

NORTHWICK MANOR PRIMARY SCHOOL

Knowing more, remembering more.....Connecting learning.....

Geography Long-term Overview

Geography Intent

At Northwick Manor Primary School our aim is to maximise our children's **opportunities** to develop an **ambitious** curiosity and interest in the world that we live in and its people.

We will fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum. We provide progressive and sequenced development of geographical concepts, substantive and disciplinary knowledge and skills that are transferrable to other curriculum areas and promote moral, social and cultural development. Our Geographical units of study are introduced as a question e.g. In EYFS - What are the different areas of the school used for? In Year 3 - What would it be like if our local land use changed?

Our Geographical driving questions are:

- ✓ How vast and fascinating is our world?
- ✓ What is it like to live in different places in the world?
- ✓ How do we as humans' impact on and change our world?

It is important that our Geography learners' value locational knowledge and take every **opportunity** to secure their knowledge of disciplinary geographical skills. Lessons encourage the children to be **ambitious** and deepen their learning as they explore the world they live in and its people. From this they will develop a broad knowledge of the world around them.

Through our teaching, we **aspire** to promote thought provoking questions. **Empowering** the children with substantive knowledge we want them to be aware of and reflect upon local, national and world geographical events such as: flooding, volcanic eruptions and other geological processes.

Children are guided and given the **opportunity** to identify similar themes which connect their geographical learning together. For example, the impact of the desert regions on habitats in Year 3 and the effect of climate in South America and its mountainous landscape in Year 6. This also enables teaching staff to gain an overview of the entire Geography curriculum when planning and delivering their lessons. Pupils' can retrieve their prior learning from previous geographical topics or look ahead to future topics in order to make relevant connections. This provides a sense of cohesion in their learning.

We fulfil the National Curriculum requirements at Northwick Manor Primary School and provide all pupils - regardless of ethnic origin, gender, class, aptitude or disability - with a broad and balanced Geography curriculum.

Geography National Curriculum Links:

Key stage 1

Pupils should be taught:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Geography – key stages 1 and 2

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- 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.

Key stage 2

Pupils should be taught

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
- physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geography – key stages 1 and 2

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key Learning: What will pupils get better at?

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
AUTUMN 1	<p>Human & Physical Geography</p> <p>What are the different areas of the school used for?</p> <p>Take photos in a chosen part of Forest School.</p> <p>Identify what they can see in the photos, repeat the activity in the Autumn and Spring and compare.</p> <p>Fieldwork Mapping</p> <p>School grounds walk to discuss and identify features. Discuss features of classroom using floor maps with cars/animals.</p> <p>Locational</p>	<p>Human & Physical Geography</p> <p>How do our seasons affect our school grounds?</p> <p>Take photos in a chosen part of the school grounds.</p> <p>Identify what they can see in the photos, repeat the activity in the Winter and Summer.</p> <p>Identify seasonal changes in vegetation and link to climate.</p> <p><i>How do we as humans' impact on and change our world?</i></p>	<p>Locational knowledge</p> <p>What makes the seaside a good place to go on holiday?</p> <p>Exploring locations for holidays both past and present. Children identify why specific locations are chosen and find these on a map. Focus on The British Isles.</p> <p>Comparison of a UK seaside destination with a non-European country</p>	<p>Geographical Skills</p> <p>What is it like to live in a desert?</p> <p>Labelling maps including Europe and Africa.</p> <p>Identifying deserts around the world.</p> <p>Human & Physical Geography</p> <p>How does climate impact habitats?</p> <p>Using the text 'Meerkat Mail' to drive the knowledge of warmer & colder climates.</p> <p><i>What is it like to live in different places in the world?</i></p>			<p>Locational knowledge</p> <p>Mapping</p> <p>Locating major countries of Europe & North America.</p> <p><i>What is it like to live in different places in the world?</i></p> <p>Locating places studied in relation to the Equator, Tropics of Cancer and Capricorn, & their latitude and longitude.</p> <p><i>How vast and fascinating is our world?</i></p>	<p>Locational Knowledge</p> <p>Mapping</p> <p>Locating on a world map, cities and locations in Europe related to conflicts in WW11. (Link to History Unit of work)</p> <p>Identifying flags related to conflicts during WW11.</p> <p><i>How vast and fascinating is our world?</i></p>

	<p>knowledge Harvest around the world. Locate countries on a globe/map</p> <p><i>How vast and fascinating is our world?</i></p>		<p>Mexico (including weather patterns).</p> <p>Vocabulary - beach, forest, cliff, coast, sea, ocean, port, harbour, season and weather.</p> <p><i>How do we as humans' impact on and change our world?</i></p>				
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

<p>To be able to name the four seasons as Autumn, Winter, Spring and Summer</p> <p>To know that in the UK our Winter is cold and our Summer is warm.</p>	<p>To know how to identify the seasons by knowing that new leaves and flowers grow in Spring and that during the Autumn leaves change colour and die.</p> <p>To know that the UK climate is temperate with cold Winter and warm Summers</p>	<p>To know that travellers to places of interest are known as 'tourists'</p> <p>To know that beaches, water sports, coastal landscape and entertainment make the seaside a good place to go on holiday</p> <p>To know where to locate holiday destinations on a UK map: St Ives, Blackpool, and Weston - Super-Mare</p>	<p>To know some of the world's main deserts: The Kalahari, Gobi, Sahara, Antarctic Polar and Artic Polar.</p> <p>To know that the Kalahari and Sahara deserts are in the continent of Africa.</p> <p>To know that the main climate types are Mountain, Desert, Temperate, Polar, Tropical, Mediterranean.</p> <p>To know that deserts are not always hot. For example, the Artic Polar desert.</p> <p>To know that a desert is cold at night.</p>		<p>To know that the equator is a circle of latitude that divides the earth into the Northern and Southern Hemispheres (24,901miles)</p> <p>To know that countries such as Brazil, Kenya, Congo, and Maldives are among some of the closest to the Equator and have a uniformly hot climate all year round</p> <p>To know that the Tropic of Cancer lies above the Equator and that the Tropic of Capricorn lies below the Equator.</p>	<p>To know where to find on a world map Germany, Italy, Japan, UK, America, Russia, Japan, and China</p> <p>To know and identify on a UK map WW11 Blitz cities – London, Coventry, Birmingham, Bristol, Southampton, Sheffield, Liverpool, and Cardiff</p> <p>To know and identify the maps of Germany, Italy, Japan, UK, America, Russia, Japan, and China</p> <p>To know and identify on a map the Atlantic, Pacific, Indian, and Arctic Oceans.</p>
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Connecting Learning

			EYFS: - Transport	Year 2: Seaside holidays Year 6: South America		Year 6: South America Year 3: Europe	
AUTUMN 2	<p>Locational Knowledge</p> <p>How do people celebrate different festivals around the world?</p> <p>Discussions about Diwali/Christmas Location of these countries on map and globe.</p> <p>Fieldwork and mapping</p>			<p>Locational Knowledge</p> <p>Why do tourists come to a place like Worcester?</p> <p>Identifying significant local features such as the River Severn, Malvern Hills, The Cathedral.</p> <p>Comparing Worcester to a European contrasting city.</p>	<p>Locational Knowledge & Mapping</p> <p>A study of the UK</p> <p>Naming and locating counties, cities and key topographical features of the UK such as major rivers.</p>		

	<p>(Smart Trees Trip) Using simple maps to locate landmarks and key features around the site.</p> <p><i>What is it like to live in different places in the world?</i></p>			<p><i>What is it like to live in different places in the world?</i></p>	<p><i>How vast and fascinating is our world?</i></p>		
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

<p>To know there are different countries in our World</p>			<p>To know that buildings, culture, and landscape are features of a tourist destination</p> <p>To know that Worcester Cathedral, the River Severn, and Malvern Hills are local landmarks</p> <p>To know that the River Severn starts in Wales and runs into the Bristol Channel</p> <p>To know that Worcester is in the county of Worcestershire and is in the West Midlands</p> <p>To know that Paris is the capital of France and that features include the River Seine, Notre- Dame Cathedral, Jardin des Plantes – botanical gardens</p>	<p>To know and locate on a map the counties of Worcestershire, Gloucestershire, Herefordshire, Oxfordshire, Norfolk, and Warwickshire</p> <p>To know that the highest mountain ranged in the UK are Ben Nevis (Scotland) Scafell Pike (England) Slieve Donard (Northern Ireland) Snowdon (Wales)</p>		
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Connecting Learning

				<p>Year 1: Local Walk Year 5: Rivers Year 6: Paris</p>	<p>Year: 5 Rivers</p>		
<p>SPRING 1</p>	<p>Understanding the World</p> <p>How can we travel to places that are near and far?</p> <p>Using mapping skills to increase understanding of methods of travel around the world.</p> <p>Using globes, maps, Google Earth to develop vocabulary and key symbol awareness.</p> <p>Fieldwork What has changed in this corner of our school grounds? (Take photos in a chosen part of the Forest School) Identify what they can see in the</p>	<p>Locational Knowledge</p> <p>How far has Barnaby Bear travelled?</p> <p>Increasing their knowledge of world continents, major cities, and oceans.</p> <p>Using Barnaby Bear to help explore the world.</p> <p>Developing Geographical skills using <i>Google Earth</i>.</p> <p>Beginning to identify and locate the four countries and capital cities of the UK and its surrounding seas.</p> <p><i>How vast and fascinating is our world?</i></p>	<p>Geographical Skills</p> <p>Marvellous Mapping</p> <p>Interpreting and building upon their knowledge through labelling maps e.g., UK countries and oceans.</p> <p>Children will understand map symbols and be able to identify specific locations on a map.</p> <p>Children follow instructions to mark out a</p>		<p>Human & Physical Geography</p> <p>What is it like living in the shadow of a volcano?</p> <p>Describing and understanding key aspects of volcanoes both physical and human features.</p> <p>How does this change daily life and impact on local culture?</p> <p><i>What is it like to live in different places in the world?</i></p>	<p>Human & Physical Geography</p> <p>What is it like to live by a river?</p> <p>Re visiting the Water Cycle and its part in the formation of rivers.</p> <p>(Link to Science Unit of Work)</p> <p>Understanding how rivers have shaped the landscape by exploring the structure of a river and how it can be eroded.</p> <p><i>How do we as humans' impact on and change our world?</i></p>	<p>Human & Physical Geography</p> <p>What is it like to live on a mountain?</p> <p>Describing and understanding key aspects of mountains including retrieval knowledge of volcanoes.</p> <p>Use maps and atlases to locate major mountains and mountain ranges.</p> <p>Vocabulary rivers, mountains, natural resources, energy, food, minerals, water</p>

	photos, repeat the activity in the Spring and compare. <i>How vast and fascinating is our world?</i>		route on a map. Fieldwork Developing their mapping skills using compasses, aerial photos and symbols to locate key areas around the school grounds. <i>How vast and fascinating is our world?</i>				<i>What is it like to live in various places in the world?</i>
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Key Golden Nuggets
What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

<p>To know that cars, boats helicopters and aeroplanes are forms of transport.</p> <p>To know that an aeroplane or boat can allow us to travel to other countries across the oceans</p> <p>To know that our school grounds change in the seasons of Autumn, Winter, Spring and Summer</p>	<p>To know that England, Scotland, Wales and Northern Ireland are all countries in the United Kingdom</p> <p>To know that there are seven continents (Continents Song)</p> <p>To name the capital cities of the British Isles.</p>	<p>To know that a map teaches us about the world showing the size and shape of countries. A map can also give directions and show the distance between locations</p> <p>To know where Worcester, London, Cardiff, Edinburgh, and Dublin can be found on a UK map</p> <p>To know that North, East, South, and West are all points on a compass</p>		<p>To know that the Crust (18 miles thick) is the outer layer of the earth, The Mantle (1,800 miles thick) is the second layer, and the Core is the inner layer of the earth</p> <p>To know that a volcano is a rupture in the crust of the earth that allows hot lava, volcanic ash, and gases to escape</p> <p>To know that a volcano can be active, dormant, or extinct and that to live by a dormant volcano risks, lives, homes, livestock, and income</p> <p>To know that India has 7 named volcanoes and that The Barren Island volcano is the only one to be active.</p>	<p>To know that there are four main stages to the water cycle. They are evaporation, condensation, precipitation, and collection</p> <p>To know that there are approx 1500 rivers in the UK and to be able to locate the four longest on a map: River Severn, River Thames, River Trent, and River Great Ouse</p> <p>To know that a river is divided into three main sections The Upper Course, Middle Course and Lower Course.</p> <p>To know that erosion is the wearing away of land by forces such as water, wind, and ice</p>	<p>To know that the key features of a mountain include: the summit – the top of a mountain, the slope or side of a mountain and a steep valley between mountains called a gorge</p> <p>To know that some of the world's major mountain ranges include: The Andes in South America, The Rocky Mountains in North America, and The Alps in Central Europe</p> <p>To know that natural resources include oil, coal, metals. natural gases stone and sand</p> <p>To know that the UK'S tallest mountain is Ben Nevis in Scotland. Mount Denali is the highest peak in North America</p>
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Connecting Learning

Year 2: Seaside holidays	Year 2: Seaside Holidays Year 4: India Year 6: S America	Whole School Mapping		Year 5: Rivers Year 6: Mountains	Year 3: River Severn	Year 4: Volcanoes Year 5: Rivers
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SPRING 2	<p>Understanding the World</p> <p>Locational Knowledge</p> <p>What is it like for an animal to live in a hot or cold climate?</p> <p>Developing their understanding of the world through animal discussions and using globes/maps.</p> <p>Comparing and contrasting animals with the UK.</p> <p>Looking at diverse cultures <i>E.g., Songkran, Thailand</i></p> <p><i>What is it like to live in various places in the world?</i></p>					<p>Locational Knowledge & Mapping</p> <p>Using Ordnance survey maps, use 4 & 6 figure grid references to locate landmarks around the River Severn and the surrounding area.</p> <p>Fieldwork</p> <p>Planning and carry out a fieldwork investigation.</p> <p>Profile a flood victim in Worcester and explore the impact this has on their life.</p> <p>(Use Scribble Maps to map a route along the River Severn)</p>	
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

<p>To understand that weather changes daily and climate changes over years</p> <p>To know that Polar bears fur keeps it warm and dry in a cold climate and that meerkats live in burrows underground to keep cool during the day in a hot climate.</p>					<p>To understand that you can locate places and landmarks using 4 and 6 figure grid references</p>	
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Connecting Learning

	<p>Year 3: Deserts Polar Regions Year 4: India</p>						
SUMMER 1	<p>Fieldwork</p> <p>What has changed in this corner of our school grounds? (Take photos in a chosen part of the Forest School) Identify what they can see in the photos How do the photos compare with those taken in Autumn 1 and Spring 1. Repeat the activity in Summer 2.</p> <p><i>How do we as humans' impact on and change our world?</i></p>	<p>Place Knowledge</p> <p>What is it like to live in Northwick? (North Worcester)</p> <p>Understanding the local area and name key landmarks.</p> <p>Fieldwork</p> <p>Understanding the location of Northwick within the Worcester area and experience its location using maps and a local walk.</p> <p><i>How vast and fascinating is our world?</i></p>		<p>Geographical Skills Mapping</p> <p>Developing geographical skills using <i>Google maps</i> to compare satellite and road maps.</p> <p><i>How vast and fascinating is our world?</i></p> <p>Human & Physical Geographical</p> <p>What would it be like if our local land use changed?</p> <p>Extending locational knowledge by developing their understanding of land</p>	<p>Fieldwork (Malvern Outdoor Residential Centre)</p> <p>Using orienteering skills, grid references and Ordnance Survey maps.</p> <p>Developing locational knowledge via a Worcestershire Beacon walk using maps and compasses.</p>		<p>Location & Place knowledge</p> <p>What is it like to live in South America?</p> <p>Locating countries in South America and their major cities using maps.</p> <p>Focusing on key physical and human characteristics including climate zones, vegetation belts, types of settlement, land use, economic activity/trade links and the</p>

				use within their locality including vegetation belts. <i>How do we as humans' impact on and change our world?</i>	<i>How vast and fascinating is our world?</i>		distribution of natural resources, sustainability and climate change in Brazil. <i>How do we as humans' impact on and change our world?</i>
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

	To know how the school grounds change during the seasons. For example, that the leaves are red, brown, and orange in Autumn and Winter and shades of green in Spring and Summer	To know that the points of a compass are North, East, South, and West. To understand that Northwick Manor Primary School is in North Worcester. To know that The Lodge and Gheluvelt Park are features close by and in the Northwick area		To know that a satellite map is an image/picture of the earth taken from above and that a road map is designed to show roads for travelling by foot or car. To know that the term 'land use' is used to describe how humans use the available land To know that land use can be parks, roads, farmland, homes, and shops To know that a vegetation belt is a smaller area where plants, trees and animal thrive	To know the points on a compass: north, east, south, west. Also, north-east, (NE) south – east, (SE) south-west (SW) and north-west (NW) To know that the term orienteering is used to describe when a map and a compass is used to navigate between points know that a grid reference allows someone to mark a place on a map by referring to vertical and horizontal lines called eastings and northings. To know that the 'Worcestershire Beacon' is part of the local Malvern Hills range and is the highest peak in Worcestershire		To know that South America is in the Southern Hemisphere and is bordered by the Atlantic Ocean to the east and the Pacific Ocean to the west To know that Brazil, Chile, Peru, Argentina, and Ecuador are some of the 14 countries found in South America To know that the climate of South America can be divided into four regions, tropical, temperate, arid, and cold To know that some of South America's main goods for trade are sugar, bananas, cocoa, coffee, tobacco, beef, corn, and wheat
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Connecting Learning

		Year 3: Local Environment Year 4: Malvern Year 5: River Walk		Year 1: Local Area Year 4: Malvern Year 5: River Walk	Year 1: Local Area Year 3: Local Environment		Year 3: Local Settlements Year 4: India Year 5: Equator
SUMMER 2	Understanding the World Children will gain understanding of cultural similarities and differences in celebrations. E.g. Thailand through the text "Granny went to market" Geographical Skills /mapping Using globes, maps to locate the equator, water and land.		Place Knowledge How is life different when living in hot and cold climates? (Link to Science Unit of work on habitats) Identifying and locating hot and cold areas of the world. Children will understand	Fieldwork Using the school grounds to observe and record human and physical features and understand the impact that a change of land use will have on the human & physical environment of the school. E.g., observational sketch maps, water gauges, wildlife study.	Place Knowledge What is it like to live in India? Understanding geographical similarities and differences through the study of the human and physical geography of India. <i>How do we as humans' impact on and change our world?</i>		Locational Knowledge & Fieldwork (French Trip) Using Google Earth locate where they travel in France. Developing accurate mapping skills. Using Scribble maps to record a route that they walked/travelled during their stay. Using Ordnance survey maps and

<p>Discussion about continents.</p> <p>Fieldwork</p> <p>(Bishops Wood Trip)</p> <p>Developing geographical skills through discussing, locating and naming parts of the site.</p> <p><i>What is it like to live in various places around the world?</i></p>		<p>how climate affects the lives of people that live there.</p> <p>Understand what the equator is and how the North and South poles differ.</p> <p><i>What is it like to live in various places around the world?</i></p>		<p>Geographical Skills & Mapping</p> <p>Interpreting and labelling maps including the countries surrounding India (including the proximity of Russia) and the physical features of India.</p> <p><i>How vast and incredible is our world?</i></p>		<p>six figure grid references to identify key landmarks in Paris.</p> <p><i>What is it like to live in various places around the world?</i></p>
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

<p>To know that Thailand is a country in a different continent called Asia</p> <p>To know that rice is a crop grown on Thai farms because the climate is different to ours</p>		<p>Countries, towns and cities located around the equator experience hot weather throughout the year.</p> <p>The North Pole is at the northernmost point of the Earth, while the South Pole is at the southernmost point on the Earth.</p> <p>The area around the North and South Poles is very cold but the area around the equator is very warm.</p> <p>The nearest land is around 700 kilometres away from the North pole.</p> <p>When you are standing on the North Pole, any direction you point is South.</p>	<p>To know that the word environment means everything around us including air, soil, water, plants, and animals</p> <p>To know that professions such as town planners and architects are involved with how our land is used.</p> <p>To know that how a street looks is called a 'street scene'</p> <p>To know that a 'greenbelt' is kept free from buildings for animals and plants to grow.</p>	<p>To know that India is in the continent of Southern Asia and is the world's 7th largest country with the world's 2nd largest population.</p> <p>The River Ganges is India's longest river and is 1569 miles long</p> <p>To know that the countries of China, Pakistan, Bhutan, Myanmar, Nepal Afghanistan, and Bangladesh border India</p> <p>To know that the main mountain range of India is the Himalayas</p>		<p>To know that: France is in Europe, its capital city is Paris, the River Seine runs through Paris, its population is over 65 million.</p> <p>To know that the Eiffel Tower in Paris was built in 1889</p> <p>To know that the under Arc De Triomphe in Paris is the tomb of the 'Unknown soldier of France'</p> <p>To know that the Louvre Museum is the most visited museum in the world</p>
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Connecting Learning

<p>Year 4: India Year 6: South America</p>		<p>EYFS: Animals Year 3: Deserts</p>	<p>Year 1: Local Area Year 4: Malvern Year 5: River Walk</p>	<p>EYFS: Thailand Year 6: South America</p>		<p>Year 4: Comparing Malvern to Paris Trip</p>
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