



Geography

Curriculum: Year A



EYFS Curriculum Year A Topics: Ourselves, Autumn celebration, Transport, Traditional tales, Brown bear, Pirates.	
Understanding the world <ul style="list-style-type: none">• Can recognise self and others,• can activate buttons, flaps and simple mechanisms,• can notice features in both the immediate and wider environment.• can participate in cultural days through role play, songs and creative activities.• Can use/ apply positional language linked to mathematics.	
Informal Red 2 Equals Scheme Year A Topics: Knowing Me, 5,4,3,2,1 Blast Off, Pets, Over the rainbow, Octopus Garden, Ugly Bug ball.	
PSED - Explore curriculum (linked to branches 1-4) By the end of this curriculum pathway, pupils will be able to... Self Care & Independence: Pupils will be able to use some pre-intentional communication (crying, pulling at nappy) in order to have their needs met. Pupils will show engagement in personal care and feeding tasks, by being more active in the process (pulling off hat, grasping their spoon or holding a cup).	Key Strategies and types of resources: <ul style="list-style-type: none">• Specialist equipment for feeding and dressing (wide-handled spoons, adapted cups etc).• Consistent use of touch cues or objects of reference before self-care tasks, in order for pupils to anticipate the process.• Backward chaining; adults to scaffold support to allow pupils to complete the final step of the task independently (pulling trousers up/down, pushing arms fully through sleeves).• PD sessions: opportunities to participate in dressing (removal of shoes and socks, changing into PE kit).• Snack and dinner time: opportunities for pupils to make choices and be active in the feeding process with the use of backward chaining and specialist equipment.• Dinner hall: opportunities for children to engage in the feeding process to a level appropriate to their ability (choosing dinner at the hatch, self-feeding with some physical support).• Edible messy play including different tastes and scents to be available in class-based play to encourage interest in food and safe tasting as per mealtime plan.



Two Rivers Geography Curriculum

			Community/Specialist provision: <ul style="list-style-type: none"> • Occupational therapy: specific strategies and equipment as advised by the Occupational Therapist. • Trips to local café: opportunities to consolidate self-feeding skills in a different environment. • Trips to market: experiencing and responding to different tastes and smells (fruit, vegetables, spices). 			
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red 3 & Red 4 (Years 1 & 2)	<u>Autumn Explorers</u> <i>Human and Physical geography</i> Seasonal change Features of Autumn Observing changes to trees, animals etc <i>Human and Physical geography / Field work skills</i> Our local environment - School: identifying areas/rooms, explore simple map skills - Tamworth: community visits on bus to explore the town and key landmarks, identifying the purposes of different buildings / places	<u>Winter Warmers</u> <i>Human and Physical geography</i> Identify features of cold places and the animals that live there. What do we wear when it is cold? <i>See also History Curriculum</i>	<u>To Infinity and Beyond</u> <i>Place knowledge</i> Travel and transport How do we travel to different places? Linking transport types to surfaces / routes (trains on train track, cars and buses on roads, boats on water etc.) Transport survey <i>See also History Curriculum</i>	<u>Knight Fever</u> <i>Locational knowledge</i> Visit to Tamworth Castle Find castle on google maps aerial view. What other features of Tamworth can they see? <i>See also History Curriculum</i>	<u>Pirates</u> <i>Locational knowledge / Field work skills</i> What do we use maps for? Basic map reading skills Creating a map Following pictorial map Symbols Identifying familiar symbols in the environment Matching and comparing symbols and images Directional language <i>See also History Curriculum</i>	<u>The Land of Rhyme</u> <i>Locational knowledge / Field work skills Human and Physical geography</i> Identify features within rhymes Jack and Jill - hill Humpty Dumpty - wall Grand old duke of York - hill prepositional vocabulary - top She sells sea shells - sea, shore etc <i>See also History Curriculum</i>



Informal Curriculum – EQUALS

Yellow 2

Year A Topics: Planes, Trains and Automobiles, Lets celebrate, To the moon and back, We're going to the zoo, Do you believe in magic? Fun in the sun.

The World

Pupils will have a good understanding of the way we use different everyday objects and that some objects have related parts in order to use them appropriately.

Pupils will explore and interact with natural objects, plants and animals. They will be able to use simple language and descriptive words to talk about plants and animals and start to notice differences.

Pupils will have a growing awareness of their environment. They will use their memory/signs/symbols to transition and find areas within their environment so that they can move around more independently.

Key strategies and types of provision/resources:

- All pupils to have access to their AAC, updated with relevant scientific vocabulary.
- Staff modelling appropriate related language using communication systems with pupil and others
- Visuals with specific vocabulary to be out at related play set ups
- Open ended play set ups that provoke simple exploration of everyday objects
- A range of objects to explore during free-play, including home corner role play such as cooking and household equipment where adults model their use and function.
- Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
- Playground: exploration of their environment, with lots of plants and flowers to explore
- Cooking sessions to practice using specific tools for appropriate purpose
- Weekly sessions to the forest school to explore natural objects, plants and gardening
- Rooms labelled within the school environment and lots of repetition to practice transitioning to them using key symbols and other visual supports.
- Spaces within the classroom to be labelled so students can start to remember where favourite toys/ activities are kept and are encouraged to access these independently throughout the day.
- Pupils to help setting up and preparing snack to develop their understanding of the use of everyday objects
- Tidy up time is used as a teaching activity where children return items to where they are from using labels and visuals to support this.

Community/Specialist Provision:

- Visits to the garden to explore plants and natural objects
- Visits to local farms/ zoos to see animals
- Animals to come and visit the school to interact with



Two Rivers Geography Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yellow 1 & Yellow 3 (Years 3 & 4)	<u>Journeys</u> <i>Locational Knowledge / Place knowledge</i> Map work; Using coordinates Link with maths Planning journeys to different places local and far away Planning and going on a bus journey Use google images Visit to the Airport-East Midlands <i>See also History Curriculum</i>	<u>Frozen Planet</u> <i>Locational Knowledge / Place knowledge/ Human and Physical geography/ Fieldwork skills</i> Identify daily changes in weather. Identify seasonal changes across a year. Recognise weather symbols. Explain some dangers of the weather. Locate hot and cold countries of the world. Make comparisons between different places studied. Make simple observations about the weather in the UK. <i>Human and Physical geography/ Fieldwork skills</i> Daily calendar/timetable /weather chart <i>See also History Curriculum</i>	<u>Amazing Animals</u> <i>Locational Knowledge / Place knowledge /</i> Animals from around the world. Use of maps. Labelling continents and countries. <i>Human and Physical geography</i> Placing animals in correct area on map. Farming <i>Human and Physical geography/ Fieldwork skills</i> Daily calendar/timetable /weather chart	<u>Out of this world</u> <i>Human and Physical geography/ Fieldwork skills</i> Daily calendar/timetable /weather chart Introduce weather symbols from Autumn <i>See also History Curriculum</i>	<u>Terrific Time Travellers</u> <i>Locational Knowledge / Place knowledge</i> Roman Empire-mapping <i>See also History Curriculum</i>	<u>Colour, Shimmer & Shine</u> <i>Locational Knowledge / Place knowledge</i> To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans. Flags from around the world <i>Human and Physical geography/ Fieldwork skills</i> Daily calendar/timetable /weather chart Continue use of weather symbols from Autumn



Informal Curriculum – EQUALS

Blue 2

Year A Topics: Journeys, Winter festivals of light, Magic Carpet Ride, Amazing Animals, Who do you think you are? We're all going on a summer holiday.

The World

Pupils will be able to move around their environment confidently, naming different places in their home, school and community.

Pupils will begin to show care and concern for living things, noticing changes within plants and animals and how they decay and transform over time.

Pupils will ask questions and discuss why things happen and how they work in order to develop a greater understanding of their familiar world.

Pupils will begin to develop curiosity about where they live and the world around them. They will be able to use language to comment on their environment and begin to talk about similarities, differences and changes.

Pupils will begin to sort plants, animals and objects according to specific criteria to help them in understanding properties.

Key strategies and types of provision/resources:

- All pupils to have access to their AAC, updated with relevant scientific vocabulary.
- Staff modelling geographical language using communication systems with pupil and others
- Communication boards with specific vocab to be out at related play set ups
- Open ended play set ups that encourage children to investigate and problem solve.
- A range of real-life objects to explore during free-play, including home corner role play such as cooking and household equipment
- Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
- Regular forest school sessions to help understand how to grow and look after plants. Pupils use personal timetables to help transitions and can move independently to a session if it is in another space e.g. music, soft play.
- Students doing jobs independently around school to practice transitioning to different places more independently with adult support.
- Children encouraged to use communication aids to request items which are not present.

Community/Specialist Provision:

- Visits to the garden to take part in Forest school-based sessions
- Visits to local farms/ zoos to learn about animals, life cycles and habitats
- Animals visit school for children to learn how to care for them
- Community trips to visit local areas of interest. Looking at maps and signs in the community for directions
- Shopping trips to buy resources for school. Recognising the shop signs and using lists to find the things they need.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



Two Rivers Geography Curriculum

<p>Blue 1</p> <p>Blue 3</p> <p>Blue 4</p> <p>(Years 5 & 6)</p>	<p><u>Egyptians</u></p> <p><i>Locational Knowledge / Place knowledge</i></p> <p>Where in the world is Egypt?</p> <p>Location of Key features River Nile, Pyramids, Cairo capital city Egypt.</p> <p>Which continent is Egypt on?</p> <p>What sea is next to Egypt?</p> <p><i>See also History Curriculum</i></p>	<p><u>Lights, Camera, Action!</u></p> <p><i>See History Curriculum</i></p>	<p><u>Space – 5,4,3,2,1</u></p> <p><i>Locational Knowledge / Place knowledge</i></p> <p>Map skills</p> <p>Co-ordinates 2 figure</p> <p>Use of compass 4 point</p> <p>Tim Peake</p> <p>Neil Armstrong</p> <p>Where was he born ?</p> <p>Where did he live?</p> <p>Identify places on map</p> <p><i>See also History Curriculum</i></p>	<p><u>Righteous Royals</u></p> <p><i>See History Curriculum</i></p>	<p><u>Magic</u></p> <p><i>Human and Physical geography</i></p> <p>Comparing landscapes and places</p> <p>Identifying on map of world</p> <p>Naming landforms</p> <p>Comparing Places link to environments in Harry Potter</p> <p>City- London</p> <p>Mountains</p> <p>Lakes</p> <p><i>See also History Curriculum</i></p>	<p><u>Groovy Greeks</u></p> <p><i>Locational Knowledge / Place Knowledge</i></p> <p>Where in the world is Greece.?</p> <p>Location of Key features Capital City Athens, Mount Olympus, Which continent is Greece on?</p> <p>Which sea / ocean is next to Greece?</p> <p><i>See also History Curriculum</i></p>
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Geography

Curriculum: Year B



EYFS Curriculum	
Year B Topics: Ourselves, Snow and ice, Food, Dinosaurs, Animals, Nursery Rhymes	
Understanding the world <ul style="list-style-type: none">• Can recognise self and others,• can activate buttons, flaps and simple mechanisms,• can notice features in both the immediate and wider environment.• can participate in cultural days through role play, songs and creative activities.	
Informal Red 2 Equals Scheme Year B Topics: Nursery rhymes, winter wonderland, bucketful of dinosaurs, tickets please transport, Food glorious food, down in the jungle.	
PSED - Explore curriculum (linked to branches 1-4) By the end of this curriculum pathway, pupils will be able to... Self-Care & Independence: Pupils will be able to use some pre-intentional communication (crying, pulling at nappy) in order to have their needs met. Pupils will show engagement in personal care and feeding tasks, by being more active in the process (pulling off hat, grasping their spoon or holding a cup).	Key Strategies and types of resources: <ul style="list-style-type: none">• Specialist equipment for feeding and dressing (wide-handled spoons, adapted cups etc).• Consistent use of touch cues or objects of reference before self-care tasks, in order for pupils to anticipate the process.• Backward chaining; adults to scaffold support to allow pupils to complete the final step of the task independently (pulling trousers up/down, pushing arms fully through sleeves).• PD sessions: opportunities to participate in dressing (removal of shoes and socks, changing into PE kit).• Snack and dinner time: opportunities for pupils to make choices and be active in the feeding process with the use of backward chaining and specialist equipment.• Dinner hall: opportunities for children to engage in the feeding process to a level appropriate to their ability (choosing dinner at the hatch, self-feeding with some physical support).• Edible messy play including different tastes and scents to be available in class-based play to encourage interest in food and safe tasting as per mealtime plan. Community/Specialist provision:



Two Rivers Geography Curriculum

			<ul style="list-style-type: none"> • Occupational therapy: specific strategies and equipment as advised by the Occupational Therapist. • Trips to local café: opportunities to consolidate self-feeding skills in a different environment. • Trips to market: experiencing and responding to different tastes and smells (fruit, vegetables, spices). 			
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red 3 & Red 4 (Years 1 & 2)	<u>Africa</u> <i>Place knowledge / Locational knowledge</i> Map work, explored. skills - map/atlas work. What is it like to live in Africa? Homes Weather Clothing Diet Please ensure developed side of Africa and developing side are taught to avoid stereotyping	<u>Celebrations</u> <i>Human and Physical geography</i> Weather discussions and observations about seasonal weather. Use of Purple Mash/ Espresso. Field work exploring local environment in different weather conditions <i>See also History Curriculum</i>	<u>Once Upon a Time</u> <i>See History Curriculum</i>	<u>The Land Before Time</u> <i>See History Curriculum</i>	<u>Starry Night</u> <i>Place knowledge / Locational knowledge</i> Children to explore directions <i>Place knowledge / Field work skills</i> Maps - Children to navigate and draw their own maps to get to 'landmarks' around the school.	<u>Under the Sea</u> <i>Place knowledge / Field work skills</i> Identifying the different land and ocean masses on maps, atlases and globes Oceans around the world. <i>Human and Physical Geography</i> Pollution Habitats



Informal Curriculum – EQUALS

Yellow 2

Year B Topics: Outdoor Adventure, Around the world, Winter Warmers, Growing up, Teddy bears picnic, Beside the seaside.

The World

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Pupils will have a growing awareness of their environment. They will use their memory/signs/symbols to transition and find areas within their environment so that they can move around more independently.

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- Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
- Playground: exploration of their environment, with lots of plants and flowers to explore
- Cooking sessions to practice using specific tools for appropriate purpose
- Weekly sessions to the forest school to explore natural objects, plants and gardening
- Rooms labelled within the school environment and lots of repetition to practice transitioning to them using key symbols and other visual supports.
- Spaces within the classroom to be labelled so students can start to remember where favourite toys/ activities are kept and are encouraged to access these independently throughout the day.
- Pupils to help setting up and preparing snack to develop their understanding of the use of everyday objects
- Tidy up time is used as a teaching activity where children return items to where they are from using labels and visuals to support this.

Community/Specialist Provision:

- Visits to the nature garden to explore plants and natural objects
- Visits to local farms/ zoos to see animals
- Animals to come and visit the school to interact with



Two Rivers Geography Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yellow 1 Yellow 3 (Years 3 & 4)	<u>Happy Healthy Me</u> <i>Field work skills/ Place knowledge</i> Where I live in the world My local area <i>See also History Curriculum</i>	<u>Victorian Wonderland</u> <i>See History Curriculum</i>	<u>Let it Grow</u> <i>Place knowledge</i> Animal/crop farming Where do we get our fruit and veg from? Locate food from around the world Look at labels and map <i>Fieldwork skills/</i> Visit farm shop	<u>Chocoholics</u> <i>Fieldwork skills/ Place knowledge</i> Where do find Cocoa beans? Where does chocolate come from? <i>Locational Knowledge / Place knowledge</i> Maps/ Flag - South America focus Brazil Rainforest-layers/ animals <i>See also History Curriculum</i>	<u>The Great Outdoors</u> <i>Fieldwork skills</i> Town and Country context of the UK. the differences between a 'town' and the 'countryside'. Visit to Newton Regis compare with Tamworth Locate on a map <i>Locational Knowledge / Place knowledge</i> Welcome to the UK locate the UK using a map. Identify the four countries and capital cities of the UK key features of the countries of the UK. aerial view photographs. Use google images	<u>The Big Top</u> <i>See History Curriculum</i>

Informal Curriculum – EQUALS

Blue 2

Year B Topics: Autumn witches and wizards, Festival of lights, the circus is coming, how does your garden grow? A pirate life for me, Food glorious food.



The World

Pupils will be able to move around their environment confidently, naming different places in their home, school and community.

Pupils will begin to show care and concern for living things, noticing changes within plants and animals and how they decay and transform over time.

Pupils will ask questions and discuss why things happen and how they work in order to develop a greater understanding of their familiar world.

Pupils will begin to develop curiosity about where they live and the world around them. They will be able to use language to comment on their environment and begin to talk about similarities, differences and changes.

Pupils will begin to sort plants, animals and objects according to specific criteria to help them in understanding properties.

Key strategies and types of provision/resources:

- All pupils to have access to their AAC, updated with relevant scientific vocabulary.
- Staff modelling geographical language using communication systems with pupil and others
- Communication boards with specific vocab to be out at related play set ups
- Open ended play set ups that encourage children to investigate and problem solve.
- A range of real-life objects to explore during free-play, including home corner role play such as cooking and household equipment
- Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
- Regular sensory garden and gardening sessions to help understand how to grow and look after plants. Pupils use personal timetables to help transitions and can move independently to a session if it is in another space e.g. music, soft play.
- Students doing jobs independently around school to practice transitioning to different places more independently using key fobs to access other areas of school without adult support.
- Children encouraged to use communication aids to request items which are not present.

Community/Specialist Provision:

- Visits to the garden to take part in Forest school-based sessions
- Visits to local farms/ zoos to learn about animals, life cycles and habitats
- Animals visit school for children to learn how to care for them
- Community trips to visit local areas of interest. Looking at maps and signs in the community for directions
- Shopping trips to buy resources for school. Recognising the shop signs and using lists to find the things they need.



Two Rivers Geography Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Blue 1 Blue 3 Blue 4 (Years 5 & 6)	<u>Roald Dahl</u> <i>Locational Knowledge / Place knowledge</i> Where was born where he lived ? What he did during his life ? <i>See also History Curriculum</i>	<u>World War 2</u> <i>Locational Knowledge / Place knowledge</i> Map skills Identifying countries Continents and oceans <i>See also History Curriculum</i>	<u>Vikings & Anglo Saxons</u> <i>Locational Knowledge / Place knowledge</i> Map skill understand where came from <i>See also History Curriculum</i>	<u>Scientists & Inventors</u> <i>See History Curriculum</i>	<u>Superheroes</u> <i>Human and Physical geography/</i> Environments Locating different environments on map <i>See also History Curriculum</i>	<u>What Do You Sea?</u> <i>Locational Knowledge / Place knowledge</i> Plot on map 5 major oceans <i>Human and Physical geography</i> Position of countries seas ad oceans Uses of seas and oceans Food Fuel Tourism Pollution



Two Rivers Geography Curriculum

EQUALS SEN scheme of work - Geography

EQUALS SEN scheme of work for – The World About Us

Two Rivers Geography Curriculum

Festivals -

Harvest,

Remembrance

Chinese New Year

Diwali,

Shrove Tuesday

Mothering Sunday

Easter,

Visit or visitor opportunities

Harvest visit farm shop

Remembrance – visit to War memorial Tamworth or Arboretum

Christmas – Tamworth Church to see Christmas tree decorations

Local Church – Christmas Story

Christmas Market

Mothering Sunday - Mother's Day celebration in school

Father's Day Father's Day Cafe



Geography

Whole-school coverage



Two Rivers Geography Curriculum

YEAR A – 2018-2019, 2020-2021, 2022-2023, 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red 3 & Red 4 (Years 1 & 2)	<u>Autumn Explorers</u> <i>Human and Physical geography</i> <i>Field work skills</i>	<u>Winter Warmers</u> <i>Human and Physical geography</i> <i>See also History Curriculum</i>	<u>To Infinity and Beyond</u> <i>Place knowledge</i> <i>See also History Curriculum</i>	<u>Knight Fever</u> <i>Locational knowledge</i> <i>See also History Curriculum</i>	<u>Pirates</u> <i>Locational knowledge</i> <i>Field work skills</i> <i>See also History Curriculum</i>	<u>The Land of Rhyme</u> <i>Locational knowledge</i> <i>Field work skills</i> <i>Human and Physical geography</i> <i>See also History Curriculum</i>
Yellow 1 & Yellow 3 & Yellow 4 (Years 3 & 4)	<u>Journeys</u> <i>Locational Knowledge</i> <i>Place knowledge</i> <i>See also History Curriculum</i>	<u>Frozen Planet</u> <i>Locational Knowledge</i> <i>Place knowledge</i> <i>Human and Physical geography</i> <i>Fieldwork skills</i> <i>See also History Curriculum</i>	<u>Amazing Animals</u> <i>Locational Knowledge</i> <i>Place knowledge</i> <i>Human and Physical geography</i> <i>Fieldwork skills</i>	<u>Out of this world</u> <i>Human and Physical geography</i> <i>Fieldwork skills</i> <i>See also History Curriculum</i>	<u>Terrific Time Travellers</u> <i>Locational Knowledge / Place knowledge</i> <i>See also History Curriculum</i>	<u>Colour, Shimmer & Shine</u> <i>Locational Knowledge</i> <i>Place knowledge</i> <i>Human and Physical geography</i> <i>Fieldwork skills</i>
Blue 1 & Blue 3 (Years 5 & 6)	<u>Egyptians</u> <i>Locational Knowledge / Place knowledge</i> <i>See also History Curriculum</i>	<u>Lights, Camera, Action!</u> <i>See History Curriculum</i>	<u>Space – 5,4,3,2,1</u> <i>Locational Knowledge</i> <i>Place knowledge</i> <i>See also History Curriculum</i>	<u>Righteous Royals</u> <i>See History Curriculum</i>	<u>Magic</u> <i>Human and Physical geography</i> <i>See also History Curriculum</i>	<u>Groovy Greeks</u> <i>Locational Knowledge Place Knowledge</i> <i>See also History Curriculum</i>



Two Rivers Geography Curriculum

YEAR B– 2017-2018, 2019-2020, 2021-2022, 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red 3 & Red 4 (Years 1 & 2)	<u>Africa</u> <i>Place knowledge</i> <i>Locational knowledge</i>	<u>Celebrations</u> <i>Human and Physical geography</i> <i>See also History Curriculum</i>	<u>Once Upon a Time</u> <i>See History Curriculum</i>	<u>The Land Before Time</u> <i>See History Curriculum</i>	<u>Starry Night</u> <i>Place knowledge</i> <i>Locational knowledge</i> <i>Field work skills</i>	<u>Under the Sea</u> <i>Place knowledge</i> <i>Field work skills</i> <i>Human and Physical Geography</i>
Yellow 1 & Yellow 3 & Yellow 4 (Years 3 & 4)	<u>Happy Healthy Me</u> <i>Field work skills</i> <i>Place knowledge</i> <i>See also History Curriculum</i>	<u>Victorian Wonderland</u> <i>See History Curriculum</i>	<u>Let it Grow</u> <i>Place knowledge</i> <i>Fieldwork skills/</i>	<u>Chocoholics</u> <i>Fieldwork skills</i> <i>Place knowledge</i> <i>Locational Knowledge</i> <i>Place knowledge</i> <i>See also History Curriculum</i>	<u>The Great Outdoors</u> <i>Fieldwork skills</i> <i>Locational Knowledge</i> <i>Place knowledge</i>	<u>The Big Top</u> <i>See History Curriculum</i>
Blue 1 & Blue 3 (Years 5 & 6)	<u>Road Dahl</u> <i>Locational Knowledge / Place knowledge</i> <i>See also History Curriculum</i>	<u>World War 2</u> <i>Locational Knowledge</i> <i>Place knowledge</i> <i>See also History Curriculum</i>	<u>Vikings & Anglo Saxons</u> <i>Locational Knowledge / Place knowledge</i> <i>See also History Curriculum</i>	<u>Scientists & Inventors</u> <i>See History Curriculum</i>	<u>Superheroes</u> <i>Human and Physical geography</i> <i>See also History Curriculum</i>	<u>What Do You Sea?</u> <i>Locational Knowledge</i> <i>Place knowledge</i> <i>Human and Physical geography</i>