

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	What's your favourite fairy-tale? We will be: Exploring the outside area of school, listening to sounds. Creating a map of the school area from a school walk. <i>I am curious about the world</i> <i>I can observe using fieldwork</i> <i>I can talk about my local area</i> <i>I can use maps</i>	What changes in our environment can you see? We will be: Exploring the outside area of school, looking for signs of seasonal change. Creating a map from a walk. <i>I can investigate places and patterns and I can make comparisons and connections</i> <i>I am curious about the world</i> <i>I can observe using fieldwork</i> <i>I can talk about my local area</i> <i>I can use maps</i>	What can you see through a telescope? Exploring space objects through Forest school. Using natural materials to make ice, telescopes and rockets.	If you were a fish, what fish would you be? We will be: Exploring the outside area of school, looking for signs of seasonal change. <i>I can investigate places and patterns and I can make comparisons and connections</i> <i>I am curious about the world</i> <i>I can observe using fieldwork</i> <i>I can talk about my local area</i>	How does your garden grow? We will be: Exploring the outside area of school, looking for signs of seasonal change. Describing the immediate local environment using maps Comparing temperatures in different countries. <i>I can investigate places and patterns and I can make comparisons and connections</i> <i>I am curious about the world</i> <i>I can talk about my local area</i> <i>I can observe, investigate, compare, contrast using data and fieldwork</i> <i>I can use maps</i>	Are you mad about animals? We will be: Describing the local environment Comparing temperature in different countries. <i>I can investigate places and patterns and I can make comparisons and connections</i> <i>I am curious about the world</i> <i>I can talk about my local area</i> <i>I can observe, investigate, compare, contrast using data and fieldwork</i>
Year 1	How have toys changed overtime?	How does the weather change over seasons? We will be: Researching and discussing weather in the UK throughout the seasons and identifying the changes in weather. Creating school maps. <i>I can understand and use geographical language</i> <i>I am curious about the world</i> <i>I can read and use maps</i>	Who is the oldest reigning monarch?	How is London different to where we live? We will be: <i>I can read and use maps, atlases and photographs</i> <i>I can talk about similarities and differences, based on observations and data.</i> <i>I can understand and use geographical language</i> <i>I can observe, investigate, compare and contrast using data and fieldwork</i>	What makes the seaside the seaside? We will be: <i>I can read and use maps.</i> <i>I can understand and use geographical language</i> <i>I am curious about the world</i> <i>I can talk about my local area, the United Kingdom and the world</i> <i>I can investigate places and patterns</i>	Who was Mary Anning and how did she change history? .

		<i>I can talk about my local area and the United Kingdom</i> <i>I can enquire, question, analyse and present</i> <i>I can observe, investigate, compare and contrast using data and fieldwork</i>		<i>I can talk about my local area and the United Kingdom</i> <i>I can enquire and question.</i> <i>I can investigate places and patterns and I can make comparisons and connections</i>		
Year 2	What does a Pirate need to reach the treasure? We will be: <i>I can understand and use geographical language</i> <i>I am curious about the world and the people who live within it</i> <i>I can talk about my local area, the United Kingdom and the world</i> <i>I can read and use maps, and atlases</i>	How did the fire change London?	How does the weather change the closer you get to the equator? We will be: <i>I can understand and use geographical language</i> <i>I can talk about similarities and differences, based on observations and data</i> <i>I can understand and use geographical language</i> <i>I can observe, investigate, compare, contrast and conclude using data and fieldwork</i> <i>I am curious about the world</i> <i>I can investigate places and patterns and I can make comparisons and connections</i> <i>I can enquire and, question,</i> <i>I can talk about my local area, the United Kingdom and the world</i> <i>I can read and use maps, globes, atlases and photographs</i>	Could The Titanic have been saved?	How has Andover changed? We will be: <i>I can talk about similarities and differences, based on observations and data</i> <i>I can understand and use geographical language</i> <i>I can observe, investigate, compare, contrast and conclude using data and fieldwork</i> <i>I am curious about the world and the people who live within it</i> <i>I can investigate places and patterns and I can make comparisons and connections</i> <i>I can make connections between the natural and human world</i> <i>I can talk about my local area</i> <i>I can use photographs</i>	How is Kingston different to Andover? We will be: <i>I can talk about similarities and differences, based on observations and data</i> <i>I can understand and use geographical language</i> <i>I can observe, investigate, compare, contrast and conclude using data and fieldwork</i> <i>I am curious about the world and the people who live within it</i> <i>I can investigate places and patterns and I can make comparisons and connections</i> <i>I can make connections between the natural and human world</i> <i>I can enquire, question, analyse and present</i> <i>I can talk about my local area, the United Kingdom and the world</i> <i>I can read and use maps, globes, atlases and photographs</i>

Year 3	Did it rock to live in Stone Age Britain?	When was life in Andover better? The Iron Age or Stone Age?	How extreme can Earth be? We will be: Investigating different natural disasters such as Earthquakes, volcanoes and tsunamis. We will be locating the most famous volcanoes on a world map before investigating why they and other natural disasters happen in specific places in the world. <i>I can understand and use geographical language</i> <i>I am curious about the world</i> <i>I can make connections between the natural and human world</i> <i>I can enquire, question, analyse and present</i> <i>I can read and use maps, globes, atlases and photographs</i>	Why should we save Earth's Rainforests? We will be: Locating the Hemispheres on a world map and the most common rainforest in the world. We will also be comparing the physical features of Brazil to England. <i>I can understand and use geographical language</i> <i>I can observe, investigate, compare, contrast and conclude using data and fieldwork</i> <i>I am curious about the world and the people who live within it</i> <i>I can investigate places and patterns and I can make comparisons and connections</i> <i>I can make connections between the natural and human world</i> <i>I can enquire, question, analyse and present</i> <i>I can read and use maps, globes, atlases and photographs</i>	Who were the Romans? What did they do for us?	Andover- How do we use our land? We will be: Investigating the human and physical features of Andover and exploring how the land around us is being used. We will compare the use of the land now to the past. <i>I can talk about similarities and differences, based on observations and data</i> <i>I can understand and use geographical language</i> <i>I can observe, investigate, compare, contrast and conclude using data and fieldwork</i> <i>I am curious about the world and the people who live within it</i> <i>I can investigate places and patterns and I can make comparisons and connections</i> <i>I can make connections between the natural and human world</i> <i>I can enquire, question, analyse and present</i> <i>I can talk about my local area, the United Kingdom and the world</i> <i>I can read and use maps, globes, atlases and photographs</i>
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Year 4	“Why do so many people settle in Megacities?” We will be: Using maps to identify and compare locations, growth, geographical features and human features including population of Megacities around the world. <i>I can talk about similarities and differences, based on observations and data</i> I can understand and use geographical language I can observe, investigate, compare, contrast and conclude using data and fieldwork I am curious about the world and the people who live within it I can investigate places and patterns and I can make comparisons and connections I can make connections between the natural and human world I can enquire, question, analyse and present I can talk about my local area, the United Kingdom and the world I can read and use maps, globes, atlases and photographs	“Were the Anglo Saxons the ruin of Britain?”	“Were the Vikings Raiders or Traders?”	“Where does the River Anton begin and end?” We will be: Using map skills to locate physical geography inside the UK including rivers, lakes and mountains. School trip to the River Anton. <i>I can talk about similarities and differences, based on observations and data</i> I can understand and use geographical language I can observe, investigate, compare, contrast and conclude using data and fieldwork I am curious about the world and the people who live within it I can investigate places and patterns and I can make comparisons and connections I can make connections between the natural and human world I can enquire, question, analyse and present I can talk about my local area, the United Kingdom and the world I can read and use maps, globes, atlases and photographs	“Was King Alfred really great?”	Is the Costa Brava a world away from our local area? We will be: Using maps and digital resources to compare Costa Brava with Andover. Using fieldwork to gather data in Andover. <i>I can talk about similarities and differences, based on observations and data</i> I can understand and use geographical language I can observe, investigate, compare, contrast and conclude using data and fieldwork I am curious about the world and the people who live within it I can investigate places and patterns and I can make comparisons and connections I can make connections between the natural and human world I can enquire, question, analyse and present I can talk about my local area, the United Kingdom and the world I can read and use maps, globes, atlases and photographs
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Year 5	What was the greatest achievement for each civilisation?	Where in Russia would you launch a space rocket? We will be: Exploring the physical landscape, climate and human geography of Eastern Europe and Russia, comparing northern areas to mid and southern locations as well as comparing them to the children's own local area. <i>I can talk about similarities and differences, based on observations and data</i> <i>I can understand and use geographical language</i> <i>I can observe, investigate, compare, contrast and conclude using data and fieldwork</i> <i>I am curious about the world and the people who live within it</i> <i>I can investigate places and patterns and I can make comparisons and connections</i> <i>I can make connections between the natural and human world</i> <i>I can enquire, question, analyse and present</i> <i>I can talk about my local area, the United Kingdom and the world</i>	What was everyday life for men, women and children in ancient Egypt?	Why does parliament run the country rather than the king?	Why would a refugee want to move to Andover? We will be: Looking at why a settlement needs and why people settle in an area. Then we explore renewable and non-renewable energy sources and the impact of food miles on the environment. <i>I can talk about similarities and differences, based on observations and data</i> <i>I can understand and use geographical language</i> <i>I can observe, investigate, compare, contrast and conclude using data and fieldwork</i> <i>I am curious about the world and the people who live within it</i> <i>I can investigate places and patterns and I can make comparisons and connections</i> <i>I can make connections between the natural and human world</i> <i>I can enquire, question, analyse and present</i> <i>I can talk about my local area, the United Kingdom and the world</i> <i>I can read and use maps, globes, atlases and photographs</i>	Are we protecting our British wildlife? We will be: Learning about map skills – identifying features using keys, reading a map using grid references and being able to give coordinates using the correct process. <i>I can talk about similarities and differences, based on observations and data</i> <i>I can understand and use geographical language</i> <i>I can observe, investigate, compare, contrast and conclude using data and fieldwork</i> <i>I am curious about the world and the people who live within it</i> <i>I can investigate places and patterns and I can make comparisons and connections</i> <i>I can make connections between the natural and human world</i> <i>I can enquire, question, analyse and present</i> <i>I can talk about my local area, the United Kingdom and the world</i> <i>I can read and use maps, globes, atlases and photographs</i>
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Year 6	Are there mountains in the UK? We will be: Identifying what a mountain is, finding out how mountains are created, finding out about tectonic plates, locating mountains in the world and the UK. <i>I can talk about similarities and differences, based on observations and data</i> <i>I can understand and use geographical language</i> <i>I can observe, investigate, compare, contrast and conclude using data and fieldwork</i> <i>I am curious about the world and the people who live within it</i> <i>I can investigate places and patterns and I can make comparisons and connections</i> <i>I can make connections between the natural and human world</i> <i>I can enquire, question, analyse and present</i>	Andover or the Canadian Wilderness – which biome would you choose? We will be: Locating Andover and the Canadian Wilderness, learning about the different biomes, identifying the biomes of Andover and the Canadian Wilderness <i>I can talk about similarities and differences, based on observations and data</i> <i>I can understand and use geographical language</i> <i>I can observe, investigate, compare, contrast and conclude using data and fieldwork</i> <i>I am curious about the world and the people who live within it</i> <i>I can investigate places and patterns and I can make comparisons and connections</i> <i>I can make connections between the natural and human world</i>	Why is the Mayan culture important?	Which countries grow cocoa and how do we get chocolate? We will be: Locating cocoa growing areas focussing on initially cocoa growing countries in Africa, learning about climate zones, <i>I can talk about similarities and differences, based on observations and data</i> <i>I can understand and use geographical language</i> <i>I can observe, investigate, compare, contrast and conclude using data and fieldwork</i> <i>I am curious about the world and the people who live within it</i> <i>I can investigate places and patterns and I can make comparisons and connections</i> <i>I can make connections between the natural and human world</i> <i>I can enquire, question, analyse and present</i>	How have the Ancient Greeks influenced the modern western world?	How have the Ancient Greeks influenced the modern western world?

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