games from the world and consider whether children have the same access to games.</p> <p>How to investigate toys made from recycled materials.</p>	<p>The different sources to research topic and find out about India. E.g. Books, the internet, holiday brochures and family photographs</p> <p>Research geographical location of India and compare to our own country and locality.</p>


		<p>Human Geography Know and understand which new buildings took the place of those destroyed in cities across England.</p> <p>Look at photos / pictures of Worcester and why it was hit in 1940.</p> <p>Locate where munitions factories and aviation industry were based and what they did.</p> <p>Buildings were rebuilt after the war.</p>	<p>cultures) through 3D models and collaging.</p> <p>About animals and their habitats.</p>	<p>inventing new machines and processes.</p>		<p>Find out about the differences in physical and human geographical features. Compare cultures in United Kingdom to cultures in India.</p>
1.	<p>COLD TASK: I can say what causes people to leave their homes and what their experiences are like Such as when the Vikings came to the UK as invaders and settlers over one thousand years ago.</p>	<p>COLD TASK: I can identify which countries were involved in the war</p>	<p>COLD TASK: I can name some female authors and illustrators.</p> <p>LO: I can name some female</p>	<p>COLD TASK: I can name some inventions that have happened –</p>	<p>COLD TASK: I can share what my favourite toy and game is and compare it to the toys the toys most popular in my class.</p> <p>LO: I can share what I already know about toys</p>	<p>COLD TASK: I can identify where India is on the map</p> <p>LO: I can identify some</p>

	<p>LO: I can find out why people have to their homes, what would they do if they had moved to Worcester? – see lesson idea power point</p> <p>Activity idea: https://www.bbc.co.uk/teach/class-clipsvideo/history-ks1--ks2-explain-this-migration/z4ppnrd</p>	<p>LO: I can locate countries involved in WW2 on a 2D map</p>	<p>authors and illustrators and which countries they came from</p>	<p>space exploration</p> <p>LO: I can compare the differences and similarities of physical properties of the moon with that of the earth</p> <p>SC: Can we identify why the moon would not be a good place to live?</p> <p>Activity idea - find out about the first moon landing – look at photos and use a feely bag to explore different textures (pumice stone / grass)</p>		<p>key features (human and physical) on a map of India</p> <p>Activity idea: make a map of India using spices, rice and resources of Indian heritage</p>
<p>2.</p>	<p>LO: I can identify 'Push and Pull' features of migration</p> <p>Activity idea:</p>	<p>LO: I can use a map to locate which cities were heavily</p>	<p>LO: I can use bossy adjectives to write their own</p>	<p>LO: I can find out about the differences between the</p>	<p>LO: I can find out about the playground games played by children within the 4 different countries of Great Britain:</p>	<p>LO: I can use different sources to research a</p>

	<p>Pupils to think about if they have ever moved house? Or if they could move house – why would they? Where would they go? Have any pupils moved house before?</p> <p>https://wordwall.net/resource/10739072/geography/geography-push-and-pull-factors</p>	<p>bombed during the war? (London, Portsmouth, Plymouth, Liverpool, Glasgow and Manchester).</p> <p>Activity idea: locate on a map of UK the cities where bombings occurred</p>	<p>instructions for a recipe from the country of the female author / illustrator.</p> <p>Activity idea: follow the recipe of an author / illustrator (2 weeks topic)</p>	<p>physical features of the planets within the solar system.</p> <p>Activity idea: choose a planet and create a fact file</p>	<p>England, Northern Ireland, Scotland, Wales</p> <p>Are there any games played by children in all countries? What are the similarities and differences?</p> <p>Activity idea: https://archive.org/details/traditionalgames02gommuoft/page/6/mode/2up</p>	<p>topic and find out about India and Indian Cultures (2 week session)</p> <p>Activity idea: sample foods of India</p>
3	<p>LO: I can find out the meaning of the terms asylum seekers, migrants and refugees:</p> <p>Activity idea: share the picture book – The Arrival what country do you think the character has come from? Carry out research about that country – the physical and human features. Why would people want to migrate?</p> <p>https://www.redcross.org.uk/get-involved/teaching-resources/refugee-week-imagine-a-kinder-world</p>	<p>LO: I can use both primary and secondary sources such as first-hand accounts, photos and artefacts to make judgements about how WW2 affected the countries (homes) of people – both physical and human features – Allies - United States, the Soviet Union, the United Kingdom</p>	<p>LO: I can use bossy adjectives to write their own instructions for a recipe from the country of the female author / illustrator.</p> <p>Activity idea: follow the recipe of an author / illustrator (2 weeks topic)</p>	<p>LO: I can find out about pioneering ideas, inventions and reforms, have had an impact on the world (including physical and human features) we live in today – e.g. space travel for civilians</p>	<p>LO: I can find and compare toys from the world and consider whether all children have the same access to toys</p> <p>http://www.windowsonwarwickshire.org.uk/spotlights/toysandgames/worldtoysA.htm</p>	<p>LO: I can use different sources to research a topic and find out about India and Indian Cultures. E.g. Books, the internet, holiday brochures and family photographs</p>

		(Great Britain), and France, China.				
4	<p>LO: I can find out about famous refugees https://refugeeweek.org.uk/resources/facts-figures-and-contributions/famous-refugees/ https://www.actionaid.org.uk/school-resources/resource/ks1-and-ks2-refugee-crisis-resources</p> <p>Activity idea: Research about a famous refugee – create a fact file – what country did they come from? Which country did they move to?</p> <p>Pupils sitting, Ask them to raise their hands, or move to different parts of the room, if they;</p> <ul style="list-style-type: none"> • Like football, don't like football, don't care. • Like ice cream, don't like ice cream, don't care. <p>Notice how the groups have changed. Help pupils to recognise who liked the two things they did, who liked one thing they liked and who they haven't found something in common with yet.</p> <p>Ask them to find somebody who has a different favourite colour from them. When they find that person, ask them to find something they do have in common and tell the class what they've found out.</p> <p>This game shows that initial differences often become less important as you try to make friends with people and find out who they are.</p>	<p>LO: I can use both primary and secondary sources such as first-hand accounts, photos and artefacts to make judgements about how WW2 affected the countries (homes) of people – both physical and human features – Axis Powers Germany, Italy, and Japan.</p>	<p>LO: I can use 3D models / collage to represent illustrations (books from different countries /cultures).</p>	<p>LO: I can find out what sort of clothes do people have to wear in space?</p> <p>SC: I can say why people need different clothes for different environments</p>	<p>LO: I can compare traditional toys (toys played with my grandparents) from around the world</p> <p>https://youtu.be/EyFNqW_jLM</p>	<p>LO: I can find out about the differences in physical and human geographical features of India compared with U.K.</p> <p>Activity idea: Find out about Ben Nevis (UK highest Mountain) and Kanchenjunga (Indian highest Mountain)</p> <p>OR Gadi Sagar (an artificial lake in Rajasthan - India) or U.K artificial lake - Derwent Reservoir</p>

<p>5</p>	<p>LO: I can investigate some of the different migrations that have shaped the world we live in today (2 week activity)?</p> <p>Activity idea: Write a letter to family members you have left behind, as if you're one of the people on board the Windrush, heading off to a new exciting life.</p> <p>Then write another letter after you have been in the UK after three months, describing what life has been like for you since moving countries.</p>	<p>LO: I can locate where munitions factories were based and what they did.</p>	<p>LO: I can use 3D models and collaging to create representations of illustrations (books from different countries /cultures).</p>	<p>LO: I can find out about people who have changed the environment that we live in by their inventions / discoveries - Galileo Galilei (1564–1642) optical telescope.</p>	<p>LO: I can identify similarities and differences between toys in the UK and toys in other countries</p>	<p>LO: I can compare cultures in United Kingdom to cultures in India.</p> <p>Activity idea: How rivers are treated OR Cows are considered as sacred by the Hindus, animals are highly respected and honoured as they symbolise strength and provide life-giving milk. Cows are free to wandering about and people bow to a cow</p>
<p>6</p>	<p>LO: I can investigate some of the different migrations that have shaped the world we live in today (2 week activity). Which countries has migration / immigration taken place?</p> <p>Activity idea: Write a front page about a family and their journey from Syria / Ukraine.</p>	<p>Locate where aviation industry were based and what they did.</p>	<p>LO: I can create a new chapter about animals and their habitats in the style of a female author.</p>	<p>LO: I can find out about people who have changed the environment that we live</p>	<p>LO: I can compare games played by children around the world</p> <p>Activity ideas: Pocket Games - China India Japan</p>	<p>LO: I can research geographical location of India and compare to my own</p>

				in by their inventions / discoveries - English astronomer Sir Isaac Newton (1643–1727) is most famous for his work on forces, specifically gravity.	Kenya Korea Somalia Thailand	country and locality.
	HOT TASK: I can say what migration means, and name different migrations.	HOT TASK: I can identify the allies and axis powers involved in the war	HOT TASK: I can name some female authors and illustrators and which countries they came from	HOT TASK: I can name the planets within the solar system and some of their physical features	HOT TASK: I can identify similarities and differences with toys / games around the world	HOT TASK: I can identify where India is on a map
Enrichment	 <p>Children's books about immigration and refugees www.littleboxofbooks.co.uk</p> <p>14-20 June, Refugee Week 20th June, World Refugee Day 22nd June, UK Windrush Day</p>	Visit RAF Cosford	Visit library – St. John's / Hive	Visit Leicester Space Centre Visit Think Tank	Hartlebury Museum Stratford on Avon – Toy Museum	Visit traditional Indian shops Worcester / Birmingham clothing and food shopping areas Visit Gudwara Visit Mosque Visit Indian restaurant

Class 3 and 4 – Cycle 1

	Autumn 1	Autumn 2	Spring 1 **	Spring 2	Summer 1	Summer 2
Topic Theme	Greece Lightning	Battling Britain	Walls and Barricades	Disasters	Wonder Women	Britain at play
Essential knowledge By the end of each unit Perryfields pupils will know...	<p>Develop research questions to guide research.</p> <p>Use different sources of research to find out about and describe geographical features.</p> <p>Use 4 and 6 figure grid references.</p> <p>Identify how Greeks in the past influenced the present.</p>	<p>Locate the world's countries on a map, researching and identifying key physical and human characteristics and major cities with a focus on Russia.</p> <p>And further their locational knowledge through the accurate use of maps, atlases, globes and digital/computer mapping.</p> <p>And 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 Russia.</p>	<p>What life was like when Hadrian's Wall was built?</p> <p>The messages presented through the building of both physical walls and understand the various types of social barriers that exist.</p> <p>LO: I can carry out research about how did the Romans change Britain? History in a Nutshell Animated History - YouTube (English Heritage)</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate volcanoes and fault lines and identify countries that are most severely affected by earthquakes and other natural disasters.</p> <p>Use their understanding of the structure of the earth and the movement of tectonic plates to describe and understand how a volcano is formed and why it erupts.</p>	<p>That women in the past have had an impact on the world we live in today.</p> <p>That women in the past were not always recognised for their achievements.</p> <p>That women were not always treated equally.</p> <p>The changes that key female figures have made within geography</p>	<p>How to plan and carry out real life surveys to find the answers to key questions</p> <p>How to locate places of leisure and recreation using a map of the locality.</p> <p>How sport forms an important part in British modern day society.</p>
1.	COLD TASK: I can share my knowledge of Greece	COLD TASK: I can locate the world's countries on a map, focusing on Russia.	COLD TASK: I can say what impact did the Roman	COLD TASK: I can share what I already know about	COLD TASK: I can identify some women who have made significant geographical contributions	COLD TASK: I can name some famous British sporting venues

	<p>LO: I can locate Greece on a map and label key features.</p> <p>Activity idea: make a map of Greece using collage / mosaics</p>	<p>LO: I can locate Russia on a map.</p> <p>Activity idea – complete a map of Russia to identify the different parts of Russia</p> <p>S/C Introduce geographical terms – topographical features – hills, mountains, rivers, coasts etc. and explore what impact they would have on people visiting an area.</p>	<p>Empire had on Britain?</p> <p>LO: I can locate names of roads and their locations within U.K (long, straight roads were built across the empire).</p> <p>Activity idea: research about the roads and how they helped move armies quickly and let trade travel across long distances</p> <p>Activity idea: make Roman food</p>	<p>earthquakes and volcanoes?</p> <p>LO: I can find out about the structure of the Earth – how this impacts on volcanoes and earthquakes</p> <p>Activity idea: Sorting volcano disasters with earthquake disasters</p> <p>Activity idea: Research a famous volcano – and how the eruption effected the locality</p>	<p>LO: I can find out the names of at least 10 female Geographers, and the impact their work has had on our understanding of human, physical and environmental features</p> <p>Activity idea: Create a fact file for Greta Thunberg</p>	<p>and where they are located</p> <p>LO: I can locate on a map the geographical locations for Twickenham, Lords, Wembley, Wimbledon, Alexander Stadium, football stadiums</p>
2.	<p>LO: I can identify the main geographical features of Greece (physical and human).</p> <p>Activity idea: look at a clip from Mamma Mia</p>	<p>LO: I can identify physical features of Russia</p> <p>Activity idea: With a blank map of Russia, using an Atlas / IT locate and map the following features: seas, lakes, rivers, countries and mountains</p>	<p>LO: I can find out about Hadrian’s wall (was built, 122AD, as the northern border of the empire. It was 120 km coast to coast and kept Scotland (Caledonia) out.</p> <p>Activity idea: create a fact file</p>	<p>LO: I can investigate the structure of a volcano.</p> <p>Activity idea: label the features on the volcano diagram (with arrows and boxes).</p>	<p>LO: I can find out about the geographer Marie Tharp (the theory of tectonic plate shift in the early 1950s)</p>	<p>LO: I can use a map to locate key leisure places in Worcester</p> <p>Activity idea: using Google Maps – to identify some local leisure centres / sporting venues</p>

	Activity idea: create a fact file about Greece / Greek Island		about Hadrian's Wall Activity idea: have a go at building a wall, using bricks and mortar	Activity idea: Look at the photo taken by NASA of the volcanic eruption		(indoor and outdoor) – create a map to direct a peer from Perryfields to the venue.
3	LO: I can use a range of resources used by Ancient Greeks and how they have impacted Greece and Greek islands. Success criteria: I can establish how achievements have influenced modern life. Activity idea: Find your favourite resource (non-trigger)	LO: I understand that Russia has a range of different climates Activity ideas: Pupils to use secondary resources to find out the following: <ul style="list-style-type: none"> • Which months are the coldest in Russia? • What is the average temperature for Russia? • How much rainfall did Russia receive during August? • Which months are the warmest in Russia? 	LO: I can find out about the towns built by the Romans (they had a grid structure and featured a forum, basilica and public baths) Activity idea: create a fact file about roman baths compared to modern day baths Activity idea: locate the whereabouts of roman baths.	LO: I can use secondary sources to locate where earthquakes occur and research what happens in an Earthquake? Activity idea: using a large scale blank map – locate and label earthquakes	LO: I can find out about Maria Mitchell (1818-1889), the first person to discover a comet by telescope; first woman to work as a professional astronomer in the U.S.	LO: I can carry out real life surveys to find the answers to key questions Activity idea: create a simple survey to ask peers and staff questions about their favourite sports / leisure and the locations to find out most popular area Extension: can they identify any the most popular activity and the areas of need?
4	LO: I can use secondary research to find out about the major buildings and architecture	LO: I can compare and contrast the Russian population to other EU countries Activity idea: Using research to collect information, write a	LO: I can find out about the Roman invasion and their settlement of Britain	LO: I can investigate the most deadliest features of an earthquake	LO: I can find out about Electa 'Exy' Johnson (1909-2004) - circled the globe seven times with her husband, Irving.	LO: I can find out about the area around Twickenham (physical and human features)

	<p>created by the Greeks.</p> <p>Activity idea: using clay make a model of an amphitheatre and label it</p>	<p>report to the Russian Government describing and explaining about the diverse population of Russia.</p>	<p>Activity idea: Life in Roman Britain The Story of Britain BBC Teach - YouTube (BBC)</p>	<p>Activity idea: Look at the photo of the destruction after the Nepal earthquake in 2015.</p> <p>Activity idea: explore the features one-by-one and watch the associated videos.</p> <p>Ground shaking Tsunamis Landslides Raising or lowering of land Liquefaction</p>		<p>- and how this sporting arena is so important compare it to Worcester Warriors Ground</p>
5	<p>LO: I can find out about the Ancient Olympics, geographical locations</p> <p>Activity idea: explore a sporting task - tell us about the Greeks and the influences on the modern world?</p>	<p>LO: I can use primary / secondary resources to find out about Chernobyl and create a timeline</p> <p>Activity idea: create a timeline to order at least 3 or more events referring to Chernobyl</p>	<p>LO: I can find out about physical features, the major buildings and architecture created by the Romans</p>	<p>LO: I can find out how can we measure the strength of an earthquake?</p> <p>Activity idea: Find out about seismic activity – in UK and / or world to find out which country is worst affected</p>	<p>LO: I can find out about Barbara Washburn (1914-2014) – the first woman to summit Denali; with husband Bradford Washburn, mapped the Grand Canyon.</p>	<p>LO: I can find out about the area around Lords Cricket Ground (physical and human features - and how this sporting arena is so important – compare it to Worcester New Road Cricket Ground</p>

				<p>by earthquakes; order at least 3 or more</p> <p>Activity idea: carry out online research to find out information (e.g. date, magnitude) about the world's biggest (seismometers and Richter scale) earthquakes.</p>		
6	<p>LO: I can find out about another country that has hosted the Olympics, the city, what changes it needed to make to host the Olympics (physical / human)</p>	<p>LO: I can describe what life is like in rural Russia</p> <p>Activity idea: sort information about Rural Russia and Urban Russia into two categories</p>	<p>I know the background to the Roman Empire, including a timeline</p> <p>Activity idea: order 3 or more events, from the romans</p>	<p>LO: I can research about a famous natural disaster.</p> <p>Activity idea: create a fact file about the natural disaster</p> <p>Extension: find out what role do aid agencies play in responding to disasters caused by earthquakes and volcanoes?</p>	<p>LO: I can find out about Marie Tharp (1920-2006) - mapped the ocean floor and advanced the theory of continental drift.</p>	<p>LO: I can carry out primary and secondary research about gardening as a pastime – look at allotment areas in Worcester and the Three Counties Spring Fayre compared with RHS – Chelsea Flower Show</p> <p>Activity idea: create a survey and use it to interview staff at Perryfields</p>

						Activity idea: To be able to work collaboratively to design a garden plot within Perryfields
HOT TASK	<p>HOT TASK: I can locate where in the world Greece is; name the capital city and the seas that surrounds it;</p> <p>SC: I can interpret aerial photographs I can name the countries that Greece borders and name the Greek islands</p>	<p>HOT TASK: I can identify the different countries / climates of Russia</p>	<p>HOT TASK: I can describe some features of Hadrian's wall and, name key Roman bath towns</p>	<p>HOT TASK: I can explain the earth's crust and how the structure can affect natural disasters</p>	<p>HOT TASK: I can share how the female geographers have impacted upon our knowledge</p>	<p>HOT TASK: I can say how sport forms an important part in British modern day society.</p>
Enrichment	<p>Visit a Greek restaurant History man Mosaic workshop</p>	<p>Visit 'Worcestershire Beacon': Highest Point between Malvern and the Urals in Russia</p>	<p>Walk around Worcester / Droitwich Visit a Roman bath</p>	<p>Visit Think Tank, Birmingham</p>	<p>Visit museums</p>	<p>Visit Worcester New Road Visit Worcester Warriors Visit allotments Worcester Visit 3 counties</p>

Class3 and 4 – Cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Rule Britannia	The Great War	Out of this World	Mexico and the Mayans	Yes Minister	Wild Waters
Essential knowledge By the end of each unit Perryfields pupils will know...	<p>Where the Vikings came from and why they chose to settle in England.</p> <p>The significant figures and key events that took place during the Viking period.</p>	<p>The names of countries that formed part of the British Empire.</p> <p>The Legacy of the Great War.</p>	<p>Key features and planets of our solar system including facts about environment and conditions.</p> <p>Which countries and nationalities have space programmes and how these programmes pioneered and developed space exploration?</p> <p>How day and night are created by the earth's rotation.</p>	<p>Where Mexico and the Mayans is located – using different sources of research e.g. books, pictures, artefacts, internet.</p> <p>And describe and understand the similarities and differences between Mexico and the UK.</p> <p>And describe and understand the terms HUMAN and PHYSICAL geography.</p> <p>Why visit Mexico?</p> <p>How do Mexico and the UK compare?</p> <p>What did the Mayans believe?</p> <p>Why did the Mayans make sacrifices?</p> <p>Why did the Mayans disappear?</p> <p>What is the Mayan Legacy?</p> <p>Where would we place the Mayans in time?</p>	<p>Use different sources of research e.g. books, newspapers, Internet to find out about parliaments within the U.K and across the world</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate rivers within cities and counties in the UK, countries in the continents around the world.</p> <p>Use their understanding to describe how rivers are formed.</p>
1.	<p>COLD TASK: I can identify the countries Vikings came from</p>	<p>COLD TASK: I can show my knowledge of The Great War</p> <p>LO: I can use secondary resources to find out at least 8 facts about the Great War</p>	<p>COLD TASK: I can name what planets are in our solar system (The planets are (from closest to</p>	<p>COLD TASK: I will be able to identify where in the world is Mexico?</p> <p>LO: I can use an atlas / internet / globe to locate where in the world is Mexico?</p>	<p>COLD TASK: I can say which city Parliament is located within the UK</p>	<p>COLD TASK: I know there are different water features found on the Earth such as lakes,</p>

		<p>Activity idea: create a mind map of which countries were involved, the years it lasted</p>	<p>furthest away from the Sun) Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Jupiter is the largest planet and Mercury is the smallest).</p> <p>LO: I can find out about the similarities and differences between the planets (physical features)</p> <p>Activity idea: create a fact file for a planet in space</p>		<p>Challenge: Pupils can recall what parliament is: A parliament is a legislative body of government that represents the electorate, make laws, and oversees the government via hearings and inquiries. The term Parliament is derived from Anglo-Norman and dates back to the 14th century.</p> <p>LO: I can find out about the city of Westminster and Parliament</p> <p>Activity idea: locate Westminster on a map</p> <p>Activity idea: Play Monopoly (familiarise with London and street names)</p>	<p>oceans, seas and rivers. There are rivers in my local area</p> <p>LO: I can find out information about the local River Severn</p> <p>Activity idea: compare salt water with fresh water experiment</p>
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<p>2.</p>	<p>LO: I can find out how Vikings lived and worked. What weapons did they use?</p> <p>Activity idea: research an aspect of Viking life and complete one of the following: Who were the Vikings?</p> <p>Activity idea: Make models of Viking weapons using the Viking Sword Paper Model and the Viking Battle Axe Paper Model or Decorate a Viking Spear, Sword and Shield.</p>	<p>LO: I can identify relationships and connections between countries within the British Empire</p> <p>https://www.vox.com/a/world-war-i-maps</p>	<p>LO: I can find out about the planet Earth (is one of eight planets that orbit the Sun). It is the third closest to the Sun.</p> <p>Activity idea: Physical and human features of earth</p>	<p>LO: I can find out which foods the ancient Mayas grew and the importance of farming to their civilisation.</p> <p>Activity idea: Prepare and make a Mexican food product.</p>	<p>LO: I can find out about the top 10 Legislative Building and choose 5 to research for the forthcoming weeks:</p> <p>The Pentagon, United States Palace of the Parliament, Romania. Hungarian Parliament Budapest, Hungary. The Reichstag, Berlin. The Capitol, Washington D.C. Palace of the Westminster, London. Houses of Parliaments, Cape Town. Beehive, Wellington, New Zealand.</p> <p>Activity idea:</p>	<p>LO: I can show my understanding of what the water cycle is and its phases.</p> <p>Activity idea: complete the water cycle worksheet</p> <p>Activity 2: explore evaporation - experiment</p>
<p>3</p>	<p>LO: I can find out what happened during the Viking</p>	<p>LO: I can describe the physical features of 'No Man's Land'</p> <p>Activity idea:</p>	<p>LO: I can find out about the moon – physical properties.</p>	<p>LO: I can identify physical and human features of Mexico</p> <p>Activity idea: choose a physical / human feature and recreate it.</p>	<p>LO: I can find out about a Legislative Building (Parliament)</p>	<p>LO: I can identify and explain how features of a</p>

	<p>invasions and know what Viking warriors were like.</p> <p>Activity idea: Design a Viking Brooch Design a Viking House</p>	<p>Create a map – using Purple Mash or art materials, to showcase No-Man’s Land</p> <p>Use animated map from http://www.bbc.co.uk/history/worldwars/wwone/launch_ani_western_front.shtml to demonstrate how the war suddenly reached a point where nobody was able to advance any further and soldiers were living in large dug-out trenches, attacking each other on the middle channel known as ‘no man’s land’ (mud, smoke, craters, rocks, barbed wire)</p>	<p>Activity ideas: Find out about the Earth’s moon and compare it to other objects which orbit around the planets. These are called moons.</p> <p>SC: I know the Earth has one moon (just called The Moon). The Moon is much smaller than the Earth, and takes one full day to complete an orbit around the Earth</p>		<p>from a country, its physical features and location identified on a map.</p>	<p>river are formed.</p> <p>Activity idea: research river features</p> <p>Activity idea: Make a model river and identify the features within the upper, middle and lower course – using Papier-mâché / modrock / junk modelling / Lego</p>
4	<p>LO: I can find out why Vikings were successful raiders and invaders?</p> <p>Activity idea: visit the Hive and explore artefacts - To identify and describe</p>	<p>LO: I can name and locate counties and cities of the ‘Triple Entente’, their geographical regions and their identifying human and physical characteristics</p> <p>SC: I can identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - “Triple Entente” (Great Britain, France, Russia, etc)</p>	<p>LO: I can use secondary resources to find out about the geographical features of the Milky Way.</p> <p>Activity idea - using a diorama to recreate the Milky Way (one of billions of</p>	<p>LO: I can find out about who the Mayans were (hierarchy) and where they lived – physical and human features of their land</p>	<p>LO: I can find out about a Legislative Building (Parliament) from a country, its physical features and location identified on a map.</p>	<p>LO: I can investigate and make measurements of a river / stream</p> <p>LOtC Activity idea: using measuring tools to measure the depth of river / stream</p>

	<p>Viking artefacts. How do artefacts help us to work out what life was like in the past?</p>	<p>Activity idea: Create a fact file about one of these countries, their physical and human features during 1914</p>	<p>galaxies in the Universe)</p>			<p>Activity idea: complete a grid – ordering local rivers length</p> <p>When pupils have chosen a river, give them their success criteria Length of river? Where is the source? Where is the mouth? Where does it flood? Pictures Facts</p>
5	<p>LO: I can find out about who the Vikings were and when and where did they come from?</p> <p>Activity idea: create a fact file</p>	<p>LO: I can name and locate counties and cities of the 'Triple Alliance', their geographical regions and their identifying human and physical characteristics</p> <p>Success criteria – I can identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ('Central Powers' - Germany, the Austro-Hungarian Empire, and Italy etc).</p> <p>Activity idea: Create a fact file about one of these countries, their physical and human features during 1914</p>	<p>LO: I can use primary and secondary resources to find out about 'Dwarf Planets'</p> <p>Activity idea: Research about the 5 dwarf planets. Use this information to create a fact file about one of five dwarf planets: Haumea, Makemake,</p>	<p>LO: I can find out what life was like for the Mayans?</p> <p>Activity idea: The Mayans developed a written language of hieroglyphs / make a mask</p>	<p>LO: I can find out about a Legislative Building (Parliament) from a country, its physical features and location identified on a map.</p>	<p>LO: I can use primary and secondary resources to research locations of rivers in world.</p> <p>Activity idea: find out about 3 of the world's largest rivers. Choose one to complete a Power research project</p> <p>Activity idea: design a bridge</p>

			Ceres, Eris and Pluto			to go across a river
6	<p>LO: I can use secondary sources to find out how some kings in Britain dealt with the Viking invaders.</p> <p>Activity idea: Discuss and record facts known and facts to research about the British kings. How do you think they felt about it?</p>	<p>LO: I can find out about the physical properties of trenches.</p> <p>Activity idea: Find out about the Legacy of The Great War</p> <p>Activity idea: describe the physical features of 'trenches'</p> <p>https://www.natgeokids.com/uk/primary-resource/first-world-war-comic-primary-resource/</p> <p>NB: By the winter of 1915, the opposing sides had both dug long ditches called trenches which faced each other, in some places just 30m apart! These lines of narrow trenches stretched from the Belgian coast to Switzerland, and were known as the Western Front. Over five million British soldiers spent time living in these muddy, miserable ditches, taking it in turns to be on the Front Line — the trench closest to the enemy.</p>	<p>LO: I can find out about the length of orbit for the planets of the solar system.</p> <p>Activity idea: create a stop motion video showcasing the planets orbit</p>	<p>LO: I can describe and understand the similarities and differences between Mexico and the UK</p> <p>Activity idea: identify the world time zones; focusing on Mexico and U.K, calculate the distance.</p>	<p>LO: I can find out about a Legislative Building (Parliament) from a country, its physical features and location identified on a map.</p>	<p>LO: I can find out why people settle/live near rivers.</p> <p>Activity idea: Create classroom discussion based on why people would want to live near a river. Explain that rivers may have been more useful to us in earlier periods of history. E.g. river for transport. Pair square share. Jot down ideas on working wall.</p> <p>Pupils to produce an advert for a housing estate near a river as a poster.</p> <p>The poster must include a picture of a river and:</p>

						<ul style="list-style-type: none"> •Reasons why the river would be useful to them •Flood prevention at the river •Persuasive language •Rhetorical questions
HOT TASK	HOT TASK: I can show my understanding where Vikings lived and worked.	HOT TASK: I can name the countries involved in the Great War and the Legacy left.	HOT TASK: I can name the planets within the solar system and describe in detail, their physical properties of at least 1	HOT TASK: I can say where Mexico is and how the Mayans have influenced our geography. https://www.bbc.co.uk/bitesize/topics/zq6svcw	HOT TASK: I can name the cities of 5 Parliament buildings	HOT TASK: I can use geographical terminology to name the features of a river.
Enrichment	Visit Avoncroft museum Visit Yorvik Centre History man	RAF Cosford Ghueluvelt Park	Visit Planetarium (ThinkTank) Leicester Space Centre	Visit a Mexican restaurant	Visit Guild Hall Visit Parliament	River Severn Fish Past Think Tank, Birmingham