

Geography								
Autumn – California			Spring – London			Summer Geographical Information System		
Fieldwork skills			Fieldwork skills			Fieldwork skills		
Locational Knowledge Using maps to locate the world's countries, using maps to focus on North and South America Concentrating on their environmental regions Human and physical geography Using maps, atlases and computer mapping to locate and describe features studied Describe and understand key aspects of physical geography Types of settlement and land use, economic activity including trade links, and the distribution of natural Resources including energy, food, minerals and water Describe and understand types of settlement, land use, economic activity Describe and understand key aspects of: earthquakes and volcanoes			Locational Knowledge Using maps to focus on Europe Using maps, atlases and computer mapping to locate and describe features studied. Human and physical geography - describe and understand key physical aspects of The Thames Estuary describe and understand key human aspects relating to settlement, land use and economic activity describe and understand key aspects of tourism describe and understand key aspects of rivers			Locational Knowledge: Using photographs to explore the school grounds Using emotion charts / thinking webs to consider likes and dislikes in the school grounds Conduct fieldwork to collect data / record on paper maps and survey sheets Using paper maps to suggest places for study Making sense of our data – using GIS to communicate findings and display / explain patterns. Describe any spatial patterns of happy / sad memories What conclusions can be made? Does everyone feel the same about areas in / around the school? Complete a reflection triangle for pupils to reflect on how they learnt? http://resources.hwb.wales.gov.uk/VTC/2008-09/geography/gis/index.html		
Final Outcome			Final Outcome			Final Outcome		
Use ICT to create a promotional film/ brochure/ information leaflet/ presentation about California								
Week 1	2	3	Week 1	2	3	Week 1	2	3
To locate and describe California by using maps and atlases. To begin to understand the weather and climate in this region. Where is California? How is a region defined and where is the California region? How does the weather affect this region?	To begin to have an understanding of the diverse landscape of California. To use geographical vocabulary to describe the environmental regions of California. Which physical terms can be used to describe California?	To begin to have an understanding of the importance of crops and farm animals in the Central Valley. To begin to understand the causes and consequences of water shortages in the Central Valley. to understand economic activity in the Central Valley and importance of trade links. What is human geography? What is the importance of agriculture to California's economy?	To locate and describe The Thames Estuary region, its physical features and main settlements by using maps and atlases. Where is London? How is a region defined and where is The Thames Estuary region? How can we find out about the main types of landscape found in this region	To identify key physical geographical features of and understand the nature of The Thames Estuary. What is physical geography? Which physical geographical terms describe The Thames Estuary region? What do we know about climate, rock types, landscapes, soils and rivers in this region?	To investigate land use and the types of rural settlements. How different is the capital city, London, to other settlements in the region? What types of farms and farming occurs in the region? Which human geographical features and vocabulary best describes the region?	To take photographs of the school grounds. Use emotion charts / thinking webs to consider the likes and dislikes of areas within the school grounds. What areas of the school do you like? Why do you like these areas? What areas of the school do you dislike? Why do you dislike these areas?	Conduct fieldwork to collect data / record on paper maps and survey sheets. Where does pupil traffic build up and cause problems? Where are the litter black spots?	What conclusions can be made? Does everyone feel the same about areas in / around the school? Could there be alternative routes at the end of assembly? At the end of playtime / lunchtime? Does the school need extra litter / recycling bins? Where should they be located based on the data we have collected?
4	5	6	4	5	6	4	5	6
To begin to have an understanding of the urban geography of Los Angeles and San Francisco. to identify their location, characteristics and most significant human features. to understand the complex grid system of Los Angeles. What is human geography? What is it like to live in large and wide spread cities?	To begin to understand the geological instability (earthquakes and volcanoes) of California. What makes California such a geologically unstable area? Where are the Californian volcanoes? How does California cope with its frequent earthquakes?		To find out why people visit London and the benefits of tourism to the area. Why is London such a popular tourist resort? What do people like to see and do in this region? What attracts people to the region?	To understand the importance and significance of the River Thames. What is the length of the River Thames? Where is the source of the river? Where is the mouth? How many bridges cross the river in London?		Making sense of our data – using GIS to communicate findings and display / explain patterns. How could we display the data / findings? What conclusions can be made? Does everyone feel the same about areas in / around the school?	Complete a reflection triangle for pupils to reflect on how they learnt. What have you learnt? Have your feelings changed about areas of the school?	Proposals. What can we do, on a budget, to improve the areas, based on our findings? How can we present a persuasive proposal? Who do we need to present the proposal to? Formal / informal?