



# Geography

## Curriculum: Year A



# Cherry Trees Geography Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Blue</b>	<p><u>Food</u></p> <p><b>Locational Knowledge</b> Locate areas where food is grown – trace the route of a foodstuff from field to fork.</p> <p><b>Place Knowledge</b> Study a specific region where foodstuff is grown e.g. chocolate in an equatorial country.</p> <p><b>Human and Physical Geography</b> Case study of a farm – link to concepts such as animals, sounds, vehicles, rural/urban areas.</p> <p><b>Geographical Skills and Fieldwork</b> Visit a local farm, orchard or supermarket to buy food – use this food in cooking lesson and link to DT.</p>	<p><u>Shops</u></p> <p><b>Locational Knowledge</b> Look at pictures (aerial and traditional) of local shops to build up a knowledge of where key locations are.</p> <p><b>Place Knowledge</b> Study a local shopping centre (Wombourne or Merry Hill centre) and explore the range of shops and services they provide. Link shops to employment (e.g. butcher = butchers, baker = bakery). Role play these jobs and set up “shop” in classroom.</p> <p><b>Human and Physical Geography</b> Examine human features associated with shops – e.g. airports, docks, roads, markets, bridges, car parks which can in turn be linked to transport types (e.g. match aeroplanes to airports and note the characteristics of each vehicle).</p> <p><b>Geographical Skills and Fieldwork</b> Visit local shop – incorporating walking there (road safety, following instructions) to purchase something (link to maths and money). <a href="https://www.hamilton-trust.org.uk/topics/unit/1326-shopping/">https://www.hamilton-trust.org.uk/topics/unit/1326-shopping/</a></p>	<p><u>Stories and Rhymes</u></p> <p><b>Place Knowledge</b> Role Play corner in the classroom linked to different stories (see below) or themed around a different place each week, with associated items of interest.</p> <p><b>Human and Physical Geography</b> Using “What the Ladybird Heard” by Julia Donaldson, examine animal sounds, habitats and offspring – linked to physical geography.  Link “We’re Going on a Bear Hunt” to habitats.  Link “The Gruffalo” to animals.</p> <p><b>Geographical Skills and Fieldwork</b> Visit Gruffalo trail in Wyre Forest.  Follow a map to find the Gruffalo Statues.</p>	<p><u>People and Places</u></p> <p><b>Locational Knowledge</b> Learn the continents of the world and the countries of the UK.  Link to flags, key characteristics of each country/region, language, food, famous people and music.</p> <p><b>Place Knowledge</b> Case study of a country of choice (good examples include USA, any of the countries of the UK, India, China). Learn key concepts (see above).</p> <p><b>Geographical Skills and Fieldwork</b> Look at maps, pictures and satellite shots of different parts of the world.  Locate countries on a map and continents (use jigsaws to help fit these together in the context of the world itself).  <a href="https://www.hamilton-trust.org.uk/topics/reception-topics/move/">https://www.hamilton-trust.org.uk/topics/reception-topics/move/</a></p>	<p><u>Farm</u></p> <p><b>Place Knowledge</b> Compare and contrast rural Kenya with the UK using case study from Hamilton Trust (see below)</p> <p><b>Human and Physical Geography</b> Learn types of animal and match babies to their parents/play sound games and learn the sounds farm animals make.  Learn the animals that live on a farm, why they are kept and sort farm/zoo animals.  Learn the equipment and vehicles used on farms, alongside their uses.</p> <p><b>Geographical Skills and Fieldwork</b> Visit to a local farm/petting zoo to experience animals first-hand.  Role play being a farmer – provide dressing up equipment and related toys for children to experience. Provide access to toy farm animals to encourage their interest.  <a href="https://www.hamilton-trust.org.uk/topics/unit/1331-city-mouse-and-country-mouse-learn-about-the-country/">https://www.hamilton-trust.org.uk/topics/unit/1331-city-mouse-and-country-mouse-learn-about-the-country/</a></p>	<p><u>Minibeasts</u></p> <p><b>Place Knowledge</b> Learning about insect habitats (trees, bushes, under rocks).  Contrasting case study of minibeasts from the UK with a tropical region (Brazilian Rainforest for example)</p> <p><b>Human and Physical Geography</b> Case study of bees – learn how humans have learned to keep colonies of bees for their honey. Taste test honey.</p> <p><b>Geographical Skills and Fieldwork</b> Exploring the school grounds for insects – using their investigative skills to look under rocks, in bushes, notice spider webs and other evidence of minibeasts.  Link to English with “Mad About Minibeasts!” key text.  The Very Hungry Caterpillar is another option.</p>



# Cherry Trees Geography Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Red</b>	<p>All about me</p> <p><b>Human and Physical Geography</b> Seasonal change Features of Autumn</p> <p>Observing changes to trees, animals etc</p> <p><b>Geographical Skills and Fieldwork</b> Study maps of the local area and identify key locations such as Cherry Trees School.</p> <p>Use Google Maps to find their own house and street view to take a "virtual tour" showing peers some of their locality.</p> <p>Wombourne: community visits on bus to explore the village and key landmarks, identifying the purposes of different buildings / places</p> <p>Plan routes around the school.</p> <p>Scavenger hunt of classrooms/rooms around school (can you find the swimming pool, office, headteacher's office, library etc).</p> <p>Directional language skill development, following and giving instructions to navigate around school.</p>	<p><u>Autumn Explorers/ Winter Warmers</u></p> <p><b>Locational Knowledge</b> Label the continents and oceans of the world using maps.</p> <p><b>Place Knowledge</b> Case Study of North and South Poles – location on a map, animals that live there, indigenous people</p> <p><b>Human and Physical Geography</b> Identify features of cold places and the animals that live there. What do we wear when it is cold? Examining physical features of polar regions.</p> <p><b>Geographical Skills and Fieldwork</b> Map reading skills – locating countries related to selection of explorers.</p> <p>Plan and carry out an expedition of the school grounds.</p> <p>Follow journeys using maps, learn compass directions, look at aerial pictures and maps of the school. <a href="https://www.hamilton-trust.org.uk/topics/key-stage-1-1-topics/famous-more-five-minutes/explorers/">https://www.hamilton-trust.org.uk/topics/key-stage-1-1-topics/famous-more-five-minutes/explorers/</a></p>	<p><u>To Infinity and Beyond</u></p> <p><b>Locational Knowledge</b> Learn the planets of the solar system (link to science).</p> <p><b>Place Knowledge</b> How do we travel to different places? Linking transport types to surfaces / routes (trains on train track, cars and buses on roads, boats on water etc.)</p> <p>Transport survey – observe transport types outside school gates.</p> <p><b>Human and Physical Geography</b> Look at pictures taken from space – identify local landmarks from space (school, their house).</p> <p><b>Geographical Skills and Fieldwork</b> Visit Thinktank or National Space Museum in Leicester.</p>	<p><u>Knight Fever</u></p> <p><b>Locational Knowledge</b> Find castles on google maps.</p> <p><b>Place Knowledge</b> What other features of Dudley and surrounding area can they see? Case study of Wales and castles found there.</p> <p><b>Human and Physical Geography</b> Look at natural features such as hills – common place for castles to be built due to their view and fact they provide a defensive advantage.</p> <p><b>Geographical Skills and Fieldwork</b> Visit to Dudley Castle. Visit to a Welsh castle.</p>	<p><u>Pirates</u></p> <p><b>Locational Knowledge</b> Learning the names and locations of the 5 major oceans and locating these using maps.</p> <p><b>Human and Physical Geography</b> Learn coastal features by looking at pictures, videos and maps. Case study of a coastal town and its links to pirates (Bristol, Newport in Wales).</p> <p><b>Geographical Skills and Fieldwork</b> Learning to use compasses to follow directions (4/8 point compasses). Following pictorial map symbols Identifying familiar symbols in the environment Matching and comparing symbols and images Make and follow pirate maps. Learn 4/6 figure co-ordinates/grid references (link to maths). Directional language skills – scavenger hunts around school (bury some treasure and see if pupils can follow instructions to find it!). <a href="https://www.hamilton-trust.org.uk/topics/unit/1324-pirate-code/">https://www.hamilton-trust.org.uk/topics/unit/1324-pirate-code/</a></p>	<p><u>Summer Holidays</u></p> <p><b>Locational Knowledge</b> Locate the continents and oceans of the world.</p> <p><b>Human and Physical Geography</b> Identify features within rhymes Jack and Jill – hill Humpty Dumpty – wall Grand old duke of York – hill</p> <p>Prepositional vocabulary – top She sells seashells – sea, shore etc</p> <p>Coastal features: Human (piers, proms, hotels, arcades, Punch and Judy). Physical (beaches, seas, cliffs, rockpools). Look at transport types requires to visit holiday destinations – aeroplanes, cars, coaches, boats etc.</p> <p><b>Geographical Skills and Fieldwork</b> Visit the seaside. Plan a trip to the seaside and/or a foreign destination – map skills.</p>



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<b>Green</b>	<p><b>Frozen Planet</b></p> <p><b>Locational Knowledge</b> Locating the poles on a picture of the earth or globe.</p> <p><b>Place Knowledge</b> Compare and contrast Arctic and Antarctica.</p> <p><b>Human and Physical Geography</b> Identify daily changes in weather.</p> <p>Identify seasonal changes across a year.</p> <p>Explain some dangers of the weather.</p> <p>Locate hot and cold countries of the world.</p> <p>Learn how animals are adapted to polar environments.</p> <p><b>Geographical Skills and Fieldwork</b> Recognise weather symbols.</p> <p>Make simple observations about weather in the UK.</p> <p>Daily calendar, timetable, weather chart.</p> <p><a href="https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/weather-experts/cold-cold-cold/">https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/weather-experts/cold-cold-cold/</a></p>	<p><b>Journeys</b></p> <p><b>Locational Knowledge</b> Learn about and locate the 10 major rivers of the world on maps/globes.</p> <p><b>Human and Physical Geography</b> Learn about the water cycle and the formation and features of a river.</p> <p>Describe key features of river formation including mountains, tributaries, mouth of the sea.</p> <p><b>Geographical Skills and Fieldwork</b> Map work - using coordinates (link with maths)</p> <p>Use maps to plot the route of a river from formation to the sea.</p> <p>Planning journeys to different places local and far away.</p> <p>Planning and going on a bus journey Use google images</p> <p>Visit to River Severn in Bridgnorth.</p> <p><a href="https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/mountains-rivers-and-coasts/journey-river/">https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/mountains-rivers-and-coasts/journey-river/</a></p>	<p><b>Meet the artists</b></p> <p><b>Locational Knowledge</b> Locate Provence/France on a map or globe.</p> <p><b>Place Knowledge</b> Describe the geography of an area in France – compare it with their local area.</p> <p><b>Human and Physical Geography</b> Notice how Cezanne's local area has changed from his era to the modern day – note the local geographical features.</p> <p>Human – dams Physical – trees, ravines (see planning for more detail).</p> <p>Label various features and note their characteristics.</p> <p><b>Geographical Skills and Fieldwork</b> Daily calendar, timetable, weather chart.</p> <p>Introduce weather symbols from Autumn.</p> <p><a href="https://www.hamilton-trust.org.uk/topics/unit/2061-art-on-my-doorstep-paul-cezanne/">https://www.hamilton-trust.org.uk/topics/unit/2061-art-on-my-doorstep-paul-cezanne/</a> (links to art and computing)</p>	<p><b>Amazing Animals</b></p> <p><b>Locational Knowledge</b> Animals from around the world – locate continents, countries and oceans using maps and globes.</p> <p><b>Place Knowledge</b> Look in-depth at selection of key habitats – rainforest, polar, ocean and desert.</p> <p><b>Human and Physical Geography</b> Farming – learn how animals are farmed (dairy, for fur, for meat, for tourist attractions) and look at how they are adapted for these purposes.</p> <p><b>Geographical Skills and Fieldwork</b> Placing animals in correct area on map (according to their habitat/origin).</p> <p>Daily calendar, timetable, weather chart.</p>	<p><b>Terrific Time Travellers</b></p> <p><b>Place Knowledge</b> Roman Empire-mapping</p> <p>Case study of the school grounds and building – comparing to old pictures/planning what the school will look like in the future.</p> <p><b>Human and Physical Geography</b> Identifying the human and physical geography of the local area surrounding the school – key locations could include the canal, woods, village centre.</p> <p><b>Geographical Skills and Fieldwork</b> Use observational skills to study the geography of the school.</p> <p>Use directional language and compass directions to describe the location of features and map routes.</p> <p>Looking at aerial photographs and Google Maps to study the school grounds.</p> <p><a href="https://www.hamilton-trust.org.uk/topics/unit/1284-time-machine/">https://www.hamilton-trust.org.uk/topics/unit/1284-time-machine/</a></p>	<p><b>Colour, Shimmer &amp; Shine</b></p> <p><b>Locational Knowledge</b> Flags from around the world – locate countries around the world using maps.</p> <p><b>Place Knowledge</b> Look in detail at Brazil and Rio De Janeiro – learn about the Rio Carnival and the geography of Rio.</p> <p><b>Human and Physical Geography</b> Look at human features of Rio – favellas and markets and the Statue of Christ the Redeemer, alongside physical features such as mountains.</p> <p><b>Geographical Skills and Fieldwork</b> To use world maps, atlases and globes to identify the UK and its countries, as well as other countries, continents and oceans.</p> <p>Daily calendar, timetable, weather chart</p> <p>Continue use of weather symbols from Autumn.</p>



# Cherry Trees Geography Curriculum

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<b>Purple</b>	<p><u>Roald Dahl</u></p> <p><b>Locational Knowledge</b> Where was Dahl born, where did he live?  What did he do during his life?</p> <p><b>Place Knowledge</b> Case study of Cardiff (Dahl's birthplace) – local landmarks, features and prominence as capital of Wales.</p> <p><b>Geographical Skills and Fieldwork</b> Theatre trip (Matilda)  Roald Dahl Museum (Great Missenden)</p>	<p><u>We are Britain</u></p> <p><b>Locational Knowledge</b> Locate the nations, capital cities and major features of the UK using maps and atlases.</p> <p><b>Place Knowledge</b> Case studies of chosen locations (e.g. London, Edinburgh, Cardiff, Belfast or individual countries of the UK) or a local area (Wombourne for example).  Learn what makes each location unique - traditions, food, national anthems,</p> <p><b>Human and Physical Geography</b> Major human features such as landmarks in London.  Major physical features such as rivers and mountains.  Contrasting rural and urban areas to identify similarities and differences.</p> <p><b>Geographical Skills and Fieldwork</b> Map work – including finding locations, planning routes, gaining an understanding of where key locations are found, compass work, co-ordinates.  <a href="https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/comparing-people-and-places/local-area/">https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/comparing-people-and-places/local-area/</a></p>	<p><u>Victorians (local Study)</u></p> <p><b>Locational Knowledge</b> Use maps to locate the Black Country, key locations (Wolverhampton, Walsall, West Bromwich etc.) and their importance during the Victorian era.</p> <p><b>Place Knowledge</b> Learn some Black Country sayings, traditional food (grey peas and bacon, faggots, battered chips) and study some key locations and their prominence during the Victorian era.</p> <p><b>Human and Physical Geography</b> Look at some famous human geographical features of the Victorian era – Wightwick Manor.</p> <p><b>Geographical Skills and Fieldwork</b> Black Country Museum visit.  Blists Hill visit.  Wightwick Manor visit.</p>	<p><u>Scientists &amp; Inventors</u></p> <p><b>Locational Knowledge</b> Locate the countries where famous scientists and inventors came from (using maps and atlases).</p> <p><b>Place Knowledge</b> Study the places where famous scientists and inventors come from.</p> <p><b>Human and Physical Geography</b> Identifying human geographical features of famous inventors (bridges, churches, skyscrapers etc.)</p> <p><b>Geographical Skills and Fieldwork</b>  NOTE – this topic is lighter on geographical elements – see History document for more detail.</p>	<p><u>Superheroes</u></p> <p><b>Locational Knowledge</b> Mapping the birthplaces of famous people – try to choose from a variety of continents (Africa – Mandela; North America – Elvis, JFK, Lincoln, Washington; Europe – Shakespeare, Einstein, Napoleon) Other choices available – teacher discretion.</p> <p><b>Place Knowledge</b> Extend understanding by studying a particular country associated with a famous person – culture, landmarks, food, famous people, unique geography.</p> <p><b>Human and Physical Geography</b> Environments Locating different environments on map.  Human and physical features of countries associated with famous people.</p> <p><b>Geographical Skills and Fieldwork</b> Map reading.  Compass directions and use of compasses.  Co-ordinates.  Using Google Maps and Google Earth to study different locations.  Planning routes using maps.</p>	<p><u>What Do You Sea?</u></p> <p><b>Locational Knowledge</b> 5 major oceans and their location using maps and atlases.</p> <p><b>Place Knowledge</b> Case study of a coastal region (UK based) – e.g. follow the route of the River Severn.</p> <p><b>Human and Physical Geography</b> The effect of rivers and seas on the surrounding landscape.  Physical features: rivers, oceans, mouth of the sea, estuary, tributaries, beaches, coastline etc.  Human features: river and sea based tourism and associated development.  Uses of seas and oceans Food Fuel Tourism Pollution</p> <p><b>Geographical Skills and Fieldwork</b> Learn about protecting the coastline and produce posters/leaflets to raise awareness of coastal erosion.  <a href="https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/earth-matters/water-cycle-rivers-and-coasts/">https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/earth-matters/water-cycle-rivers-and-coasts/</a></p>



# Geography

## Curriculum: Year B



# Cherry Trees Geography Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Red</b>	<p><u>Changes in Living Memory</u></p> <p>This topic is a history-based one.</p> <p>Please see History Overview for details.</p>	<p><u>Beyond living memory</u></p> <p>This topic is a history-based one.</p> <p>Please see History Overview for details.</p>	<p><u>Carnival Animals</u></p> <p><b>Locational Knowledge</b> Name and locate the world's 7 continents and 5 oceans.</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>Human and Physical Geography</b> Use basic geographical vocabulary to refer to key physical features – vegetation, season, weather.</p> <p><b>Geographical Skills and Fieldwork</b> Use world maps, atlases and globes to identify countries, continents and oceans.</p> <p><a href="https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/carnival-animals/mammals/">https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/carnival-animals/mammals/</a></p>	<p><u>Weather Experts</u></p> <p><b>Locational Knowledge</b> Locate continents, countries and oceans using maps and atlases.</p> <p><b>Place Knowledge</b> Compare the weather/climate found in 5 different climate zones – Polar, tropical, arid, equatorial and Mediterranean.</p> <p>Different climate zone each week.</p> <p><b>Geographical Skills and Fieldwork</b> Weather discussions and observations about seasonal weather.</p> <p>Use of Purple Mash/ Espresso.</p> <p>Field work exploring local environment in different weather conditions</p> <p>Notice weather patterns and trends in different climate types.</p> <p>Daily weather observations in morning routine.</p> <p><a href="https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/weather-experts/climate-around-world/">https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/weather-experts/climate-around-world/</a></p>	<p><u>Local Area</u></p> <p><b>Locational Knowledge</b> Locate Wombourne and Cherry Trees on maps and atlases. Use Google Maps to look at aerial pictures and street-level images of the immediate area.</p> <p><b>Place Knowledge</b> Gain an understanding of Wombourne and the grounds of Cherry Trees/surrounding area – key landmarks.</p> <p><b>Human and Physical Geography</b> Notice key human and physical geographical features of the school and surrounding area.</p> <p><b>Geographical Skills and Fieldwork</b> Children to explore directions – use of directional language, BeeBots, compass directions etc.</p> <p>Maps – Children to navigate and draw their own maps to get to 'landmarks' around the school.</p> <p>Explore the school grounds to gain a full understanding of the layout of the school.</p> <p>If possible, go for a walk(s) around the local area to gain a better understanding of the local surroundings.</p> <p><a href="https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area/our-school/">https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area/our-school/</a></p>	<p><u>Ocean and Sea</u></p> <p><b>Locational Knowledge</b> Oceans around the world – identifying and naming.</p> <p><b>Place Knowledge</b> Case study of a major ocean (Atlantic, Pacific etc).</p> <p><b>Human and Physical Geography</b> Habitats – link oceans to their inhabitants.</p> <p>Identify key features of oceans.</p> <p><b>Geographical Skills and Fieldwork</b> Identifying the different land and ocean masses on maps, atlases and globes.</p> <p>Link to art – the works of J.M.W. Turner.</p> <p><a href="https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/oceans-and-seas/oceans-and-seas-world/">https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/oceans-and-seas/oceans-and-seas-world/</a></p>



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<b>Green</b>	<p><u>Happy Healthy Me</u></p> <p><b>Place Knowledge</b> My local area – key locations and landmarks of the local area (either Wombourne or their hometown if different).</p> <p><b>Geographical Skills and Fieldwork</b> Where I live in the world – find their house on Google Maps, write down and remember address of where they live, plan a route from school to home.</p> <p>Please see History Overview for additional teaching ideas.</p>	<p><u>Victorian Wonderland</u></p> <p>This topic is a history-based one.</p> <p>Please see History Overview for details.</p>	<p><u>Let it Grow</u></p> <p><b>Locational Knowledge</b> Locate food from around the world – match food to countries and locate countries using maps.</p> <p><b>Place Knowledge</b> Where do we get our fruit and vegetables from – identify which food is grown in which country.</p> <p>Study different types of farms – arable (crop-based), pastoral (animal-based inc. meat, fur and dairy) and mixed.</p> <p><b>Human and Physical Geography</b> Describe features of the local area and physical features in paintings; note how places change over time.</p> <p><b>Geographical Skills and Fieldwork</b> Look at labels and map</p> <p>Observe weather and learn how climate affects what can be grown in a particular location.</p> <p>Visit farm shops, supermarkets or greengrocers.</p> <p>Plant own vegetables – link to science and DT/cookery by learning parts of plant/required conditions for growth.</p> <p>Make meals using selection of food.</p> <p><a href="https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area/gardens/">https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area/gardens/</a></p>	<p><u>Chocoholics</u></p> <p><b>Locational Knowledge</b> Maps and flags of South America with a focus on Brazil and/or Equador.</p> <p><b>Place Knowledge</b> Case study of a chocolate growing region – how it is grown, how it is made - follow its route from bean to bar.</p> <p>Where do we find Cocoa beans?</p> <p>Where does chocolate come from?</p> <p><b>Human and Physical Geography</b> Rainforest case study – layers of the rainforest, climate and animals.</p> <p>Conservation – deforestation and its effect upon the planet. Link to global warming.</p> <p><b>Geographical Skills and Fieldwork</b> Use maps to plan routes from cocoa plant to supermarket shelf.</p>	<p><u>The Great Outdoors</u></p> <p><b>Locational Knowledge</b> Identify the four countries and capital cities of the UK.</p> <p>Identify key features of the countries of the UK: use aerial view photographs and google images to study areas in depth.</p> <p><b>Place Knowledge</b> Local area case study – find Wombourne on a map, look at outdoor areas like Himley Plantation, Highgate Common, Himley Hall and plan a route there.</p> <p><b>Human and Physical Geography</b> Town and Countryside in the context of the UK.</p> <p>Study the differences between a rural and urban area – compare the human and physical features of both.</p> <p><b>Geographical Skills and Fieldwork</b> Welcome to the UK - locate the UK using a map.</p> <p>Plan routes around the local area using Google Maps, traditional maps, aerial photographs etc.</p> <p>Visit Himley Plantation, walk to the park, walk along the canal.</p>	<p><u>The Big Top</u></p> <p><b>Locational Knowledge</b> Locate Paris and London using maps and atlases.</p> <p><b>Place Knowledge</b> Make connections between circus animals and their original habitats and countries of origin (link elephants to Africa/India, lions to Africa, tigers to Asia etc.)</p> <p>Case studies of Paris and London (major cities that Philip Astley founded early examples of the modern circus).</p> <p>Please see History Overview for additional teaching ideas.</p>





# Cherry Trees Geography Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Purple</b>	<p><u>Egyptians</u></p> <p><b>Locational Knowledge</b> Where in the world is Egypt? Location of key features: River Nile, Pyramids, Cairo. Which continent is Egypt on? What sea is next to Egypt?</p> <p><b>Place Knowledge</b> Case study of River Nile - <a href="https://www.hamilton-trust.org.uk/topics/unit/2096-rivers-for-life/">https://www.hamilton-trust.org.uk/topics/unit/2096-rivers-for-life/</a></p> <p><b>Human and Physical Geography</b> Learn key aspects of physical geography (rivers, vegetation belts) and human geography (settlement, land use and distribution of water) in relation to River Nile.</p> <p><b>Geographical Skills and Fieldwork</b> Map reading – locating Egypt and different parts of the country.</p>	<p><u>World War 1 and 2</u></p> <p><b>Locational Knowledge</b> Identifying countries, continents and oceans using maps – related to key locations from World War 1 and 2.</p> <p><b>Place Knowledge</b> Case studies of Normandy (WW2) and Belgium (WW1).  Name and locate counties and cities of the UK.</p> <p><b>Human and Physical Geography</b> Learn key human and physical geographical characteristics of regions of the UK</p> <p><b>Geographical Skills and Fieldwork</b> Map skills – battlefields and key areas of conflict (Europe, Africa, Pacific).  <a href="https://www.hamilton-trust.org.uk/topics/unit/2350-britain-declares-war/">https://www.hamilton-trust.org.uk/topics/unit/2350-britain-declares-war/</a></p>	<p><u>Famous for more than 5 minutes</u></p> <p><b>Locational Knowledge</b> Christopher Columbus, Tim Peake and Neil Armstrong.  Where were they born?  Where did they live?</p> <p>Locating countries and continents using maps.</p> <p><b>Place Knowledge</b> Case study of the geography of the local area (what makes it unique) and the Caribbean.</p> <p><b>Human and Physical Geography</b> Study the human and physical geography of the local area and the Caribbean to compare.</p> <p><b>Geographical Skills and Fieldwork</b> Map skills.  Co-ordinates - 2/4/6 figure.  Use of compass - 4/8/16 points.  <a href="https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/famous-more-five-minutes/explorers/">https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/famous-more-five-minutes/explorers/</a></p>	<p><u>Geographical skills</u></p> <p><b>Locational Knowledge</b> Use atlases, maps and digital technology to find locations around the UK.</p> <p><b>Place Knowledge</b> Gather information about the school and surrounding local area.</p> <p><b>Human and Physical Geography</b> Use symbols and keys to identify and describe physical and human geographical features using maps.</p> <p><b>Geographical Skills and Fieldwork</b> Explore, learn and use grid references, map symbols, keys and compass directions.  Quizzes, games and challenges to develop map skills.  Develop map reading and topography skills to create a treasure map.  Sketch maps of the school and surrounding local area.  Research data on local land use and create a presentation to present this information.  <a href="https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/geographical-skills/building-skills-geography/">https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/geographical-skills/building-skills-geography/</a></p>	<p><u>Crime and punishment</u></p> <p>This topic is a history-based one.</p> <p>Please see History Overview for details.</p>	<p><u>Sports Tournaments</u></p> <p><b>Locational Knowledge</b> Where in the world is Greece?  Location of Key features: Capital City (Athens), Mount Olympus.  Which continent is Greece on?  Which sea / ocean is next to Greece?</p> <p><b>Place Knowledge</b> Case studies of Athens and Much Wenlock to compare their unique features.  Identifying Greece on map of world</p> <p><b>Human and Physical Geography</b> Comparing landscapes and places (Athens and Much Wenlock) in terms of physical and human geographical features.  Naming landforms (Mount Olympus especially important).</p>



# Geography

Whole-school coverage



## Cherry Trees Curriculum Thematic Overview (Cycle A)

<b>Classes</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Blue</b>	<u>Food</u>	<u>Shops</u>	<u>Stories and Rhymes</u>	<u>People and Place</u>	<u>Farm</u>	<u>Minibeasts</u>
<b>Red</b>	<u>All about me</u>	<u>Autumn Explorers/ Winter Warmers</u>	<u>To Infinity and Beyond</u>	<u>Knight Fever</u>	<u>Pirates</u>	<u>Summer Holidays</u>
<b>Orange</b>	<u>Africa</u>	<u>Celebrations</u>	<u>Once Upon a Time</u>	<u>Land Before Time</u>	<u>Starry Night</u>	<u>Under the Sea</u>
<b>Green</b>	<u>Frozen Planet</u>	<u>Journeys</u>	<u>Meet the artists</u>	<u>Amazing Animals</u>	<u>Terrific Time Travellers</u>	<u>Colour, Shimmer &amp; Shine</u>
<b>Yellow</b>	<u>Journeys (transport)</u>	<u>Polar Express</u>	<u>Magic Carpet Ride</u>	<u>Amazing Animals</u>	<u>Who Do You Think You Are?</u>	<u>We're All Going on a Summer Holiday</u>
<b>Purple</b>	<u>Roald Dahl</u>	<u>We are Britain</u>	<u>Victorians (local Study)</u>	<u>Scientists &amp; Inventors</u>	<u>Superheroes</u>	<u>What Do You Sea?</u>
<b>2022-23</b>		<b>2024-25</b>			<b>2026-27</b>	



## Cherry Trees Curriculum Thematic Overview (Cycle B)

Classes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Blue</b>	<u>All About Me</u>	<u>Shape and Colour</u>	<u>Pets</u>	<u>Growing</u>	<u>Transport</u>	<u>Holidays</u>
<b>Red</b>	<u>Changes in Living Memory</u>	<u>Beyond living memory</u>	<u>Carnival Animals</u>	<u>Weather Experts</u>	<u>Local Area</u>	<u>Ocean and Sea</u>
<b>Orange</b>	<u>Growing Up</u>	<u>Planes, Trains and Automobiles</u>	<u>We're Going to the Zoo</u>	<u>Do You Believe in Magic?</u>	<u>Teddy Bears Picnic</u>	<u>Fun in the Sun</u>
<b>Green</b>	<u>Happy Healthy Me</u>	<u>Victorian Wonderland</u>	<u>Let it Grow</u>	<u>Chocoholics</u>	<u>The Great Outdoors</u>	<u>The Big Top</u>
<b>Yellow</b>	<u>Witches and Wizards</u>	<u>Festivals of Light</u>	<u>The Circus is Coming</u>	<u>How Does Your Garden Grow?</u>	<u>A Pirate Life For Me!</u>	<u>Food Glorious Food</u>
<b>Purple</b>	<u>Egyptians</u>	<u>World War 1 and 2</u>	<u>Famous for more than 5 minutes</u>	<u>Geographical skills</u>	<u>Crime and punishment</u>	<u>Sports Tournaments</u>
2021-22		2023-24			2025-26	