



DARE to Learn Curriculum

<i>Question to explore...</i>	<i>What's growing in the forest?</i>
Geographical Coverage	Using geographical vocab Fieldwork Skills
NC Coverage	<ul style="list-style-type: none"> • use basic physical geography vocab: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • 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 • Devise a simple map; and use and construct basic symbols in a key
Locational Geography Incl contextual knowledge of globally significant places	Review from Aut A: locate Purbrook/Portsouth on a map of the UK Use globes, maps, Google earth to locate other Non-European Country (Brazil in the continent of South America)
Place Knowledge	Look at position of Brazil/ Amazon rainforest in relation to equator. (Recap Year R)
Human and Physical Geography Incl the processes behind their creation and how they bring about variation and change over time	Why are all rainforests on the equator? (hottest place on earth, evaporates most water from ocean, rains most) Comparison with our forest – less warm, less rain (recap learning of weather in Aut B), therefore trees don't grow so large, less variety, etc (see below)
Geographical Skills and Fieldwork collect, analyse and communicate data through fieldwork	(From Year 1) Take weather readings on a weekly basis, eg Monday, weather (sunny, cloudy, raining), rain gauge, wind vane, thermometer. Draw a simple graph of eg, rainfall over the term Take a learning walk around school/local area identifying human/physical features. Use locational language such as near, far, left, right.
Geographical Skills and Fieldwork Interpret a range of sources of geographical information, incl maps diagrams, globes, aerial photos and CIS	Use aerial photographs, maps and Google Earth to investigate the geography of the school initially, noting different human and physical features (buildings, roads, playing fields, forest); and then the local environment to identify roads, buildings, churches, shops, pond, areas of vegetation.
Geographical Skills and Fieldwork Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	Revisit Year 1: Draw a simple map and Aut A Draw a map of the school, showing different human and physical features (including forest) and providing symbols/key.
Key Geographical Vocabulary - discuss and remember and embed	Rainforest: an area of tall, mostly evergreen trees, and high rainfall. Buildings, roads, playing fields, forest, churches, shops, pond (Recap from Year 1: Equator: an imaginary line drawn around the earth equal distance from the poles. Vegetation)



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