

Writing			
Nursery	Suggested Themes- Autumn	Suggested Themes- Spring	Suggested Themes- Summer
	<p>Routines, All about me, Autumn, Halloween. Diwali, Bonfire night, Christmas/ Winter</p> <p>Texts: Going on a leaf hunt, I went for a walk one day, Twinkle, twinkle, The Wheels on the bus, A dark, dark tale</p> <p>To explore the natural world</p> <p>To explore their environment – naming the nursery and different areas within it</p> <p>To begin to talk about their observations</p> <p>To begin to talk about themselves and their families</p> <p>To develop positive attitudes about the differences between people</p>	<p>Weather – winter, spring, Winter, valentines, Chinese New Year Tasting</p> <p>Chinese food / pancakes</p> <p>Spring/Farms/Traditional tales/Easter</p> <p>Mother’s Day/ hatching chicks, Eid</p> <p>Texts: We’re going on a bear hunt, Rosie’s walk, Rain, rain go away, Jack frost, the little red hen, The three little pigs,</p> <p>To observe and talk about different materials and changes</p> <p>To recognise geographical features in stories</p> <p>To plant seeds and care for growing plants</p> <p>Begin to talk about the differences between materials and changes that they notice.</p> <p>Show an interest in different occupations</p> <p>To observe the weather</p>	<p>Growing / /Growing butterflies</p> <p>M Minibeasts/ Summer - holidays</p> <p>Texts: Spot goes on holiday, Maisie goes on holiday, The hungry Caterpillar, The very busy spider,</p> <p>To use all of their senses to explore the natural world</p> <p>To know that we have to be careful with animals and plants</p> <p>Begin to understand the key features of the life cycle of a plant and an animal.</p> <p>To use simple maps, recognising blue as water and green as land.</p> <p>To learn about different countries in the world</p>
Reception	Suggested Themes/NC- Autumn	Suggested Themes/NC- Spring	Suggested Themes/NC- Summer
	<p><b>Theme:</b> Settling in / Us /Autumn/ Festivals/Nocturnal/Where in the world</p> <p><b>Texts:</b> Ruby’s Worries’, The Colour Monster, Leaf Man, Brown Bear Brown Bear What Do You See?, Goldilocks and the 3 Bears, The Gingerbread Man, Hickory Dickory Dock, Owl Babies, The Story of Rita and Sita, Winnie the Witch, Peppa Pig and The Lost Christmas List, Room on the Broom</p> <p>Look at where children and adults families come from – place on the world map • Discuss the different countries and cultures – invite parents to come in and give a talk about the country / culture / food</p> <p>• Celebrate the different festivals that are occurring this term (Halloween/harvest/Diwali/Eid/Christams/Bonfire night)</p> <p>Autumn walk – collect things related to autumn / look at what happens / record their observations through the term • Look at animals that hibernate and why • Nocturnal and diurnal animals • Changing states of matter – water/ice chocolate melting making bread • Compare the differences in the local area school/to the park</p>	<p><b>Theme:</b> Winter/Festivals/bears /growing/planting/</p> <p><b>Texts:</b> The Great Race, The 3 Billy Goats Gruff, The Legend of Nian, We’re Going on a Bear Hunt, The Polar Bear and the Snow Cloud, Humpty Dumpty, Jack and Jill, The 3 Little Pigs, Jaspers Beanstalk, Mr Wolf’s Pancakes, Mabel’s Magical Garden, What The Ladybird Heard, The Easter story Pencil control and grip – use of fine motor skills – develop fine motor skills</p> <p>?People that help us – lollipop person / vet / dr / greengrocer / butcher / librarian • Growing our own food – how does it change as it grows</p> <p>What are really cold places around the world? How are they similar / different to where we live • Celebrate the different festivals that are occurring this term</p> <p>Compare the differences between farm and the city – are there any similarities? • Look at different animals in a zoo / farm / city • Winter into spring comparisons • Planting own seeds – look at how things grow and what they need – taking care of the environment • Farm animals and their young</p>	<p><b>Theme:</b> Traditional stories/Festivals / transition/minibeasts</p> <p><b>Texts:</b> Little Red Riding Hood, Incy Wincy Spider, Grand Old Duke of York, The Hungary Caterpillar, Spinderella, Superworm, Supertato, Life Cycle of a Butterfly, Mad about Minibeasts</p> <p>How has travel changed? How did people use to travel? How is it different to now? • Recycling / reuse – junk modelling / making our own paper – recycling centre</p> <p>Where have you been on a summer holiday? Did you go to another country? Was it different to where we live? • Celebrate the different festivals that happen this term • Simple map work – make your own map / pirates / school / classroom</p> <p>Compare the beach to where we live in the city • Spring into summer comparisons • Life cycle of a butterfly – observe the caterpillars change in the cycle and then release the butterflies into their natural habitat</p>
KS1			

GEOGRAPHY LONGTERM PLAN 2024/25

**Underpinning subject context Yr1**

Conditions for learning (CL): Clear success criteria; scaffolds such as displays, key vocabulary and sentence starters; talk/discussion and rehearsal of ideas; accessible and attractive resources; access to human support (peer/adult); sufficient time; quiet/undisturbed periods, responding to feedback

Learning for Social Mobility (LSM): awareness of and appreciation of basic principles of geography and use of geographical skills; interconnectedness of people and places; economic awareness; progress v conservation; changing landscapes

Learning for Spirituality (LS): wonders of the world/unexplained phenomena; interdependence of humans, other creatures and the environment; special connections people feel towards places; past, present and future; other worlds; adventure

Learning for morality/character/values (LMCV): right and wrong; curiosity, persistence and kindness; children as future custodians of the world.

Learning for Knowledge acquisition (LKA): Spiral curriculum

Learning for Language (LL): GPCs; syllables; prosody; talk/rehearsal; responding to what has been said previously (early discursive skills); ways of talking about places - location and direction, features, change, conservation and progress.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme: Rags to Riches		Theme: From the city to the seaside	
	<p><b>Theme:</b> Think Big</p> <p><b>Texts:</b> Once There Were Giants by Martin Wadell, Giants by Mij Kelly, The Enormous Turnip, Finn MacCool and the Giant’s Causeway, The Smartest Giant in Town by Julia Donaldson, Greta and the Giants by Zoe Tucker</p> <p><b>Concepts:</b></p> <p>Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (highest mountains, longest rivers, biggest cities)</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use satellite images to recognise landmarks (<i>locate the school and its features</i>).</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds (<i>locating the biggest features – physical and human; mapping places within the school grounds</i>)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (<i>understand why people want to explore places – climbing in the Himalayas/Mount Everest; intro to settlements and how they grow - Tokyo</i>)</p>	<p><b>Theme:</b> Into The Woods</p> <p><b>Texts:</b> Little Red Riding Hood, Hansel &amp; Gretel, Into the Woods by Anthony Browne, The Deep Dark Wood by Algy Craig Hall</p> <p><b>Text type:</b> Narrative</p> <p><b>Concepts:</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom (<i>observe specific changes from summer to Autumn; know about changes in daylight across all the seasons</i>).</p> <p>Use basic geographical vocabulary (<i>e.g. woodland, forest, glade, stream, river, hill, fields, trees, bushes, flowers, grasses</i>)</p> <p>Use photographs and plan perspectives to recognise landmarks and basic human and physical features (<i>woodland, forest, stream, river, sea</i>)</p> <p>Devise a simple map; and use and construct basic symbols in a key</p>	<p><b>Text:</b> : Sleeping Beauty, The Paper Bag Princess, Castle Poems, Jack and the Beanstalk, The Very Last Castle</p> <p><b>Text type:</b> Narrative (Fairy tale ending/Modern Fairy tales/Traditional fairy tales)</p> <p><b>Concepts:</b></p> <p>Identify seasonal patterns in the United Kingdom (<i>observe specific changes from Autumn to Winter; use instruments for measuring changes in the weather over a short period</i>).</p> <p>Name and locate the four countries of the UK (<i>recap</i>)</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries (<i>recap</i>)</p> <p>Use maps, satellite images and aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; (<i>location of local castles</i>)</p> <p>Use basic geographical vocabulary (<i>e.g. river, stream, spring, well, hill, ditch, valley, soil, rocks, sand, beach, cliffs, sea, field, farm, vegetation, woodland, castle, gateway, private residence, grounds, mansion, house, block of flats, security camera, lamp post, walls, compound</i>).</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (<i>physical features determining ideal sites for castles in the past; human features influencing their position e.g. proximity to enemies and important towns and cost of transporting building materials; nowadays use of castles for tourism; modern housing developments’ security features</i>).</p>	<p><b>Text:</b> Nana in the City by Lauren Castillo, What if...? By Anthony Browne, Dick Whittington, The Snail and the Whale, The Lighthouse Keeper’s Lunch.</p> <p><b>Text type:</b> Description</p> <p><b>Concepts:</b></p> <p>Identify seasonal patterns in the United Kingdom</p> <p>Name and locate the four countries of the UK (<i>recap</i>)</p> <p>Use basic geographical vocabulary (<i>e.g. hamlet, village, town, city, factory, office, shop, leisure centre, park, apartment, flat, house, nursery, school, college, medical centre, hospital, church, mosque, temple, train station, bus station, road, railway, tramway, coast, seaside, inhabited, uninhabited, theme park, beach, sea, cliffs, rock pool, amusement arcade</i>).</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (<i>Comparison of the basic features/size of a hamlet, village, town, city; understand how road and rail networks connect places; understand that these can be found inland or by the sea; features of typical seafront features of a side town and comparison with the local city area; understand that some areas on the coast are uninhabited and know some reasons for this</i>)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (<i>An American non-specific city in ‘Nana in the City’</i>).</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Use satellite images, photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Key human and physical features of its surrounding environment (<i>observe and identify features of a city that are in the local area</i>).</p>		

**Underpinning subject context Yr2**

Conditions for learning (CL): Collaboration, Oracy, Focus on sentence construction and improvement, Continuous evaluation of vocabulary within written and spoken language

Learning for Social Mobility (LSM): exposure to rich vocabulary/ texts with layers of story and a level of cultural capital increasing children’s access to knowledge in other areas e.g. history and geography through Zeraffa / access to traditional and new texts/stories

Learning for Spirituality (LS): exploring their place in the world and the place of other creatures e.g. the sense of belonging that Bog Baby has in his own habitat and in an alien environment

Learning for morality/character/values (LMCV): attitudes and behaviours of characters to each other e.g. Atir whispering in Zeraffa’s ear

Learning for Knowledge acquisition (LKA): The scientific/historical/geographical aspects of stories

Learning for Language (LL): Rich vocabulary and sentence construction to extend their current level of acquisition

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme: From Bugs to Beasts!		Theme: Food of the Gods		Theme: The Greatest Show	
	<p><b>Texts:</b> The Very Hungry Caterpillar by Eric Carle Expert packs about fruit. The Bog Baby by Jeanne Willis and Gwen Millward</p> <p><b>Gorilla</b> by Anthony Browne The Spider and the Fly by Tony DiTerlizzi</p>		<p><b>Texts:</b> The Glassmaker’s Daughter by Dianne Hofmeyr</p>		<p><b>Texts:</b> Peter Spier’s ‘Circus!’ Expert pack about the history of the circus</p> <p>Ahmed and the Feather Girl by Jane Ray</p>	

GEOGRAPHY LONGTERM PLAN 2024/25

<p>Zerraffa Giraffa by Dianne Hofmeyr and Jane Ray</p> <p><b>Concept:</b>                  Naming and locating the world’s continents.                  Using world maps and atlases to identify the continents and oceans studied at this key stage.                  Locating the world’s continents and oceans.                  Using basic geographical vocabulary: forest                  Noticing geographical similarities and differences.                  Using the key features of a map</p>	<p>Chocolate: from bean to bar. by Anita Ganeri A chocolate bar by Sarah Ridley Expert pack about the manufacturing of chocolate Chocolate: A sweet history by Sandra Markle Ideas box: Chocolate by Jillian Powell                  Charlie and the Chocolate Factory by Roald Dahl Chocolate by Liz Gogerly Fairtrade by Jillian Powell</p> <p><b>Concept:</b>                  Using world maps and atlases to locate the world’s continents and countries.                  Identifying daily weather patterns in the UK.                  Understanding the process of harvesting                  Explaining the process of harvesting.                  Using key geographical vocabulary to map a journey</p>	<p>Leon and the Place Between by Angela McAllister</p> <p><b>Concept:</b>                  Using basic geographical vocabulary to refer to key physical features and key human features                  Using plan perspectives to recognise human and physical features.                  Recognising basic symbols in a key.                  Creating a simple map                  Applying understanding of human and physical geographical features.</p> <p>Using compass directions and to describe location                  Using compass directions to describe routes on a map.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom                  Identify the United Kingdom and its countries</p>
---	---	--

**KS2**

**Underpinning subject context Yr3**  
 Conditions for learning (CL): Strong links to local knowledge and the familiar, collaboration  
 Learning for Social Mobility (LSM): Knowledge of significant people from Leicester- significant designers, architecture, movement of people  
 Learning for Spirituality (LS): Pilgrimage and movement of people- history of Highfields, rivers  
 Learning for Knowledge acquisition (LKA): Links to prior knowledge  
 Learning for Language (LL): Key vocab explained explicitly

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)
	<p><b>Theme:</b> Building a Civilisation  <b>Text:</b> Black Dog The Tear Thief  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>Using atlases to locate countries</li> </ul>	<p><b>Theme:</b> Our Community: Highfields  <b>Text:</b> Alice in Wonderland  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to describe features studied</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area</li> <li>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>Land use- how has land use changed over time?</li> </ul>	<p><b>Theme:</b> Latin and Londinium  <b>Text:</b> Escape from Pompeii  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes) and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass</li> <li>Using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>	<p><b>Theme:</b> Romans  <b>Text:</b> Escape from Pompeii  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>Identifying links between trades and settlement</li> <li>Locating UK cities</li> <li>Comparing settlements over time</li> </ul>	<p><b>Theme:</b> Rainforests  <b>Text:</b> Treasure Island  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>Physical geography, including biomes and vegetation belts, rivers <i>Rivers and Plains - Amazon</i>, mountains (<i>Rivers and Plains</i>),</li> <li>human geography, including: types of settlement and land use</li> </ul>	<p><b>Theme:</b> Environment: World in danger  <b>Text:</b> Iron Man  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>Climate zones (<i>Environment: world in danger – tropical/temperate zones</i>),</li> </ul>

**Underpinning subject context Yr4**  
 Conditions for learning (CL): Collaboration and oracy, use of Atlases and atlas use  
 Learning for Social Mobility (LSM): Understanding of careers in geography and what geographers do  
 Learning for Spirituality (LS): Consideration of the impact of physical and human geography on thoughts, feelings and emotions  
 Learning for morality/character/values (LMCV): Work on climate change and responsibility to the environment  
 Learning for Knowledge acquisition (LKA): Spiral curriculum  
 Learning for Language (LL): Key vocab explicitly explained and revisited.

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)

GEOGRAPHY LONGTERM PLAN 2024/25

<p><b>Theme:</b> Anglo-Saxons and Vikings <b>Text:</b> The Hobbit <b>Concept:</b> Human geography, including: types of settlement and land use</p> <p>Use maps to locate countries and describe features studied</p> <p>Using Atlases and globes locate the world's countries, using maps to focus on Europe-Anglo Saxons</p> <p>Name and locate counties and cities of the United Kingdom (<i>Anglo Saxons and Vikings</i>)</p> <p><b>Fieldwork in the local area</b></p>	<p><b>Theme:</b> Ancient Greece <b>Text:</b> The Iliad <b>Concept:</b> Use atlases and globes</p> <p>Economic activity including trade links (<i>Ancient Greece – Greece and wider Europe, city states; Ancient Baghdad – Islamic empire</i>), and the distribution of natural resources including energy, food, minerals and water</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) (<i>Anglo Saxons and Vikings – Countries in the EU; Ancient Greece – Greece and wider Europe</i>)</p> <p>Geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p><b>Theme:</b> Antarctica <b>Text:</b> Shackleton's Journey <b>Concept:</b> 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 the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p><b>Theme:</b> The Age of Enlightenment <b>Text:</b> Frankenstein's Monster <b>Concept:</b> Name and locate counties and cities of the United Kingdom</p> <p>Human geography, including: types of settlement and land use</p> <p>Describe and understand key aspects of physical geography (volcanoes)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Land use and how this changes over time</p>	<p><b>Theme:</b> Ancient Baghdad <b>Text:</b> The Breadwinner <b>Concept:</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including vegetation belts and the water cycle</li> <li>economic activity including trade links</li> <li>the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p><b>Theme:</b> Islamic Golden Age <b>Text:</b> The Breadwinner <b>Concept:</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (<i>Antarctica</i>), the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Climate zones, biomes</p>
--	--	---	---	---	---

**Underpinning subject context Yr5**

Conditions for learning (CL): Oracy, discussions, collaboration, iPads always to hand  
 Learning for Social Mobility (LSM): Odysseus- cultural capital, current events and environmental awareness. Rogue Male – European dictators.  
 Learning for Spirituality (LS): Geocaching, significance of places to individuals.  
 Learning for morality/character/values (LMCV): Climate awareness and probity, environmentalism, trading

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
	<p>Theme/ Concept (NC)</p> <p><b>Theme:</b> N/A <b>Text:</b> Floodland <b>Concept:</b> Locating counties and cities within the United Kingdom.</p> <p>Identifying the features of a river and their role.</p> <p>Understanding the water cycle and the impact of environment.</p> <p>Exploring the effects of climate change on topographical features.</p> <p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and</li> </ul>	<p>Theme/ Concept (NC)</p> <p><b>Theme:</b> N/A <b>Text:</b> The Odyssey <b>Concept:</b> Exploring how the river current changes from source to mouth.</p> <p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, <b>rivers</b>, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<p>Theme/ Concept (NC)</p> <p><b>Theme:</b> N/A <b>Text:</b> Richard III <b>Concept:</b> N/A due to history-based term.</p>	<p>Theme/ Concept (NC)</p> <p><b>Theme:</b> N/A <b>Text:</b> The Tempest <b>Concept:</b> Understanding trade and how it contributes to the distribution of resources.</p> <p>Understanding the development in trade from the 1600s.</p> <p><b>NC objectives:</b> Human geography, including: types of settlement and <b>land use</b>, economic activity <b>including trade links, and the distribution of natural resources</b> including energy, food, minerals and water</p>	<p>Theme/ Concept (NC)</p> <p><b>Theme:</b> N/A <b>Text:</b> Rogue Male <b>Concept:</b> Using 4 figure grid referencing to explore the human geography of London and Dorset.</p> <p>Identifying the significance of longitude and latitude when travelling.</p> <p>Exploring the physical geography of London and Dorset</p> <p>Using 6 figure grid referencing to locate the physical geography of Dorset.</p> <p><b>NC objectives:</b> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p>

	<p>physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, <b>rivers</b>, mountains, volcanoes and earthquakes, and <b>the water cycle</b></li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.</li> </ul>				<p>to build their knowledge of the United Kingdom and the wider world.</p> <p>Physical geography, including rivers and the water cycle. Human geography, including: <b>types of settlement and land use</b>, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>
--	---	--	--	--	--

**Underpinning subject context Yr6**  
 Conditions for learning (CL): Collaboration and oracy. iPad independent research  
 Learning for Social Mobility (LSM): Awareness of careers using geography  
 Learning for Spirituality (LS): Natural history museum, earthquake exhibit, possible wave machine  
 Learning for morality/character/values (LMCV): Air pollution in the local environment, war and geopolitics  
 Learning for Knowledge acquisition (LKA): Schema books  
 Learning for Language (LL): Teachers and children are aware

Year 6	Autumn	Spring	Summer	Transition
	<p><b>Theme:</b> Victorian England</p> <p><b>Text:</b> Great Expectation Writing text type: Wills/ Biography/ Instructional writing <b>Concept:</b> [Russia] Name and locate major cities, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) [UK] Name and locate key topographical features (including hills, mountains, coasts and rivers) Comparing the physical and human geographical features- Intelligence report and leaflet, Russia Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p><b>Theme:</b> Partition of India</p> <p><b>Text:</b> Ahimasa <b>Writing text type:</b> Intelligence report/Setting description <b>Concept:</b> Analysing the effects of physical geography on the economy Analysing trade links Exploring major landmarks in India (legacy of British Empire) Comparing key human and physical features of Indian regions (Punjab/Kerala and Tamil Nadu; Jammu Kashmir and Bengal)</p>	<p><b>Theme:</b> Nature</p> <p><b>Text:</b> Lord of the Flies <b>Writing text type:</b> Narrative /Persuasive letter /Psychiatric report/Leaflet <b>Concept:</b> Describing and understanding key aspects of physical geography (earthquakes, volcanoes, mountains and tsunamis) – Island landscape, Natural History Museum and Swimming Pool trips Using fieldwork to observe pollution in the local area- designing masks (pollution in Highfields)</p>	<p><b>Theme:</b> Imitation vs invention</p> <p><b>Text:</b> Dante/Beowulf <b>Writing text type:</b> <b>Concept:</b> Using the 8 points of a compass, 4 and 6 figure grid references (Ancient Rome, TBC)</p>

