

Our Lady of Lourdes – Geography Long-term plan

For Curriculum Topic Information; please see the relevant Yearly Plan in our Reading Curriculum.

Curriculum Intent:

At Our Lady of Lourdes, geography is brought to life through our "Live, Love, Learn" approach. Students develop a strong 'sense of place' as they progress through the curriculum from Reception to Year 6. We aim to promote a love of geography by engaging in hands-on, real-world learning, including visits to local areas. By exploring human geography and global environmental issues, our students not only gain knowledge but also develop a deep sense of responsibility towards the world around them. Students at Our Lady of Lourdes do not just study geography, they are Geographers!

Live: Children will build a strong 'sense of place' through geography, from Reception to Year 6.

Love: Students will deepen their knowledge and skills by learning like geographers, with hands-on, out-of-classroom experiences, including visits to local and Sussex sites.

Learn: Children will gain an understanding of human geography, other cultures, and environmental issues, both locally and globally.

Links to Environmental Education in Brighton and Hove schools: (Our City Our World project)

Our Lady of Lourdes has joined the *Our City, Our World* (OCOW) project, which focuses on using education to advance environmental literacy and social responsibility for a more sustainable and equitable future. The initiative aims to promote outdoor learning and foster a lifelong commitment to environmental care, with a curriculum emphasizing self-care, environmental stewardship, and social responsibility.

OCOW's goals include:

1. Developing green skills in students.
2. Encouraging sustainable practices.
3. Strengthening students' connection with nature.
4. Empowering students to become change makers, both individually and collectively.

This partnership provides students with opportunities to engage in real-world environmental action and contribute to a sustainable community. For more information, visit [Our City, Our World](#).

Yearly overview of geography topics by year group:

<u>Year group</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
R		My home	Seasons with a focus on Autumn and Spring.		Seasons with a focus on Summer	
1	Around my School.	The UK.	Weather			
2	Oceans and Continents.			China.		
3		Coastal towns in the UK.	Trinidad and Tobago.			Geography of Italy
4		London vs The Lake District.		Geography of Egypt – The Nile vs River Cuckmere		The Amazon Rainforest.
5			Russia	Earthquakes	North America – Water tower setting.	
6	Antarctica			Human settlements		

Reception – Autumn term. - “My home”

In the "Around My School" geography topic, Reception children will explore the physical and human features of their local area, using maps and simple fieldwork to observe and record key landmarks. They will learn to identify and describe the surroundings, including buildings, roads, parks, and natural features, developing an understanding of how places relate to one another.

Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
Knock! Knock! Who lives with you?	My Mum My Dad My Mum and Dad make me laugh	Understand some places and environments are different to the place where I live. Identify simple similarities and differences between homes/countries e.g. weather, climate, coasts.	To use photos, maps, books and own experiences to compare different places and environments across the world	<ol style="list-style-type: none"> 1. To explain the key features of my home. 2. To explain key features of my home and the homes of others 3. To know that different countries have different homes. 4. To compare different types of homes in other countries
Rocket words: (key words)	Bedroom, bathroom, kitchen, living room, house, bungalow, flat, cottage, caravan, igloo, Alaska, Canada, Greenland, Circular mud huts, straw roofs, Uganda, South Africa, Homes on stilts, Bangladesh, Southeast Asia, Hanok houses, Korea, snow, mud, straw, ice, wood.			
Opportunities for outdoor learning (OCOW)	Go up to our school in the wood and look across Rottingdean, what kind of homes can we see?			

Reception – Spring term. - Seasons.

In this topic Reception children will explore the different seasons and how they can change the physical world around us, for example, by looking at trees and plants. They will learn to identify the different seasons and what kind of weather they are likely to see during those seasons, developing an understanding of how the weather changes over a year.

Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
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A walk in the woods.	The Gruffalo Owl babies	To understand the different kinds of weather we experience in different seasons. To identify the ways seasonal changes can affect the natural world e.g. trees.	To use photographs/ own experiences to discuss the different seasons.	<ol style="list-style-type: none">1. To talk about physical features, I see and feel during different seasons including different weather.2. To name the 4 seasons and order the 4 seasons3. To describe how seasonal changes can affect the natural world and how things grow. E.g. acorns and conkers are found in autumn, and some trees have no leaves in winter
Rocket words: (key words)	Sunny, Rainy, Windy, Snowy, Cloudy, stormy, Hot, Warm, Cold, Chilly, Wet, seasons, spring, summer, Autumn, Winter, buds, Leaves, New life.			
Opportunities for outdoor learning (OCOW)	Collect and observe rainfall in water butts made from plastic bottles. Observe trees/ plants at our School in the Wood. What do these tell us about what season we are in?			
Reception – Summer term. - Seasons continued				
In this topic on weather, children will explore different weather conditions such as sunny, rainy, windy, and snowy, learning how these affect the environment around them. They will also discuss the seasons, appropriate clothing for each type of weather, and begin to observe how weather patterns change throughout the year.				
Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
Weather.	Splish! Splash! Splosh!	Physical geography – looking at weather conditions and seasons.	Explore the natural world around them, making observations and drawing pictures of	<ol style="list-style-type: none">1. To talk about natural features I see and feel during different seasons including different weather.

			animals and plants.	2. To discuss appropriate clothing for each season and why the clothing is different.
Rocket words: (key words)	Sunny, Rainy, Windy, Snowy, Cloudy, Stormy, Hot, Warm, Cold, Chilly, Wet, Summer, Seasons, Clothes, Cotton, Short sleeves.			
Opportunities for outdoor learning (OCOW)	<p>Visit our pond/ nature area by our playground and make observations.</p> <p>Spend time in our School in the Wood, observing the natural world and making observations.</p>			

Year 1 – Autumn term 1. - Around my School.

In these Year 1 geography lessons, students will explore the geography of their school, identifying both human and physical features. They will use maps to locate features, create aerial views, and develop simple maps through fieldwork. The lessons aim to enhance map-reading skills and deepen students' understanding of their local environment through structured, hands-on activities.

Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
Around my school.	Little Red Riding Hood.	Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbor and shop.	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>To describe the location of</p>	<ol style="list-style-type: none"> 1. Investigate the geographical features of the school grounds through observation. 2. Identify and classify human and physical features within the school environment. 3. Utilize maps to accurately locate geographical features. 4. Construct an aerial representation of a specified location. 5. Apply fieldwork skills to produce a simple, accurate map.

			features and routes on a map	6. Demonstrate acquired knowledge and understanding through creative presentation.
Rocket words: (key words)	Sea, Hill, Soil, Vegetation, Physical feature, City, Village, Building, Playground, Road, Human feature, Map, Symbol, Represent, Aerial view, Shape.			
Opportunities for outdoor learning (OCOW)	Visit our ‘School in the Wood’ to complete fieldwork and to use observational skills to study our school and its grounds.			
Year 1 – Autumn term 2. - The UK.				
In this geography topic about the UK, children will learn to name and locate the four countries, their capital cities, and the seas surrounding the UK, as well as identify key characteristics of each country. They will also develop map skills by using compass directions to locate places within the UK and on world maps.				
Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
The UK.	The Queen’s hat.	Using basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbor and shop Use basic geographical vocabulary to refer to key physical features incl beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil.	Use world maps, atlases, and globes to identify the UK and its countries Use simple compass directions (N, S, E & W)	<ol style="list-style-type: none">1. Name and locate the 4 countries of the UK2. Identify some characteristics of the 4 countries in the UK.3. Name and locate the capital cities of the UK.4. Name and locate the seas surrounding the UK.5. Understand and use compass directions.6. Use compass directions to locate places in and around the UK7. Identify the UK on world maps.

Rocket words: (key words)	United Kingdom, Country, England, Scotland, Wales, Northern Ireland, Country, City, Capital, London, Cardiff, Belfast, Edinburgh, sea, ocean, country, coast, beach, cliff.			
Opportunities for outdoor learning (OCOW)	Practice using compass skills on the playground or in our outdoor classroom/ ‘School in the wood’.			
Year 1 – Spring term 1. - Weather.				
In this unit, year 1 will revisit what they know about different types of weather from their reception topic. They will explore in further depth how weather changes and how it can be different across the world.				
Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
Weather	Lost and found.	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world Use basic geographical vocab to refer to key physical features including season and weather.	To talk about and be ready to discuss locations beyond the local environment.	<ol style="list-style-type: none">1. To identify differences between seasonal and daily weather patterns and observe and describe daily weather patterns.2. Describe how daily weather patterns change over time, and how weather may be different in inland/ coastal areas.3. Identify ways in which we learn about the weather, then make predictions about the weather which are helpful.4. Find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom.5. To know how seasonal weather in an equatorial region is different to the weather in the UK.6. To know how seasonal weather in a polar region is different to the weather in the United Kingdom.
Rocket words: (key words)	Weather, Changes, Seasons, Daily observation, temperature, Weather, Season, Pictogram, Inland, coast, Weather forecast, Advance, Predict, world, Similar, Different, Patterns, Poles, Equator, Season, Singapore, Equator, equatorial, countries, atlas, Tromso, Norway, Equator, Poles, Seasons, daylight.			
Opportunities for outdoor learning	Collect and observe rainfall over time in water butts made of recycled bottles. Use outdoor space to map out the continents and the equator.			

Year 2 – Autumn term 1. - Oceans and Continents

During the autumn term, Year 2 students will explore the continents and oceans of the world, developing a basic understanding of global geography. They will learn to identify and locate the seven continents and five oceans on maps and globes, gaining an appreciation for the size and diversity of the Earth's landforms and bodies of water. Through hands-on activities and visual aids, students will deepen their knowledge of the world's geographical features and how they relate to the environment.

Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
Continents and Oceans.	The Crow's tale.	To locate the hot and cold areas of the world in relation to the equator and the North and South poles	<p>Use simple compass directions (N, S, E, W) and locational and directional language e.g. near and far, left and right, to describe the location of features and routes on a map.</p> <p>Use world maps, atlases, and globes to identify countries, continents and oceans studied at this stage.</p>	<ol style="list-style-type: none"> 1. To name and locate the seven continents of the world. 2. To name and locate the five oceans of the world. 3. To describe some key features of the seven continents of the world. 4. To name the 8 compass points. 5. To plan a journey across the seven continents and five oceans of the world. 6. To identify the hot and cold continents and countries around the world. 7. To locate the continent that I live on and describe some of the key features. 8. To observe aerial photographs and label key features.
Rocket words: (key words)	World map, Continent, Southern Hemisphere, Northern Hemisphere, Equator, Ocean, Sea, Sphere, Land, Country, Population, Ocean, Land, Globe, Journey, North, East, South, West, Equator, Climate, Weather, Polar, Warm.			
Opportunities for outdoor	Create an outdoor map on the playground using cones to map out the continents.			

learning (OCOW)	Practice compass skills outdoors.			
Year 2 – Spring term 2. - China				
In this geography topic, children will compare the human and physical features of China and Brighton, exploring differences and similarities between the two locations. Linking to the book <i>The Magic Paintbrush</i> , pupils will consider how places can inspire imagination and how environments influence the way people live.				
Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
Comparing China to Brighton.	The Magic Paintbrush – Julia Donaldson	<p>To use basic geographical vocab to refer to: Key human features incl city, town, village, factory, farm, house, office, port, harbor and shop</p> <p>Use basic geographical vocab to refer to key physical features incl beach, cliff, coast, forest, hill, mountain, sea, vegetation, season and weather</p> <p>Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p> <p>Devise a simple map; Use and construct basic symbols in a key</p> <p>Use world maps, atlases, and globes to identify countries, continents and oceans studied at this stage</p>	<ol style="list-style-type: none">1. To understand where China is in the world.2. To describe some features of China.3. To label a map of China with its key geographical features.4. To compare what life is like in different countries (UK and China).5. To compare school life in China (Beijing) with school life in the UK.6. To begin to understand some similarities and differences between Chinese culture and the culture of my own country.7. To understand the different types of farming in China.8. To describe the process of rice farming.

Rocket words: (key words)	China, Asia, Beijing, Shanghai, Continent, Country, Landmarks, Asia, Mandarin, Currency, Population, Weather, Currency – yuan, Similarities, Differences, Capital city, Beijing, London, Compare, Similar, Different, Compare, School, Timetable, Observe, Culture, Traditions, Festivals, Celebrations, Chinese New Year, Dragon Symbol, Farming, Crops, Produce, Producer, Paddy fields, Rural			
Opportunities for outdoor learning (OCOW)	Make an outdoor map to visualise how far away China is to the UK. Use outdoor classroom to overlook Rottingdean coast/ human physical features – how do these compare to China?			

Year 3 – Autumn term. - Coastal towns in the UK.

In this topic, year 3 students will explore the geography, culture, and tourism of UK coastal towns, investigating how these towns have evolved over time. They will examine how the economy, land use patterns, and local life have changed, with a focus on the impact of tourism and natural processes like erosion and tides.

Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
Coastal towns in the UK.	The Secret of Black Rock.	To identify the human features (e.g. buildings, piers) and physical features (e.g. cliffs, beaches) of coastal towns. To discuss and compare how these change over time.	To use maps/ atlases/ google earth to locate different coastal towns, their regions and counties.	<ol style="list-style-type: none"> 1. To identify physical features of coastal towns. 2. To identify human features of coastal towns. 3. To investigate land use patterns in coastal towns. 4. To understand the impact of tourism on coastal towns. 5. To understand how coastal towns have changed over time. 6. To identify the differences between rural, urban and suburban land use in coastal towns.
Rocket words: (key words)	Physical feature, Coastal, Town, natural, Coastal Town, Human feature, Tourism, Man-made, Population, Land-use, Economy, Transport, impact, economic growth, population growth, urbanization, erosion, development, rural, urban, suburban.			

Opportunities for outdoor learning (OCOW)	Go up to our 'School in the Wood' to see Rottingdean and look for human and physical features.			
	Take a closer look at the plants and trees that grow near the coast. See how coastal winds have shaped local trees.			
Year 3 – Spring term. - Trinidad and Tobago.				
In this topic, year 3 students will explore the geography, culture, and climate of Trinidad and Tobago, two islands in the Caribbean. They will examine the diverse landscapes, local industries, and the impact of tourism, as well as compare these islands to the UK in terms of environment and lifestyle.				
Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
Trinidad and Tobago.	Coming to England – Floella Benjamin.	<p>To identify the human and physical features of Trinidad and Tobago.</p> <p>To compare these features to the UK.</p>	<p>To use maps/ atlases/ google earth to locate Trinidad and Tobago.</p> <p>To create our own maps.</p>	<ol style="list-style-type: none">1. To locate Trinidad and Tobago on world map.2. To understand the geographical terms used to describe where Trinidad and Tobago are on a world map. E.g. Longitude and Latitude.3. To investigate the climate of Trinidad and Tobago compared to UK.4. To understand the cultural diversity within Trinidad and Tobago.5. To identify Natural Resources and Economic Activities in Trinidad and Tobago.6. To compare everyday life in T&T and the UK.
Rocket words: (key words)	Trinidad, Tobago, Island, Caribbean, Latitude, Longitude, Equator, Southern Hemisphere, Northern Hemisphere, Climate, Temperature, rainfall, wind patterns, vegetation, culture, customs, cultural diversity, influence, natural resources, economic activity, economy, tourism, compare, landscape, cultural influence, weather, temperature.			
Opportunities for outdoor learning (OCOW)	<p>Create a map of the world on the playground – locate Trinidad and Tobago in relation to the UK.</p> <p>Take a nature walk through our outdoor area. What plants can we see that we would not see in Trinidad and Tobago? Why is this?</p>			

Year 3 – Summer term. - Italy.

In this unit, students will explore the geography of Italy, including its diverse landscapes, from the Alps in the north to the Mediterranean coastline. They will also learn about Italy's major cities, climate, and the cultural and historical significance of key landmarks.

Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
The Geography of Italy.	Roman Diary - The diary of Iliona – a Roman slave. By Richard Platt.	To learn about the physical features of Italy with a focus on Mount Vesuvius. To find out more about Human features in Italy, including the historical significance of key landmarks.	To be able to identify cities in Italy using maps. Geographical enquiry. To research and present findings.	<ol style="list-style-type: none"> 1. To locate Italy and Rome using maps, google earth and atlases. 2. To explore the physical geography of Italy. 3. To compare the physical geography of Italy and the UK. 4. To investigate Italy's famous landmarks and human features. 5. To learn about volcanoes with a focus on Mount Vesuvius. 6. To understand earthquakes and their impact in Italy.
Rocket words: (key words)	Map, atlas, capital city, landmark, region, mountain, river, climate, coastline, vegetation, Tiber River, Mediterranean climate, landmark, tilt, amphitheater, canal, ruins, volcano, lava, eruption, crater, magma, earthquake, tectonic plates, epicenter, damage, safety tips, population, contrasting.			
Opportunities for outdoor learning (OCOW)	<p>Create a map of Italy on the playground using natural resources and mark important areas.</p> <p>Act out the stages of a volcanic eruption outside.</p>			

Year 4 - Autumn term. - London vs. The Lake District.

In this topic, year 4 students will compare London, a bustling urban city, with the Lake District, a rural area known for its natural beauty. They will explore the differences in geography, population, land use, and the role of tourism in each location, highlighting how these factors shape life in both areas.

Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
London vs. The Lake District.	The Iron man.	To look at the differences between rural and urban land use.	Using Maps and atlases. Observation and comparison of two different locations.	<ol style="list-style-type: none">1. To locate major cities and counties in the UK.2. To understand the geographical diversity of the UK3. To explore human features of London and the Lake District4. To investigate the physical geography of both regions5. To compare living environments6. To reflect on and present findings.
Rocket words: (key words)	Capital City, County, Landmark, Region, Map, Geography, Urban, Rural, Landscape, Tourist, Landmark, Transport, Tourism, Farming, Economy, River, Lake, Mountain, National Park, Scenery, Leisure, Environment, Contrast, Metropolis, Culture.			
Opportunities for outdoor learning (OCOW)	Create a map of the UK on the playground and mark major cities using outdoor equipment.			
Year 4 – Spring term. - Egypt.				
In this geography topic, year 4 will explore Egypt and the importance of the River Nile, which flows through deserts and supports life in the region. We will also compare it to the River Cuckmere in the UK, looking at how different landscapes and climates shape each river’s role in the environment.				
Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
The geography of Egypt.	The Story of Tutankhamun.	To learn about rivers and how the water cycle works.	Map reading. Observing and recording data. Geographical enquiry.	<ol style="list-style-type: none">1. To locate Egypt and explore key Ancient Egyptian landmarks2. To understand the geographical significance of the River Nile.3. To compare the River Nile with the River Cuckmere4. To examine the use of rivers in ancient and modern societies

The Nile vs. River Cuckmere.				5. To investigate international rivers and their importance 6. To present findings on the usage and significance of rivers
Rocket words: (key words)	Pharoah, tomb, hieroglyphics, civilization, artifact, irrigation, agriculture, silt, fertile land, river, tributary, meander, habitat, ecosystem, the Nile, River Cuckmere, deserts, landscapes, climates, environment.			
Opportunities for outdoor learning (OCOW)	Potential visit to River Cuckmere to observe. Act out the water cycle outdoors.			
Year 4 – Summer term. - The Amazon Rainforest.				
In this geography topic, we will learn about the Amazon Rainforest in South America, home to a vast variety of plants, animals, and people. We will explore what we have learnt while reading the story of "The Great Kapok Tree," where the importance of this incredible forest is revealed through the eyes of different creatures who depend on it for survival.				
Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
The Amazon Rainforest.	The Great Kapok Tree - Edward Tulane	To look at the physical features of the Amazon Rainforest and how human activity has impacted this.	-Interpreting data. -Map reading. -Locational and place knowledge.	1. To use maps to identify Brazil and neighboring countries. 2. To identify the characteristics of a rainforest, including climate. 3. To explain geographical similarities and differences between the Amazon Rainforest and our local environment. 4. To understand and explain geographical terms related to rainforests, such as biodiversity, ecosystem, and conservation. 5. To investigate human activity and its impact on the Amazon Rainforest. 6. To interpret maps and understand the effects of environmental changes over time.
Rocket words: (key words)	Biodiversity, Ecosystem, Deforestation, Conservation, Indigenous, Rainforest, Canopy, Geography, Climate, Urbanisation, Habitat, Sustainable, Human Impact, Environment, Climate change.			
Opportunities for outdoor learning (OCOW)	Record weather/ rainfall during this topic to compare with Amazon rainforest.			

Year 5 – Spring 1. - Russia.

In this Year 5 geography unit about Russia, students will explore the country's vast physical and human features, including its major landscapes, climates, and cultural characteristics. They will also learn about Russia's location in the world, its key cities, and how its geography influences its economy and way of life.

Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
The geography of Russia.	Wolf Wilder.	Looking at famous landmarks in Russia. Exploring climates and physical features.	-Map work (reading and creating) -Atlas reading. -Google earth. -Locational and place knowledge.	<ol style="list-style-type: none"> 1. To explore the Geography of Russia. 2. To understand the climates of Russia. 3. To map Russia and neighboring countries. 4. To explore and compare the Geographical features of Russia and the UK. 5. To understand the impact of Russian Geography on life and economy. 6. To compare Geographical features in different regions of the UK using what I have learnt.
Rocket words: (key words)	Tundra, Taiga, River, Mountain Range, Freshwater, Climate, Precipitation, Permafrost, Map, Border, Neighbour, Geography, Landscape, Mountain, River, Lake, Landmark, Economy, Resource, Rural, Urban, Feature, Region.			
Opportunities for outdoor learning (OCOW)	Make an outdoor map of Russia, plotting different climates.			

Year 5 – Spring 2. - Earthquakes.

In this geography unit on earthquakes, year 5 will investigate the causes and effects of earthquakes, exploring how they shape the Earth's surface and impact communities. Drawing connections to the novel *Kensuke's Kingdom*, they will examine the earthquake that affects the characters, deepening their understanding of how seismic activity influences real-world events.

Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
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Earthquakes.	Kensuke's Kingdom	-To explore the physical geography of the world in order to understand how earthquakes happen.	-Map work to locate where different earthquakes took place.	<ol style="list-style-type: none">1. To understand what an earthquake is.2. To explore the distribution of earthquakes and where they occur globally.3. To describe the causes and effects of earthquakes.4. To understand the safety measures for earthquake preparedness.5. To explore famous historical earthquakes and their impact on the environment.6. To summarise key concepts about earthquakes.
Rocket words: (key words)	Earthquake, Tectonic Plates, Magnitude, Seismic Waves, Aftershock, Epicentre, Seismograph, Richter Scale, Preparedness Plan, Disaster Preparedness.			
Opportunities for outdoor learning (OCOW)	Use outdoor resources to reenact how earthquakes happen.			
Year 5 – Summer term. - Water Towers – North America.				
In this geography unit on the "Water Tower" of North America, year 5 students will explore the region's major water systems, including the Great Lakes, the Mississippi River, and the role of water in the environment and economy. They will also examine how water resources are managed and the importance of conservation for both human populations and wildlife.				
Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
The geography of North America – Water tower.		-Looking at human and physical features within North America.	-Map reading. -Google earth. -Locational and place knowledge.	<ol style="list-style-type: none">1. To explore North America and its water towers.2. To describe the geographical features of key water towers.3. To explain how climate influences water towers.4. To understand how water towers influence human activities in communities.5. To investigate conservation efforts for protecting water towers in North America.
Rocket words: (key words)	Continent, Water Tower, Freshwater, River, Irrigation, Reservoir, Hydrology, Gravity, Dam, Community, Climate, Precipitation, Evaporation, Supply, Storage, Conservation, Ecosystem, Habitat, Infrastructure, Rainwater Harvesting.			

Opportunities for outdoor learning (OCOW)	Design and build a small replica water tower.
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Year 6 – Autumn term. - Antarctica.

In this Year 6 geography topic, students will identify the Arctic and Antarctic Circles and their locations, as well as understand global time zones and the significance of the Prime Meridian. They will also compare the climate of Antarctica to Britain and other regions, exploring how geographical factors influence different climates around the world.

Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
Antarctica.	Shackleton's journey	Looking at the human and physical features in the Arctic and Antarctic Circles.	-Data handling. -Map skills. -Locational and place knowledge.	<ol style="list-style-type: none"> 1. To identify Arctic and Antarctic Circles and their locations 2. To understand global time zones and the Prime Meridian 3. To compare Antarctic climate to Britain and other zones
Rocket words: (key words)	Arctic circle, Antarctic circle, latitude, landscape climate, Time zone, Prime Meridian, GMT, Longitude, Climate, precipitation, temperature, seasonal variation.			
Opportunities for outdoor learning (OCOW)	Create outdoor map using the playground to show the Arctic and Antarctic circles.			

Year 6 - Spring term. - Human Settlements.

In Year 6 Geography, children will investigate human settlements, exploring how and why people choose to live in particular places. They will learn about the development of villages, towns, and cities, and how these settlements meet the needs of their communities.

Topic:	Relevant class text/s:	Human and physical geography:	Geographical skills:	Objectives:
Human settlements	The Arrival Letters from the Lighthouse	Human geography: Types of settlement and land use, economic activity including trade links and distribution of natural resources inc. Energy, food, minerals and water	Map reading Observing land use patterns	<ol style="list-style-type: none"> 1. To understand different types of settlements and land use. 2. To examine the role of economic activity including trade in migration contexts. 3. To investigate the distribution and significance of natural resources in migrated areas. 4. To explore the concept of energy sustainability in new settlements formed due to migration.
Rocket words: (key words)	Settlement, urban, rural, migration, suburban, town, city, village, hamlet, migration, immigration, economic activity, opportunities.			
Opportunities for outdoor learning (OCOW)	<p>Act out different examples of land use using outdoor space.</p> <p>Using our 'School in the wood' look over Rottingdean and observe the different kinds of land use.</p>			