

PROJECT: *Food Glorious Food*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Human and physical geography</p> <ul style="list-style-type: none"> □ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Locational knowledge</p> <ul style="list-style-type: none"> □ name and locate the world's seven continents and five oceans 	<p>Research to discover where food comes from</p> <p>Tasting food from different continents</p> <p>Links with local farms - cook in a farm kitchen</p> <p>Philomon and Kalumi - ask about food and farming there</p> <p>'Our Africa' website</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Set up a healthy tuck shop - produce labelled with food miles travelled</p>	

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PROJECT: *Wales*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Locational knowledge □ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and physical geography use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Geographical skills and fieldwork □ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage □ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Trip to Wales - compare with WsM - look at one coastline from the other</p> <p>Brecon beacon - Sleeping Giant</p> <p>Visit Tourist Information Centre</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Planned journey - distance, time, route Report on as a holiday location - include landscape features and man-made attractions Photo-walk Make own brochure promoting Wales - persuasive writing</p>	

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PROJECT: *Voyage into the unknown*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
NA	
POSSIBLE OUTCOMES	EVALUATION

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PROJECT: *You can make a difference*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Locational knowledge</p> <p>□ name and locate counties and cities of the United Kingdom, 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>Place knowledge</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>Geographical skills and fieldwork</p> <p>□ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>□ 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>Geography</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>Focus on local area of natural beauty or importance</p> <p>Visit the woods, Uphill quarry</p> <p>Imagine it's endangered!</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Awareness campaign</p> <p>Badge campaign -slogan</p> <p>Persuasive public speaking</p> <p>Display, exhibition</p>	

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PROJECT: *Invaders and Settlers*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> □ the water cycle <p>Locational knowledge</p> <ul style="list-style-type: none"> □ name and locate counties and cities of the United Kingdom, 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 □ 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>Where did they come from? How did they get her? (Island) Place name origins Museum visits</p>
POSSIBLE OUTCOMES	EVALUATION

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PROJECT: *Lights, camera, action!*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
NA	
POSSIBLE OUTCOMES	EVALUATION

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PROJECT: *The wide, wide world*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Place knowledge <input type="checkbox"/> understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p> <p>Geographical skills and fieldwork <input type="checkbox"/> 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>Locational knowledge <input type="checkbox"/> 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>Human and physical geography <input type="checkbox"/> describe and understand key aspects of: <input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</p>	<p>Trade, shipping routes Ethical trading, fair-trade Skype another country Slave trade routes</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Annotated maps</p>	

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PROJECT: *Ready, steady, cook!*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
NA	
POSSIBLE OUTCOMES	EVALUATION

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PROJECT: *On the right track*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Geographical skills and fieldwork</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>Maps of rail routes Trip on train Strawberry line visit Interviews Cartographers visit Be a tourist for the day</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Written recount - postcard home NC report - information leaflet</p>	

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PROJECT: *Land Ahoy*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Human and physical geography</p> <ul style="list-style-type: none"> □ identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles □ use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, sea, ocean, □ key human features, including: port, harbour <p>Place knowledge</p> <ul style="list-style-type: none"> □ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> □ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage □ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map □ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p>National treasures/Wonders of the World (Ancient and modern)</p> <p>Seaside, Uphill Boatyard, Chessell Beach, Lyme Regis</p> <p>Study remote places to live - Lighthouse close to a port (Weymouth)</p> <p>Sailing on The Matthew</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Travel plan, routes etc</p> <p>Treasure maps</p> <p>Directions to follow</p> <p>Orienteering games</p>	

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PROJECT: *Buildings*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Human and physical geography</p> <ul style="list-style-type: none"> □ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> □ 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>Look at local buildings and how they've been made (fieldwork)</p> <p>Changes to Bournville School - serial photographs</p> <p>Plans for the building</p> <p>Compare to Co-op schools - distances etc eg) Walliscote - not much land</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Photographs and descriptive captions</p> <p>Display - map of schools showing distances, descriptions, photos etc</p>	

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PROJECT: *If you go down to the woods today*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
NA	
POSSIBLE OUTCOMES	EVALUATION

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PROJECT: *Ancient Achievements*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Place knowledge</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 South America</p> <p>Geographical skills and fieldwork</p> <p>□ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Location of Mayan historical sites</p> <p>Location of Egypt, Nile, cities, Valley of Kings etc</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Annotated maps</p>	

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PROJECT: *Body Magic*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
NA	
POSSIBLE OUTCOMES	EVALUATION

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PROJECT: *You Choose!*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
POSSIBLE OUTCOMES	EVALUATION

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PROJECT: *Anglo Saxon England*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
NA	
POSSIBLE OUTCOMES	EVALUATION

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PROJECT: *Human Impact on Earth*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Locational knowledge</p> <ul style="list-style-type: none"> □ 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>Human and physical geography</p> <ul style="list-style-type: none"> □ describe and understand key aspects of: □ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> □ 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>Issues on a global scale:</p> <ul style="list-style-type: none"> Whatever is current eg) the Somerset floods Global warming Destruction of the rainforest Third world famine Ocean pollution Whaling
POSSIBLE OUTCOMES	EVALUATION
<ul style="list-style-type: none"> Fundraising event Awareness campaign Debate Poster/leaflet campaign Letter writing to authorities - persuasive extended writing 	

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PROJECT: *A Journey Through Time*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Geographical skills and fieldwork</p> <p>□ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Locational knowledge</p> <p>□ name and locate counties and cities of the United Kingdom, 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>Timeline of Royal Houses</p> <p>Short study on Ancient Greeks (discrete)</p> <p>Locate royal residences, battle sites etc</p> <p>Lancaster, York, Germany - origins of Royal houses</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Annotated maps</p>	

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