



Theme 1	Curriculum Flight Path Year A			
	EYFS	KS1	Year 3/4	Year 5/6
<p>Theme (overarching e.g Tudors)</p>	<p>Exeter Explorers <u>This unit aims to teach children about their immediate local area and the different places that people go to work or go to play.</u></p> <p>This unit will provide children with opportunities to talk about the features of their own immediate environment and notice how the different areas in the school are used. They will be given opportunities to talk about and understand how environments might vary from one another and explore how different areas feel- such as the school field in the sun or the garden in the shade. The children will be given a chance to role play different local jobs and have visitors. Children will investigate the best place to have a class picnic.</p> <p>Nursery: Comments and asks questions about aspects of their familiar world such as the place where they live</p> <p>Early Learning Goal Children know about similarities and differences in relation to places.</p>	<p>Map it, walk it! <u>This unit will allow children to build up on their understanding of the local area around them from their prior knowledge from foundation stage. children will start to plan the best routes to get to nice areas of Exeter from school.</u></p> <p>Using a map of the school plan a simple route using directional language and NESW. They will be able to name and identify some of the jobs that are in their local area by looking at a map of Exeter and through discussion understand that Exeter is a city. Through looking at local images (Ludwell valley park and stream, Teignmouth beach, Seaton, Exeter airport, The Quay) They can start to discuss how you might travel to these local places. They will be able to describe some of the features that they might see. They will discuss the features that they like and dislike and what makes our local area special. They will make a map of a walk to Ludwell Valley park by adding a coloured route to a map then they can walk it following their route! They can find the shortest and longest route and suggest the best way to travel to a place. They will be able to discuss what they have seen on their walk and what features are in our part of Exeter.</p> <p>They will explore a map of the uk and understand that we live in the South West of England. They will be given</p>	<p>Journey of the River <u>This unit aims to recap the water cycle (from science lessons) and allow children to explore how the water cycle links to the journey of the river. It will provide an opportunity to see the river cycle in a practical context and embed the vocabulary learnt.</u></p> <p>Children will explore the source of a river and use maps to observe the journey that a river takes. By the end of the unit they will be able to describe the journey of a river from source to the sea.</p> <p>Suggested field trip: ‘River Lemon’ on Dartmoor (with Heatree) to gain practical experience: - Observing the different stages of a river - Measuring a river’s width, depth, flow rate and load - To understand what affects the river and how it changes as it travels to the sea</p> <p><i>Suggested read:</i> ‘The rhythm of the rain’ Graham Baker Smith ‘Journey to the River Sea’ Eva Ibbotson</p>	<p>Brilliant Biomes <u>This unit aims to help children understand what a biome is and how it is affected by climate and proximity to the equator.</u></p> <p>Children will explore world maps to locate North and South America and dive into the topographical maps of these regions with a particular focus on the Amazon and California. They will find out about the biomes in these regions and learn how plants have adapted to survive or thrive. <i>They will complete a survey of the habitats that can be found within a 2-hour circular walk from their school noticing how plants have adapted to survive or thrive. Eg, Ludwell Valley park</i></p> <p>Suggested field trip: ‘Brilliant Botanists’ at the Eden Project (a 5/6 investigation into Biomes set up as a job interview to become a senior plant research’s)</p>

		opportunities to find where they live on a simple map.		
Question (based on specific components of knowledge and	Where can we go?	What makes Exeter a great place to live?	Where do Rivers start?	Do plants battle?
Vocabulary (progressive – so what are the new words?)	Similarities, differences, Patterns <i>Change, Natural, Familiar, Home, school, work, shops, park</i> Questioning words (how, why, where, what)	route, map, journey, travel left, right, road, path, roundabout, safety. Human features: forest, hill, sea, river, soil, valley, vegetation Physical features: city, town, village, factory, farm, house, office, port, harbour and shop	Mountain, River, River Mouth, source, stream, cycle,	Biome, hemisphere, tropic of Cancer, tropic of Capricorn,
Theme 2	Curriculum Flight Path Year A			
	EYFS	KS1	Year 3/4	Year 5/6
Theme (overarching e.g Tudors)	Let's go on Holiday! <u>This unit aims to teach children the human and physical features of the coastal town Teignmouth. They will have opportunities to explore a range of maps and create their own map</u> Look closely at similarities, differences, patterns and change <ul style="list-style-type: none"> - What would you pack for a hot holiday? - What would you pack for a cold holiday? - Experience temperature and how it makes their bodies feel. 	Our Four Nations <u>This unit will allow children to build up on their knowledge of the UK and identify and locate the 4 countries in the UK and name their capital cities.</u> <u>They will also explore the weather in the UK building up on their knowledge from foundation stage.</u> Children will learn about the weather across the UK and will be able to ask questions about the weather. They will start to be able to make plausible predictions about the weather for later in the day or tomorrow. They can keep weather charts and compare the weather in Exeter with the weather in London, Edinburgh, Cardiff and Belfast. They will start to make inference from a weather chart and discuss what weather might be like in	Halo, Ciao, Bonjour! <u>This unit aims to teach children about their neighbouring countries in Europe and support them in understanding why capital cities are often built around a river.</u> Children will explore how settlements are built up around rivers and why capital cities often have a river. Children will look at the journey that a river makes and the jobs that are around rivers. They will discuss why people might live near rivers and how geographical features affect economic activity. They will explore the countries in Europe and identify which ones have a river.	Fire and water <u>This unit aims to teach children the effects of natural disasters on Biomes and how different Governments and humans react to problems.</u> Children will build on their understanding of biomes in North and South America from the previous unit but will now explore the effects of flooding and forest fires on these regions. They will study the impact of these natural disasters on habitats and remote communities in the Amazon and compare this to the impact on populated areas such as in Los Angeles in California and also in the UK. They will draw on the news and recent covering of forest fires and flooding in the Americas to compare aid

	Nursery: Comments and asks questions about aspects of their familiar world such as the natural world.	other parts of the world in relation to their knowledge of the Equator. They will be able to explain how the weather changes during the seasons and the effect this has on their environment. They will start to consider what they might wear in Scotland in the winter and London in the summer and how we wear different types of clothes throughout the year. They will start to understand how the weather affects people in different place		responses to natural disasters in the UK and in the Americas. They will discuss and debate the impact that humans have on the world and the footprint on the world that they leave behind. They will start to consider the differences between disasters that have been caused by human input and natural disasters.
Question (based on specific components of knowledge and	What is in your suitcase?	Is the weather the same across the whole of the UK?	Why do most European capital cities have a river?	How do different continents respond to disasters?
Vocabulary (progressive – so what are the new words?)	Seasons, temperature, clothes, hot, cold, sunny	equator, weather, seasons, spring, summer, Autumn, Winter, weather pattern, Seasonal pattern, daily, rain, storm, sun, hail, snow, thunder, temperature, Forecast, hot, cold, Scotland, Northern Ireland, Wales, England, Edinburgh, Cardiff, Belfast, London. Continents.	Capital city, country, Europe, river, settlement, equator,	North America, UK, Flood, wildfire Damage, Government response, aid, tropics, climate Zone, Biome, Rainforest, disaster. New Orleans
Theme 3	Curriculum Flight Path Year A			
	EYFS	KS1	Year 3/4	Year 5/6
Theme (overarching e.g Tudors)	<p>Celebration investigation!</p> <p>Children Will explore different celebrations from around the world using festival books.</p> <p>Nursery: 22--36 months: Learn that they have similarities and differences that connect them to and distinguish them from others.</p> <p>30-50 months Remembers and talks about significant events in their own experience. Recognises and describes special times or events</p>	<p>Country Mouse or City Mouse</p> <p><u>This unit aims to teach children to use enquiry skills to identify what they can see comparing life in cities with life in the countryside.</u></p> <p>Children will start to develop their comparison skills and start to use vocabulary such as “Similar” and “different” to describe the features of a place. They will describe similarities and differences between living in the UK and Kenya using words and pictures with a focus on city life and country life.</p> <p>They will share opinions on whether jobs will be similar or different for people living in these places.</p>	<p>Dear Earth</p> <p><u>This unit aims to teach children about climate change and the way in which different counties are tackling the problem comparing more populated and less populated countries.</u></p> <p>They will learn about prominent climate change activists including David Attenborough and Greta Thunberg and compare how they have brought about change.</p> <p>-Identify different human and physical features of Germany, Italy, France, Sweden</p>	<p>Dangerous Volcanoes</p> <p>Comparison of Volcanoes</p> <p><u>This unit aims to teach children how Volcanoes form and why they erupt. It will compare and locate some Volcanoes in North and South America.</u></p> <p>Children will explore world maps to locate North and South America and dive into the topographical maps of the Amazon. Children will explore the effects of volcanoes and read case studies about how settlement is affected by living near a volcano. They will learn about the benefits in living in a volcanic region and about how risk is managed.</p>

	<p>for friends or family. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>Early Learning Goals. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Invite parents in to talk about their own celebrations or share a book with the class from their country?</p>	<p><i>Suggested read- 'Country Mouse and City Mouse'</i></p> <p>Africa- country life kenya https://www.bbc.co.uk/programmes/p0114s06 city life in Kenya https://www.bbc.co.uk/bitesize/clips/z2j6k https://www.bbc.co.uk/bitesize/clips/z2j6sbk</p>	<p>-How do different countries use their natural physical features to become more sustainable? - ocean, rivers, sunlight, weather.</p> <p><i>Suggested read- 'Dear Earth' focusing on the last few pages about saving our planet and how they can become ambassadors / activists to save the planet.</i></p> <p>Suggested visit- from Devon Wildlife Trust to talk about sustainability in the UK and how the UK uses its physical features to be more sustainable.</p>	<p>They will learn about the prominent historic volcanic eruption of Mount Vesuvius and its effect on the city of Pompeii.</p>
Question (based on specific components of knowledge and	Does the whole world celebrate Christmas in the same way?	Would you rather live in the city or in the country?	How are countries in Europe trying to be more sustainable?	Are there any settlements near active volcanoes?
Vocabulary (progressive – so what are the new words?)	<p>Celebration, holiday, Christmas, Festival, Birthday. Community, holiday, Christmas, Festival, Birthday. Family, Tradition, celebration</p>	<p>Human Features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Physical Features: city, town, village, factory, farm, house, office, port, harbour and shop Similar, Different, Compare, Difference, Similarity. Europe, africa, Continent. Equator</p>	<p>Capital city, country, Europe, river, settlement, equator, River exe, River Seine, Paris, Exeter, mountains,</p>	<p>Volcano, erupt, dormant, active, settlement, land use, economic activity including trade links</p>
Theme 4	Curriculum Flight Path Year A			
	EYFS			
Theme (overarching e.g Tudors)	<p>X marks the spot <u>This unit aims to teach children about maps and how to make and follow a map using directions and prepositions</u></p> <p>They will explore different types of maps (google maps, tube maps, bus routes, treasure map) to discuss why maps are used. it will allow children to make their own maps and use prepositional, directional languages to follow instructions and a map.</p>			

	Talk about the features of their own immediate environment and similarities and differences between places in the school.			
Question (based on specific components of knowledge and	Where has the pirate buried his treasure?			
Vocabulary (progressive – so what are the new words?)	preposition; over, under, on, in, across, next to, map, journey			

Theme 1	Curriculum Flight Path Year B			
		KS1	Year 3/4	Year 5/6
Theme (overarching e.g Tudors)		<p>Land ahoy!</p> <p><u>This unit aims to teach children the names of the 5 oceans and 7 continents and develop map skills using a globe to locate these places.</u></p> <p>Children will explore globes, world maps and Google maps to explore which continents are islands and which continents share land. Children will start to describe the layout of a world map and notice which continents are close together and far apart. Children will start to understand which continents are closer to the equator and which continents are further from the equator and start to consider what this might mean for the temperature of the continent or sea. They can discuss what they think they might see on each of the continents. They will talk about which oceans are the busiest and closest to popular continents and how this can affect the amount of pollution in the sea.</p> <p>They will learn about Ellen MacArthur- the fastest woman to sail around the</p>	<p>Devon (ooo arrr we are Exeter)</p> <p><u>This unit will allow children to build up on their understanding of the local area from ks1 using maps and accurate geographical vocabulary to describe Exeter and its surrounding countryside whilst starting to identify events and jobs that happen here.</u></p> <ul style="list-style-type: none"> ● identify key features of a locality using a map ● begin to use 4 point grid references ● accurately plot NSEW on a map. ● use basic OS map symbols ● Carry out surveys to find basic features of a city and village. ● Label features on a map ● confidently describe features ● describe main features of Exeter ● Explain how Exeter has changed over time 	<p>Explorers</p> <p><u>This unit will allow children to name countries in the northern hemisphere, identify and name the Tropics of Cancer, The Arctic and Antarctic circles. They will start to understand why we have different time zones.</u></p> <p>Children will begin to identify what will happen when they pass the international date line of Longitude. Children will be introduced to the key vocabulary and locate these features on a globe. They will start to discuss key features of the tropics and its location.</p> <p>They will learn about famous explorers including:</p> <ul style="list-style-type: none"> -Matthew Henson and Robert Peary who were the first explorers to reach the North Pole. Notably, Henson who was African-American, was not recognised for his achievement until 94 years later. -Edmund Hilary and Tenzing Norgay who were the first explorers to reach the summit of Everest

		<p>globe. And, Laura Dekker, the youngest person to sail around the world.</p> <p>By the end of the unit they will be able to fluently name the continents and oceans and find them in an atlas of world map and identify some of the features associated with an Island.</p> <p><i>Suggested read- 'Somebody swallowed stanely', 'Snail and the whale'</i></p>	<ul style="list-style-type: none"> explain why people may have a preference to live in a village or city suggest ways in which Exeter could be improved Discuss the use of land in town centre compared to the outskirts. <p>They will learn about famous explorers including: -Roald Amundsen and Robert Scott's battle to reach the South Pole</p> <p>Suggested field trip: Orienteering/ treasure hunt within a 2 hour circular walk from school using OS maps.</p>	<p>Suggested field trip: 'Wilderness Venture' on Dartmoor (with Heatree) to gain practical experience:</p> <ul style="list-style-type: none"> <i>planning a journey considering distance and time</i> <i>confidently explaining the scale of a map</i> <i>using OS maps to describe what an area might look like.</i> <i>explaining how a location fits into its wider geographical location.</i> <i>using 4,8 figure grid references</i> <p><i>Suggested read: 'Everest' Alexandra Stewart</i></p>
Question (based on specific components of knowledge and		Which is the cleanest ocean?	How is the land used in Devon?	How many people does it take to reach the North Pole?
Vocabulary (progressive – so what are the new words?)		Pacific,Atlantic,Indian,Southern, Arctic.Asia,Africa,North America, South America,Antarctica, Europe, Australia Sea, Ocean,Land, Continent, Globe.	distribution, natural resources, food,minerals, water,	hemisphere,tropics cancer,tropic of capricorn, journey, route, location, accuracy, distance, time, OS map, grid reference, time zone, America
Theme 2	Curriculum Flight Path Year B			
	EYFS	KS1	Year 3/4	Year 5/6
Theme (overarching e.g Tudors)		<p>Beside the seaside</p> <p><u>This unit aims to teach children the human and physical features of the coastal town Teignmouth. They will have opportunities to explore a range of maps and create their own map.</u></p> <p>Children will explore globes, world maps and Google maps to explore what human and physical features they can see. They will use a map with a key to locate places based on NESW</p> <p>They will understand that they live in Europe and the oceans near Europe. They will use a google map of England to find the sea that is nearest to</p>	<p>Holidays in the UK</p> <p><u>This unit will allow children to build up on their knowledge of the UK and identify and understand the features of the four countries in the UK. They will start to develop their knowledge of the features of different counties and understand some of the human and physical features that they have.</u></p> <ul style="list-style-type: none"> <u>recap that they live in Devon and look at some of the features that they can see in maps of Devon using grid reference and basic symbols.</u> 	<p>Pollution Solution</p> <p>Our footprint on the Earth</p> <p><u>This unit will allow children to explore the human footprint on Earth and allow children to begin to question if Human activity has caused environmental change. They will start to consider and discuss the ways in which we can find solutions and improvements to our common home.</u></p> <p>Children will start to discuss the different ways in which Humans have damaged and improved the environment and start to consider and</p>

		<p>Teignmouth. Children could recap how they think the weather may be because of the previous knowledge of the equator. Children will start to consider what features make up a town and understand what features are associated with a coastal town. They will start to think of questions that they can ask about the locality and use a range of sources to find their answers such as atlas, photos, books, the internet and a zoom call or email with OLSP.</p> <p>What can people in Teignmouth do to keep the beaches clean and safe? What do people do to spoil beaches? How can people make the area better?</p> <p>Suggested field trip: Shaldon to Teignmouth beach walk. Comparison of human and physical features.</p>	<p>Children will locate and name some of the physical features in the UK such as mountains, beaches and rivers and state which counties they can be found in using a map.</p> <p>They will locate some key human features of the UK such as key cities that people visit- Bath, London and state what county they can be found in using a map.</p>	<p>predict how an environment might look in the future. Start to explain the effects of population on a place and consider how this has an impact on an environment. Consider the effects of tourism on beaches and cities.</p>
Question (based on specific components of knowledge and		Why do people live near the sea?	What type of holiday can you have in the UK?	What can we do to improve our planet?
Vocabulary (progressive – so what are the new words?)		<p>Beach, River mouth, Sea, ocean, river, pier, town, shops, church, school, bridge, tourist. North, East, South, West left right</p>	Devon, county,	<p>mineral, energy, vegetation belts, pollution, Settlement, sustainable, Land use</p>