

*Geography*



*Kapow  
Primary™*

National curriculum  
coverage – mixed-age

# Development matters across Kapow Primary's units - EYFS: Reception

<p>Development matters statements: Understanding the world Children in reception will be learning to:</p>	<p><a href="#"><u>Exploring maps</u></a></p>	<p><a href="#"><u>Outdoor adventures</u></a></p>	<p><a href="#"><u>Around the world</u></a></p>
Talk about members of their immediate family and community.			
Name and describe people who are familiar to them.			
Explore the natural world around them.	<p><a href="#"><u>✓Activity 4: Creating journey sticks</u></a></p>	<p><a href="#"><u>✓Activity 1: Nature catchers</u></a>  <a href="#"><u>✓Activity 2: Observational painting</u></a>  <a href="#"><u>✓Activity 3: Exploring the weather</u></a>  <a href="#"><u>✓Activity 4: Senses in nature</u></a>  <a href="#"><u>✓Activity 5: Exploring the seasons</u></a>  <a href="#"><u>✓Activity 6: Dress the teddy</u></a></p>	
Describe what they see, hear and feel whilst outside.	<p><a href="#"><u>✓Activity 4: Creating journey sticks</u></a></p>	<p><a href="#"><u>✓Activity 1: Nature catchers</u></a>  <a href="#"><u>✓Activity 2: Observational painting</u></a>  <a href="#"><u>✓Activity 3: Exploring the weather</u></a>  <a href="#"><u>✓Activity 4: Senses in nature</u></a>  <a href="#"><u>✓Activity 5: Exploring the seasons</u></a>  <a href="#"><u>✓Activity 6: Dress the teddy</u></a></p>	
Compare and contrast characters from stories, including figures from the past.			
Comment on images of familiar situations in the past.			
Understand that some places are special to members of their community.	<p><a href="#"><u>✓Activity 3: Let's build a map</u></a></p>		
Recognise some environments that are different from the one in which they live.	<p><a href="#"><u>✓Activity 1: Pirate map bingo</u></a></p>		<p><a href="#"><u>✓Activity 1: Home or away?</u></a>  <a href="#"><u>✓Activity 2: Bear's UK travels</u></a>  <a href="#"><u>✓Activity 3: City or countryside?</u></a>  <a href="#"><u>✓Activity 4: Exploring world landscapes</u></a>  <a href="#"><u>✓Activity 5: Desert explorers</u></a>  <a href="#"><u>✓Activity 6: Polar explorers</u></a></p>
Draw information from a simple map.	<p><a href="#"><u>✓Activity 1: Pirate map bingo</u></a>  <a href="#"><u>✓Activity 2: Our school from above</u></a>  <a href="#"><u>✓Activity 3: Let's build a map</u></a>  <a href="#"><u>✓Activity 4: Creating journey sticks</u></a>  <a href="#"><u>✓Activity 5: Investigating maps</u></a></p>		<p><a href="#"><u>✓Activity 1: Home or away?</u></a>  <a href="#"><u>✓Activity 2: Bear's UK travels</u></a></p>
Recognise some similarities and differences between life in this country and life in other countries.			<p><a href="#"><u>✓Activity 1: Home or away?</u></a>  <a href="#"><u>✓Activity 4: Exploring world landscapes</u></a>  <a href="#"><u>✓Activity 5: Desert explorers</u></a>  <a href="#"><u>✓Activity 6: Polar explorers</u></a></p>
Understand the effect of changing seasons on the natural world around them.		<p><a href="#"><u>✓Activity 3: Exploring the weather</u></a>  <a href="#"><u>✓Activity 4: Senses in nature</u></a>  <a href="#"><u>✓Activity 5: Exploring the seasons</u></a>  <a href="#"><u>✓Activity 6: Dress the teddy</u></a></p>	

# Early learning goals across Kapow Primary's units - EYFS: Reception

<p>Early learning goals</p> <p><b>Understanding the World: People, Culture and Communities</b></p> <p>Children at the expected level of development will:</p>	<p><u><a href="#">Exploring maps</a></u></p>	<p><u><a href="#">Outdoor adventures</a></u></p>	<p><u><a href="#">Around the world</a></u></p>
<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</p>	<p><u><a href="#">✓ Activity 2: Our school from above</a></u>  <u><a href="#">✓ Activity 4: Creating journey sticks</a></u></p>	<p><u><a href="#">✓ Activity 1: Nature catchers</a></u>  <u><a href="#">✓ Activity 2: Observational painting</a></u>  <u><a href="#">✓ Activity 3: Exploring the weather</a></u>  <u><a href="#">✓ Activity 4: Senses in nature</a></u>  <u><a href="#">✓ Activity 5: Exploring the seasons</a></u></p>	<p><u><a href="#">✓ Activity 1: Home or away?</a></u>  <u><a href="#">✓ Activity 2: Bear's UK travels</a></u>  <u><a href="#">✓ Activity 4: Exploring world landscapes</a></u></p>
<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>			<p><u><a href="#">✓ Activity 3: City or countryside?</a></u></p>
<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>			<p><u><a href="#">✓ Activity 4: Exploring world landscapes</a></u>  <u><a href="#">✓ Activity 5: Desert explorers</a></u>  <u><a href="#">✓ Activity 6: Polar explorers</a></u></p>
<p>Early learning goals</p> <p><b>Understanding the World: The Natural World</b></p> <p>Children at the expected level of development will:</p>	<p><u><a href="#">Exploring maps</a></u></p>	<p><u><a href="#">Outdoor adventures</a></u></p>	<p><u><a href="#">Around the world</a></u></p>
<p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p>	<p><u><a href="#">✓ Activity 4: Creating journey sticks</a></u></p>	<p><u><a href="#">✓ Activity 1: Nature catchers</a></u>  <u><a href="#">✓ Activity 2: Observational painting</a></u>  <u><a href="#">✓ Activity 3: Exploring the weather</a></u>  <u><a href="#">✓ Activity 4: Senses in nature</a></u>  <u><a href="#">✓ Activity 5: Exploring the seasons</a></u></p>	
<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p>			<p><u><a href="#">✓ Activity 1: Home or away?</a></u>  <u><a href="#">✓ Activity 2: Bear's UK travels</a></u>  <u><a href="#">✓ Activity 3: City or countryside?</a></u>  <u><a href="#">✓ Activity 5: Desert explorers</a></u>  <u><a href="#">✓ Activity 6: Polar explorers</a></u></p>
<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		<p><u><a href="#">✓ Activity 3: Exploring the weather</a></u>  <u><a href="#">✓ Activity 4: Senses in nature</a></u>  <u><a href="#">✓ Activity 5: Exploring the seasons</a></u>  <u><a href="#">✓ Activity 6: Dress the teddy</a></u></p>	

# National curriculum by Kapow Primary's strands and units

Key Stage 1 - National curriculum Geography content Pupils should be taught to:	Kapow Primary's Geography strands	Kapow Primary topics Key stage 1 - Year 1/2 Cycle A		
		<a href="#">What is it like here?</a>	<a href="#">What is the weather like in the UK?</a>	<a href="#">What can you see at the coast?</a>
name and locate the world's seven continents and five oceans	Locational knowledge			✓
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Locational knowledge		✓	✓
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	Place knowledge	Covered in Cycle B		
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Human and physical		✓	
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	Human and physical	✓		✓
use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Human and physical	✓		✓

# National curriculum by Kapow Primary's strands and units

Key Stage 1 - National curriculum Geography content  Pupils should be taught to:	Kapow Primary's Geography strands	Kapow Primary topics Key stage 1 - Year 1/2 Cycle A		
		<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What can you see at the coast?</u>
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	Geographical skills & fieldwork	✓	✓	✓
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	Geographical skills & fieldwork	✓	✓	✓
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	Geographical skills & fieldwork	✓		✓
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.	Geographical skills & fieldwork	✓	✓	✓

# National curriculum by Kapow Primary's strands and units

Key Stage 1 - National curriculum Geography content  Pupils should be taught to:	Kapow Primary's Geography strands	Kapow Primary topics Key stage 1 - Year 1/2 Cycle B		
		<u>Where am I?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>What is it like to live in Shanghai? -</u>
name and locate the world's seven continents and five oceans	Locational knowledge		✓	✓
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Locational knowledge	✓		
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	Place knowledge		✓	✓
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Human and physical		✓	
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	Human and physical	✓	✓	✓
use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Human and physical	✓	✓	✓

# National curriculum by Kapow Primary's strands and units

Key Stage 1 - National curriculum Geography content  Pupils should be taught to:	Kapow Primary's Geography strands	Kapow Primary topics Key stage 1 - Year 1/2 Cycle B		
		<u>Where am I?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>What is it like to live in Shanghai? -</u>
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	Geographical skills & fieldwork	✓	✓	✓
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	Geographical skills & fieldwork	✓	✓	✓
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	Geographical skills & fieldwork	✓	✓	✓
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.	Geographical skills & fieldwork	✓	✓	✓

# National curriculum by Kapow Primary's strands and units

Key Stage 2 - National curriculum Geography content  Pupils should be taught to:	Kapow Primary's Geography strands	Kapow Primary topics Key stage 2 - Year 3/4 Cycle A			Kapow Primary topics Key stage 2 - Year 3/4 Cycle B		
		<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>What are rivers and how are they used?</u>
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	Locational knowledge	✓	✓	✓	✓	✓	✓
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	Locational knowledge					✓	✓
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)	Locational knowledge		✓		✓		
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	Place knowledge	✓		✓		✓	



# National curriculum by Kapow Primary's strands and units

Key Stage 2 - National curriculum Geography content  Pupils should be taught to:	Kapow Primary's Geography strands	Kapow Primary topics Key stage 2 - Year 3/4 Cycle A			Kapow Primary topics Key stage 2 - Year 3/4 Cycle B		
		<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>What are rivers and how are they used?</u>
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Human and physical	✓	✓	✓	✓		✓
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	Human and physical	✓	✓	✓	✓	✓	✓
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Geographical skills & fieldwork	✓	✓	✓	✓	✓	✓
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	Geographical skills & fieldwork				✓	✓	✓
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.	Geographical skills & fieldwork	✓	✓	✓	✓	✓	✓

# National curriculum by Kapow Primary's strands and units

Key Stage 2 - National curriculum Geography content  Pupils should be taught to:	Kapow Primary's Geography strands	Kapow Primary topics Key stage 2 - Year 5/6 Cycle A			Kapow Primary topics Key stage 2 - Year 5/6 Cycle B		
		<a href="#">What is life like in the Alps?</a>	<a href="#">Would you like to live in the desert?</a>	<a href="#">Where does our energy come from?</a>	<a href="#">Why does population change?</a>	<a href="#">Why do oceans matter?</a>	<a href="#">Can I carry out an independent fieldwork enquiry?</a>
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	Locational knowledge	✓	✓	✓	✓	✓	
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	Locational knowledge	✓		✓	✓	✓	✓
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)	Locational knowledge	✓	✓	✓			
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	Place knowledge	✓	✓	✓	✓		

# National curriculum by Kapow Primary's strands and units

Key Stage 2 - National curriculum Geography content  Pupils should be taught to:	Kapow Primary's Geography strands	Kapow Primary topics Key stage 2 - Year 5/6 Cycle A			Kapow Primary topics Key stage 2 - Year 5/6 Cycle B		
		<u>What is life like in the Alps?</u>	<u>Would you like to live in the desert?</u>	<u>Where does our energy come from?</u>	<u>Why does population change?</u>	<u>Why do oceans matter?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Human and physical	✓	✓			✓	
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	Human and physical	✓	✓	✓	✓	✓	✓
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Geographical skills & fieldwork	✓	✓	✓	✓	✓	✓
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	Geographical skills & fieldwork	✓	✓	✓			✓
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.	Geographical skills & fieldwork	✓		✓	✓	✓	✓

# Cross-curricular links - Key Stage 1

National curriculum subjects	Kapow Primary topics: Year 1/2 Cycle A		
	<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What can you see at the coast?</u>
English	<b>Spoken language:</b> Participating actively in collaborative conversations about their local area; working collaboratively to create a messy map; considering the viewpoints of others when discussing feelings about their playground.	<b>Spoken language:</b> Participating actively in collaborative conversations about maps.	<b>Spoken language:</b> Sorting human and physical features collaboratively; listening and responding appropriately to adults and their peers to share what they have learnt about oceans.
Maths	<b>Geometry - position and direction:</b> Using directional language to locate features on a map of the playground.	<b>Geometry - position and direction:</b> Using compass directions to describe the location of features.	<b>Statistics:</b> Interpreting and constructing simple pictograms and tally charts; asking and answering simple questions by counting the number of objects in each category and sorting the categories by quantity.
Science		<b>Seasonal changes:</b> Observing changes in the school grounds across the four seasons; keeping a weather diary and describing weather associated with the seasons.	
Art and design	Drawing to develop and share their ideas, experiences and imagination.	Sketching their observations of the weather in the school grounds; making a wind streamer.	
RSE/PSHE	Thinking about things they can do to help look after their playground.		

# Cross-curricular links - Key Stage 1

National curriculum subjects	Kapow Primary topics: Year 1/2 Cycle B		
	<u>Where am I?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>What is it like to live in Shanghai?</u>
<b>English</b>	<b>Spoken language:</b> Participating actively in collaborative conversations about features their local area and school grounds; speaking clearly and audibly to give instructions using directional language; articulating their feelings about places in the school grounds.	<b>Spoken language:</b> Participating actively in collaborative conversations about maps and atlases; listening and responding appropriately when sharing what they have learnt about hot and cold places; explaining whether they would prefer to live in a hot or cold place and expressing their feelings.	<b>Spoken language:</b> Working collaboratively with a partner to locate continents in an atlas.
<b>Maths</b>		<b>Geometry - position and direction:</b> Using directional language; recognising North, East, South and West on a map.	<b>Geometry - position and direction:</b> Using directional language to locate features in the local area; using compass directions to describe the location of features.
<b>Art and design</b>			Drawing a freehand sketch map; designing a postcard; sketching their view from a window.
<b>Music</b>	Listening to and using voices to sing high-quality recorded geography songs.		
<b>Computing</b>	Using technology to create and present data (photographs) from fieldwork.		Using technology to locate and look at the features of UK coasts.

# Cross-curricular links - Lower key Stage 2

National curriculum subjects	Kapow Primary topics: Year 3/4 Cycle A		
	<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>
English	<p><b>Spoken language:</b> Listening and responding appropriately to adults and their peers whilst analysing rocks; asking relevant questions about rocks and where they have come from; articulating and justifying arguments on whether they would live near a volcano; describing the properties of the layers of the Earth; verbally exploring ideas for their own earthquake-proof building.</p> <p><b>Reading:</b> Retrieving and recording information from non-fiction texts on volcano classification.</p>	<p><b>Spoken language:</b> Using manners when carrying out questionnaires during woodland fieldwork; participating in collaborative conversations about what maps and photographs can tell us about the Amazon rainforest; justifying their arguments for saving the Amazon rainforest; asking relevant questions to understand how plants have adapted to living in a tropical rainforest; giving well-structured descriptions and explanations on how indigenous tribes use the Amazon rainforest to survive; presenting their findings from their woodland fieldwork.</p> <p><b>Writing:</b> Planning and writing a fact file on the indigenous peoples and a letter about saving the rainforest in paragraphs; writing a letter to the Brazilian government.</p>	<p><b>Spoken language:</b> Articulating and justifying ways in which a particular food choice can negatively impact the environment and what can be done to make a positive difference; asking questions during an interview to extend their understanding of where school dinners come from; gaining and maintaining interests of the listeners when presenting reports on where it is best to shop and why.</p> <p><b>Reading:</b> Reading non-fiction texts and summarising key ideas to present to the class about how different foods impact the environment.</p> <p><b>Writing:</b> Writing a balanced argument on where best to buy food by discussing and recording ideas and organising them into paragraphs.</p>
Maths		<p><b>Statistics:</b> Completing, interpreting and presenting data on how people use the local woodland using tally charts and bar charts.</p>	<p><b>Measurement:</b> Converting centimetres to kilometres using a scale bar on a map and a calculator.</p> <p><b>Statistics:</b> Interpreting data from a tally chart showing where household food comes from.</p>
Science	<p><b>States of matter:</b> Understanding that the Earth's crust changes state when heated to extreme temperatures.</p> <p><b>Rocks:</b> Exploring how rocks change over time to form mountains and volcanoes and where rocks originally come from; learning that rocks break down into fertile soils in a volcanic environment; grouping and comparing rocks based on their appearance and properties; observing rocks.</p> <p><b>Living things and their habitats:</b> Recognising how volcanoes can change a landscape and realising the impact this may have.</p> <p><b>Forces:</b> Noticing that earthquakes occur because of forces at tectonic plate boundaries.</p>	<p><b>Plants:</b> Identifying and describing the functions of different parts rainforest plants; exploring how plants have adapted to survive in the Amazon rainforest.</p> <p><b>Animals including humans:</b> Interpreting and identifying where producers, predators and prey live in the rainforest and why.</p> <p><b>Living things and their habitats:</b> Exploring the human impact on the Amazon rainforest with particular focus on deforestation, recognising that the Amazon rainforest is changing and the effects of this.</p>	<p><b>Living things and their habitats:</b> Recognising how climate change may impact food sources.</p> <p><b>Properties and changes of materials:</b> Recognising that chocolate comes from a cocoa bean and goes through a process where it changes state to become chocolate.</p>
Art	Practising control of materials by crafting a model of the Earth.		
Computing	Using search technologies effectively when researching volcano classification.	Devise historically valid questions on changes, causes and significance to the indigenous peoples when logging and mining groups entered the Amazon rainforest.	Using a digital device to create content to present to an audience that informs them of the relationship between food and the environment.
DT			Describing how seasons can impact food grown.
History		Taking part in outdoor team activities during fieldwork.	
PE	Taking part in outdoor adventurous activity as part of a team during geology fieldwork on the school grounds.	Discussing things they can do to help look after their environment.	
PSHE			Discussing ways to help look after their environment.

# Cross-curricular links - Lower key Stage 2

National curriculum subjects	Kapow Primary topics: Year 3/4 Cycle B		
	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>What are rivers and how are they used?</u>
<b>English</b>	<b>Spoken language:</b> Articulating and justifying their ideas around the similarities and differences between the UK and Antarctica; listening and responding appropriately to their peers when following instructions to map a route in the school grounds.	<b>Spoken language:</b> Listening and responding appropriately to adults and their peers whilst conducting fieldwork; participating in collaborative conversations around what maps and photographs can tell us about the local area; articulating the similarities and differences between their locality and New Delhi.	<b>Spoken language:</b> Participating in collaborative conversations about what maps and photographs can tell us about the local river; listening and responding appropriately to adults and their peers whilst conducting fieldwork; presenting their findings from their rivers fieldwork.
<b>Maths</b>	<b>Measurement:</b> Converting between centimetres and kilometres to find the length of Antarctica using a ruler and calculator (greater depth only). <b>Geometry - position and direction:</b> Using coordinates on a 2D grid to find a position on a world map and plotting a point.		
<b>Science</b>	<b>States of matter:</b> Understanding that the sea around Antarctica can freeze and melt depending on the season and temperature.		<b>States of matter:</b> Identifying the part played by evaporation and condensation in the water cycle.
<b>Computing</b>	Using a digital device to record and present information on the experience of a researcher in Antarctica (optional); Understanding how the internet can provide useful services such as Google Earth to explore their locality.	Using technology to locate and look at the features of UK coasts.	
<b>DT</b>			<b>Make:</b> Practising shaping, cutting and joining skills to create a model of a river.
<b>History</b>	Studying a famous Antarctic explorer from British history.	Identifying how land use has changed over time in the local area using old maps.	
<b>PE</b>	Planning and taking part in an outdoor adventurous activity around the school grounds.	Planning and taking part in an outdoor adventurous activity around the local area.	Taking part in outdoor activities as part of a team during fieldwork to their local river.

# Cross-curricular links - Upper key Stage 2

National curriculum subjects	Kapow Primary topics: Year 5/6 Cycle A		
	<a href="#">What is life like in the Alps?</a>	<a href="#">Would you like to live in the desert?</a>	<a href="#">Where does our energy come from?</a>
<b>English</b>	<p><b>Spoken language:</b> Maintaining attention and participating actively in collaborative conversations about the human and physical characteristics of the Alps; listening and responding appropriately to adults and their peers when completing fieldwork in the local area; presenting their findings when comparing the local area with an Alpine area.</p> <p><b>Writing - composition:</b> Writing a tourist brochure which includes information about the human and physical features of the Alps.</p>	<p><b>Reading:</b> Retrieving and recording information from non-fiction texts on environmental threats facing deserts.</p> <p><b>Writing - composition:</b> Writing a letter to a family which includes both benefits and drawbacks about living in a desert environment.</p>	<p><b>Spoken language:</b> Participating in collaborative conversations considering what maps and photographs can tell us about Midland, Texas and Port of Blyth; giving well-structured descriptions and explanations on the different ways energy can be generated; listening and responding appropriately to adults and their peers whilst conducting fieldwork on the school grounds.</p> <p><b>Reading:</b> Retrieving and recording information from non-fiction texts on the different ways to generate energy.</p>
<b>Maths</b>		<p><b>Number - number and place value:</b> Comparing numbers on a line graph showing temperature.</p> <p><b>Statistics:</b> Solving comparison problems using a line graph showing temperature. Beginning to associate line graph data with changes over time in the context of annual temperature.</p>	
<b>Science</b>	<p><b>Rocks:</b> Exploring how rocks change over time to form mountains.</p>	<p><b>Evolution and inheritance:</b> Considering the types of animals and plants that have adapted to living in a hot desert biome.</p> <p><b>States of matter:</b> Associating the rate of evaporation with hot desert temperatures and the creation of salt flats.</p> <p><b>Earth and space:</b> Comparing the time of day at different places on the Earth through internet links and direct communication.</p> <p><b>Living things and their habitats:</b> Exploring how human activity has impacted upon desert environments.</p>	<p><b>Earth and space:</b> Comparing the time of day at different places on the Earth through internet links and direct communication.</p>
<b>Computing</b>		Using search technologies and digital content to research physical desert features.	
<b>PE</b>	Taking part in outdoor activities as part of a team during fieldwork in their local urban environment.		Taking part in outdoor activities as part of a team during fieldwork in their school grounds.
<b>RSE/PSHE</b>	Discussing things they can do to help look after their environment.		Discussing things they can do to help look after their environment.



# Cross-curricular links - Upper key Stage 2

National curriculum subjects	Kapow Primary topics: Year 5/6 Cycle B		
	<u>Why does population change?</u>	<u>Why do oceans matter?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
<b>English</b>	<p><b>Spoken language:</b> Giving descriptions and expressing opinions on how hospitable an environment is; playing a vocabulary game to show an understanding of new words; contributing their viewpoint on why people may choose to migrate; presenting a poster to explain the impact of climate change on the population; using the correct command of Standard English and responding appropriately when speaking to the general public during fieldwork; reading a report to present and analyse their fieldwork data.</p> <p><b>Writing:</b> Identifying an audience, developing an initial idea and drawing on their research to create a typed report of their fieldwork findings.</p>	<p><b>Spoken language:</b> Using sentence stems and word banks to help verbalise ideas around threats to oceans and coral reefs.</p> <p><b>Writing - composition:</b> Planning and writing an information text about ocean environments.</p>	<p><b>Spoken language:</b> Listening and responding appropriately to adults and their peers whilst conducting fieldwork; using manners when carrying out questionnaires during fieldwork; presenting their fieldwork data to an audience.</p> <p><b>Writing:</b> Identifying an audience to collect data and designing and creating data collection methods; planning and writing a fact file on the process of the fieldwork enquiry and its outcome.</p>
<b>Maths</b>	<p><b>Statistics:</b> Interpreting a population pie chart and drawing a line graph to show population growth; interpreting population data from a table to calculate natural increase.</p> <p><b>Number:</b> Using population data to calculate natural increase.</p>	<p><b>Statistics:</b> Creating a pie chart to reflect data found during fieldwork.</p>	
<b>Science</b>			
<b>Computing</b>	<p>Understanding that the internet can be a tool for communicating and presenting data through digital map making; using a digital device to create content that explains what climate change is, why it is happening, its impact and how we can fight it.</p>	<p>Using search technologies and digital content to research the Great Barrier Reef.</p>	<p>Using digital mapping software to follow their fieldwork route digitally; selecting and using software to design data collection templates and to create a presentation to show the outcome of the fieldwork enquiry.</p>
<b>History</b>	<p>Noting population trends over time and addressing questions on the cause of these.</p>		
<b>PE</b>	<p>Taking part in outdoor activities as part of a team during fieldwork in their local urban area.</p>	<p>Taking part in team outdoor activities during fieldwork in their local marine environment.</p>	<p>Taking part in outdoor activities as part of a team during fieldwork in their locality.</p>
<b>RSE/PSHE</b>		<p>Discussing things they can do to help look after their environment.</p>	

## Version history

Date	Update
07.09.23	Updated to include Development matters and Early Learning Goals links for EYFS: Reception (single year-group) activities now published on the website (p. 2-3).
05.10.23	Updated to include EYFS: Reception (single year-group) activities now published on the website, 'Outdoor adventures' (p. 2-3).
17.04.24	Added 'Covered in Cycle B' to p.4 to clarify coverage. EYFS unit 'Around the world' added to p.2-3