

## Geography mapping



For the next 2-year cycle, all children in KS2 will study the same units in order to ensure that they have studied in depth History and to ensure that as children move through the school, they are ready for the long term cycle of progressive units in our new curriculum as they build knowledge and skills which interlink within and across years.

<b>Cycle A 2021/2022</b>	<b>Autumn A</b>	<b>Autumn B</b>	<b>Spring A</b>	<b>Spring B</b>	<b>Summer A</b>	<b>Summer B</b>
<b>Kandinsky</b> Year 3/4 and <b>Picasso</b> Year 5/6	<b>Rivers 1</b> What are the similarities and differences between the River Severn and the River Indus? (Kandinsky only)	<b>Mountains</b> How do mountains interact with what is around them?	<b>Settlements and Cities</b> How are settlements similar and different?		<b>Volcanoes</b> How do volcanoes affect a place?	<b>Climate and Biomes</b> How does the climate affect the way people live?
<b>Cycle B 2022/2023</b>	<b>Autumn A</b>	<b>Autumn B</b>	<b>Spring A</b>	<b>Spring B</b>	<b>Summer A</b>	<b>Summer B</b>
<b>Kandinsky</b> Year 3/4 and <b>Picasso</b> Year 5/6	<b>Rhine and Mediterranean</b> How do rivers affect the way people live?			<b>Earthquakes</b> What are the pros and cons of living near a tectonic fault line?	<b>Coastal processes and landforms</b> How does the location of west Wales affect its coast?	<b>Tourism – Hunstanton</b> How do tourists interact with a place?

<b>Cycle A 2023/2024</b>	<b>Autumn A</b>	<b>Autumn B</b>	<b>Spring A</b>	<b>Spring B</b>	<b>Summer A</b>	<b>Summer B</b>
<b>Kandinsky</b> Year 3/4	<b>Rivers 1</b> What are the similarities and differences between the River Severn and the River Indus?	<b>Mountains</b> How do mountains interact with what is around them?	<b>Settlements and Cities</b> How are settlements similar and different?		<b>Volcanoes</b> How do volcanoes affect a place?	<b>Climate and Biomes</b> How does the climate affect the way people live?
<b>Cycle B 2024/2025</b>	<b>Rhine and Mediterranean</b>			<b>Earthquakes</b>	<b>Coastal processes and landforms</b>	<b>Tourism – Hunstanton</b> How do tourists interact with a place?

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<b>Picasso Year 5/6</b>	<b>Autumn A</b>	<b>Autumn B</b>	<b>Spring A</b>	<b>Spring B</b>	<b>Summer A</b>	<b>Summer B</b>
<b>Cycle A 2023/2024</b>	<b>Angles and Saxons</b> How do we know about the Anglo-Saxons in Britain? <i>Disciplinary focus: evidential thinking</i>	<b>The Vikings</b> How did the Vikings change England? <i>Disciplinary focus: change/continuity</i>		<b>Christianity in the British Isles</b> How did Christianity change as it travelled? <i>Disciplinary focus: change/continuity</i>	<b>Early civilisations in the Americas :Maya</b> How do we know about the ancient civilisations of central America? <i>Disciplinary focus: evidential thinking</i>	<b>The kingdom of Benin</b> How do historians continue to build knowledge about Benin? <i>Disciplinary focus: evidential thinking</i>
<b>Cycle B 2024/2025</b>	<b>London and migration through time</b> How much did London change between the Saxons and the fifteenth century? <i>Disciplinary focus: change/continuity</i>	<b>London and Migration through time: Tudor London</b> Who were the Tudor Londoners? <i>Disciplinary focus: similarity/difference</i>		<b>London and migration through time: 17th century London</b> How did London change during the 17th century? <i>Disciplinary focus: change/continuity</i>	<b>London and migration through time: 18<sup>th</sup>&amp;19<sup>th</sup> century</b> What connected London with the rest of the world in the 18th and 19th centuries? <i>Disciplinary focus: ?</i>	<b>London in a global war: London in WW2</b> Who was affected by the WW2 in London? <i>Disciplinary focus: similarity/difference</i>