



LEARNING JOURNEY OVERVIEW

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

<u>P</u> roud	<u>I</u> nquisitive	<u>C</u> onfident	<u>K</u> ind	<u>H</u> ealthy	<u>U</u> nderstanding	<u>R</u> espectful	<u>S</u> uccessful	<u>T</u> rustworthy
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GEOGRAPHY

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3		Climate and Weather <i>Pupils are introduced to different ways of communicating geographical data, particularly through different styles of maps. They will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity.</i>		Our World <i>In this unit, children will begin to understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations.</i>		Coasts <i>Students will learn about the coast of the British Isles, the advantages and disadvantages of living by the coast, and how much of the UK's coast has changed from a focus on fishing to one on tourism. Throughout the unit they will also be introduced to a few contrasting coasts around the world, and associated environmental issues, extending their coastal and locational knowledge and encouraging critical thinking and presenting an argument.</i>
YEAR 4		The Americas <i>In this unit the children travel the North and South American continents, and distinguish between the terms 'continent', 'region',</i>		Rivers and the Water Cycle <i>This unit focuses on rivers and introduces the water cycle and, as the key concept is that water flows downhill,</i>		Earthquakes and Volcanoes <i>Our earth is dynamic and ever-changing. In this unit children will explore the dynamism of the earth,</i>

Pickhurst Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

		<i>'country', 'state' and 'city' along the journey. Finding and using images and maps on the internet and in atlases, children will make notes on cities and record their countries and/or states. They will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents</i>		<i>looks at mountains, the source of many rivers. It looks at how people interact with rivers as well as their geographical features. A case study features one of the UK's major rivers, the River Thames. Cameos of some of the world's great rivers and mountain environments are included to extend children's geographical general or locational knowledge.</i>		<i>learning about its structure, look particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the 'Pacific Ring of Fire', the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening. They will learn that volcanoes have existed throughout geological time, and that there are several different types</i>
YEAR 5		Changes in our Local Environment <i>Children will find out about the regions of the UK, discovering how some of these areas have changed over time. The pupils will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity on their own area and writing a magazine article.</i>		Europe – A Study of the Alpine Region <i>In this unit, the children learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate.</i>		Journeys – Trade <i>Students will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes.</i>
YEAR 6		South America – The Amazon <i>In this unit, children find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected.</i>		Global Warming and Climate Change: Protecting the Environment <i>Pupils will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable.</i>		Our World in the Future <i>In this unit, as the students move towards the end of their primary school careers and prepare to move to secondary schools, they will consider the past, present and future of their local area. This unit helps them see change as positive and to feel optimistic about the changes that lie ahead.</i>