

**St Mary's Catholic First School**

Learning in years 3 and 4	Learning developed in St Osmund's
<ul style="list-style-type: none"> <li>✓ <b>Skills</b> - Use and interpret maps at a range of scales, globes and atlases, identify where countries are in UK, use 4 figure grid references, 8 points of a compass, make plans and maps using symbols and keys. Focus on Europe</li> <li>✓ <b>Russia</b> - Tundra biome (to be added)</li> <li>✓ Why is America important? Human features</li> <li>✓ <b>India</b> - Tourism in modern day India, climate studies (link to biomes) and a comparative study of India and the UK</li> <li>✓ <b>Settlements</b> and changes to Weymouth (not tourism)</li> <li>✓ A comparative study of Greece and the UK</li> <li>✓ <b>Fieldwork</b> - Residential trip focussing on weather and climate in the UK</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develops through all years - direction, use of grid references, atlas work, variety of maps including political, physical, relief, land use, population density, natural hazards and resources, use of OS maps, overlay maps, relief, symbols, photo analysis, field sketching, data presentation, data interpretation, fieldwork, GIS - Dorset explorer</li> <li>✓ Investigations of Brazil, Greece, China, India and the Middle East. Human and physical geography.</li> <li>✓ Tourism in Dorset, the Alps and Greece. Investigation of India and its development. Africa - climate zones and biomes</li> <li>✓ Year 6 site and settlement</li> <li>✓ Greece Opal! - Physical and Human features (map skills, environmental and social impact of tourism,)</li> </ul>

**St Mary's Charminster First School Years 3 and 4 (rolling timetable)**

Learning in years 3 and 4	Learning developed in St Osmund's
<ul style="list-style-type: none"> <li>✓ Location and structure of the <b>world's rainforests</b> with a focus on South America (biomes and climate zone)</li> <li>✓ Study of <b>South America</b> - food and farming and Fairtrade</li> <li>✓ <b>Topical study</b> - Natural disasters, Water Aid</li> <li>✓ <b>Settlement</b> - sites for early settlement and local settlement changes in Charminster (function and impact)</li> <li>✓ <b>Weather, the water cycle and rivers</b> - focus on the UK weather and rivers</li> <li>✓ <b>Coastal study</b> - Coastal erosion and mass movement - trip to Lulworth Cove</li> <li>✓ <b>Skills</b> - World mapping, Europe, direction, atlas work, physical and human features, GIS - Google Earth</li> <li>✓ <b>Location work</b> - North America, South America and the Caribbean (to be added)</li> <li>✓ <b>Russia</b> - Tundra biome (to be added)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Year 5 Brazil and the Amazon rainforest (exploitation of) and year 7 Africa</li> <li>✓ Year 6 'Our fragile World' and development issues in Africa</li> <li>✓ Develops in year 6 'Why do we live where we do?'</li> <li>✓ Year 8 'water on the land' and 'will the weather beat us?'</li> <li>✓ Year 7 - erosional and depositional processes with a fieldwork trip to Lulworth cove and Durdle Door including the impact of tourism.</li> <li>✓ Develops through all years - direction, use of grid references, atlas work, variety of maps including political, physical, relief, land use, population density, natural hazards and resources, use of OS maps, overlay maps, relief, symbols, photo analysis, field sketching, data presentation, data interpretation, fieldwork, GIS - Dorset Explorer</li> </ul>

**Manor Park First School**

Learning in years 3 and 4

- ✓ **Skills** - compass points, atlas work, map symbols, world mapping
- ✓ **Coastal comparison study** - Comparing the Jurassic coast with the Cornish coast including processes of erosion - link to tourism
- ✓ **Japan** - 2020 Olympics (yearly topical studies)
- ✓ **Chocolate** - South America and Fairtrade
- ✓ **Location work** - North America, human and physical features (to be added)
- ✓ **Russia** - Tundra biome (to be added)

Learning developed in St Osmund's

- ✓ Develops through all years - direction, use of grid references, atlas work, variety of maps including political, physical, relief, land use, population density, natural hazards and resources, use of OS maps, overlay maps, relief, symbols, photo analysis, field sketching, data presentation, data interpretation, fieldwork, GIS - Dorset explorer
- ✓ Coastal Zone in year 8 - processes of erosion, deposition and transportation and coastal features. Fieldwork trip to Lulworth Cove and Durdle door
- ✓ Investigation of Brazil - development and sustainability

**First Schools Agreed key Vocabulary**

Human	Settlement	Environmental	Climate	Erosion	LIC
Physical	Site	Social	Weather	Resources	HIC
Land use	Function	Economic	Biome	Sustainable	MIC / NEE

5	<p align="center"><b>A Sense of Place</b></p> <p>Map skills unit; locating the continents, some countries in Europe, countries in the UK, lines of latitude and longitude, 4 and 6 figure grid references, map symbols, direction, relief and OS map work</p> <p align="center"><b>Writing task</b> - Where do I live?</p> <p align="center"><u>Assessment</u>: Skills Test</p>	<p align="center"><b>Brazil</b></p> <p>Investigating Brazil: location of Brazil, physical and human features, land use, biomes, population density, cause and effect of climate change,</p> <p align="center"><b>Case Study</b>: Rio De Janeiro, Rocinha and sustainability</p> <p align="center"><u>Assessment</u>: Test to include the future of Rocinha</p>
6	<p align="center"><b>Why do we live where we do?</b></p> <p>Site and Settlement hierarchy, land use patterns: LIC and MIC / NEE, settlement patterns, settlement change, economic development and demographic data relating to Dorchester. Use of Dorset Explorer GIS</p> <p><b>Case study</b>: Future development in Dorchester and surrounding villages. Link to climate change - expanding floodplains of the River Frome</p> <p><b>Fieldwork</b>: Walk around Dorchester's development sites</p> <p><u>Assessment</u>: Test to include the future development of Dorchester</p>	<p align="center"><b>Our Fragile World</b></p> <p>Location of mountains and ranges (global - national), mountain features, types of mountains, plate tectonics, mountain activities (linking of physical and human geography), impact of tourism, tourism data presentation and interpretation, future sustainability, impact of climate change</p> <p align="center"><b>Case study</b>: The Alps (climate and tourism)</p> <p align="center"><u>Assessment</u>: Test to include impact of tourism</p>

7	<p><b>Weather and Climate</b> UK and global differences in weather and climate. High and low pressure systems.</p> <p><u>Assessment:</u> Test</p>	<p><b>Africa</b> Physical and human features and development issues, location of countries, lines of latitude biomes, <b>Hadley Cell</b>. Climate data presentation and interpretation, overlay map skill of the world's biomes. Links made to climate change throughout. LQ: Why does Africa have both deserts and rainforests? <u>Assessment:</u> Test to include why does Africa have both deserts and rainforests?</p>	<p><b>Old and New: Middle East</b> Physical and Human features 3 main biomes and climate zones, interpreting climate graphs, development - resources and how oil is and will increasingly link us to the ME, sustainability issues, links to climate change <b>Case Study:</b> Dubai 'Is Dubai sustainable?' analysis of social, economic and environmental sustainability <u>Assessment:</u> Test to include Dubai sustainability</p>	<p><b>Coastal Zone</b> Erosional and depositional features, wave types, prevailing winds, link to climate change - greater number and size of storms, greater need for coastal management. Hard and soft engineering techniques.</p> <p><b>Fieldwork Trip:</b> Lulworth Cove and Durdle Door Physical and human geography of the area reflected in the data collection methods <u>Assessment:</u> Test to include coastal management</p>	
8	<p><b>Water on the Land</b> Rivers as part of a drainage basin, river processes, river features, cross profile, long profile, changes to the lower course as a result of climate change, challenges faced by urban planners <b>Fieldwork Trip and write-up:</b> River Frome: data collection, methodology, data presentation, interpretation and evaluation <u>Assessment:</u> Test to include data interpretation linked to the fieldwork trip</p>		<p><b>China</b> Human and physical features, development and social issues, industrialisation, communism, capitalism, democracy, population pressures, population pyramid interpretation and the DTM, climate change - a global power for good? <u>Assessment:</u> Test to include OCP</p>	<p><b>Will India win the race?</b> Human and physical features, economic development, social issues and comparison with China (2050), climate change and flooding - an increasing obstacle to future development, sustainability solutions? <u>Assessment:</u> Test including a comparison the future development of China and India</p>	<p><b>Resource Management / Climate Change</b> Link to China's renewable energy UK energy changing energy mix Russia / Ukraine</p>