



Cherry Tree Academy Medium Term Geography Cycle B

Autumn 2		
KS1	My Place, My Area	
	Year 1	Year 2
	L1: What is a map? L2: What is a map? L3: What human and physical features can you see? L4: What human and physical features can you see? L5: What is field work?	L1: What is a map? L2: What is a map? L3: What human and physical features can you see? L4: What human and physical features can you see? L5: What is field work?
Key Concepts to assess	L1: Children can create a 3d model and draw a 2d map representation including a simple key. L2: Children can engage in simple fieldwork within the school grounds and create a map showing what they see. L3: Children can explain what a human and a physical feature is. L4: Children can study and name some human and physical features of the local area. L5: Children can explain what field work is and can carry out a given field work task to collect data or information.	L1: Children can work as part of a group to create a 3d model of a given place and draw a 2d map representation including a simple key. L2: Children can engage in simple fieldwork within the school grounds and create a map showing what they see. They can use aerial view in their work and include a key showing the main parts. L3: Children can explain what a human and a physical feature is and give examples of these that can be found in the local area. L4: Children can study and name some human and physical features of the local area. L5: Children can explain what field work is and can think of a question they want to find the answer to and collect data to answer it.
Vocabulary	Human Features, Field Work, Map, Physical Features	Human Features, Field Work, Map, plan, key, Physical Features, field work, data, information, tally chart
Experiences	Local area walk Mapping school grounds	
SMSC		
British Values		
School Values	Consideration – looking after the local area	

Cherry Tree Academy Medium Term Geography Cycle B

Spring 2		
KS1	West Yorkshire	
	Year 1	Year 2
	L1: Where is the UK located? L2: What is a county and what is a region? L3: What are human features and can you identify some human features of West Yorkshire? L4: What are physical features and can you identify some physical features of West Yorkshire? L5: Can you find out about the human and physical features of Pontefract?	L1: Where is the UK located? L2: What is a county and what is a region? L3: What are human features and can you identify some human features of West Yorkshire? L4: What are physical features and can you identify some physical features of West Yorkshire? L5: Can you find out about the human and physical features of Pontefract?
Key Concepts to assess	L1: Children can say that the UK is part of Europe. L2: Children can name Yorkshire and West Yorkshire and know what region they live in. L3: Children can define what a human feature is and name a human feature of West Yorkshire. L4: Children can define what a physical feature is and name a physical feature of West Yorkshire. L5: Children know that they live in the town of Pontefract and can name some human and physical features.	L1: Children can say that the UK is part of the continent of Europe and can identify and mark this on a map and a globe. L2: Children can identify Yorkshire and West Yorkshire on a map and they know what region and county they live in. L3: Children can define what a human feature is and name some human features of West Yorkshire. They can use geographical language to talk about them. L4: Children can define what a physical feature is and name some physical features of West Yorkshire. They can use geographical language to talk about them. L5: Children know they live in the town of Pontefract and can find this on a map. They can name some human and physical features found in Pontefract and ask geographical questions e.g. Why is this place like this?
Vocabulary	Europe, human features, Leeds, physical features, region, UK, West Yorkshire, Pontefract	Europe, human features, Leeds, physical features, region, UK, West Yorkshire, Pontefract, county, town, city
Experiences	Walk into Pontefract Town Centre (could include castle)	
SMSC	Cultural – Pontefract and its place in history.	
British Values		
School Values		



Cherry Tree Academy Medium Term Geography Cycle B

Summer 1		
KS1	Brazil	
	Year 1	Year 2
	L1: Where is South America? L2: What is South America like? L3: Where is Brazil? L4: What are the human and physical features of Brazil? L5: What is Sao Paulo like and how does this compare to Pontefract?	L1: Where is South America? L2: What is South America like? L3: Where is Brazil? L4: What are the human and physical features of Brazil? L5: What is Sao Paulo like and how does this compare to Pontefract?
Key Concepts to assess	L1: Children can identify South America on a map. L2: Children can use geographical vocabulary to talk about what South America is like including the climate. L3: Children can identify Brazil on a map of South America. L4: Children know what human and physical features are can name some human and physical features of Brazil. L5: Children can describe Sao Paulo and say some ways it is different to Pontefract.	L1: Children can identify South America on a map and talk about where it is in relation to Europe and Pontefract. L2: Children can use geographical vocabulary to talk about what South America is like including the climate and can compare this to the climate of Europe. L3: Children know that Brazil is a country in South America and can identify Brazil on a map of South America. L4: Children know what human and physical features are and can name and describe some human and physical features of Brazil. L5: Children can describe Sao Paulo (including weather and climate) and can compare this to Pontefract.
Vocabulary	Similar, different, human feature, physical feature, country, continent, weather, rainforest, jungle, urban , residential, Slums, deforestation, tourism,	Similar, different, human feature, physical feature, country, continent, weather, rainforest, jungle, urban , residential, Slums, deforestation, tourism,temperate, tropical, distribution, industrialisation
Experiences		
SMSC	Moral – discussion around how people in different places live	
British Values	Mutual respect	
School Values	Inclusive	





Cherry Tree Academy Medium Term Geography Cycle B

Autumn 2		
The UK Regions, Counties and cities		
LKS2	Year 3	Year 4
	L1: What and where is the United Kingdom? L2: What are the main countries, cities and regions of the UK? L3: What is a county, and how are counties different across the UK? L4: What are the physical and human features of West Yorkshire? L5: How is West Yorkshire similar or different to another UK region? L6: How has land use in Pontefract and other regions changed over time?	L1: What and where is the United Kingdom? L2: What are the main countries, cities and regions of the UK? L3: What is a county, and how are counties different across the UK? L4: What are the physical and human features of West Yorkshire? L5: How is West Yorkshire similar or different to another UK region? L6: How has land use in Pontefract and other regions changed over time?
Key Concepts to assess	L1: Children can locate the UK on a map, globe and atlas. They can name its four countries and capital cities. L2: Children can name key UK cities such as London, Edinburgh, Cardiff, Belfast, Birmingham and Leeds, and identify the surrounding seas. L3: Children can explain that counties are areas within a country. They can name some counties in different parts of the UK including West Yorkshire, Cornwall, Kent and Cumbria. L4: Children know that West Yorkshire has towns and cities like Leeds and Wakefield, and includes both urban and rural features such as hills, rivers, and settlements. L5: Children can compare the physical and human features of West Yorkshire with another UK region such as Cornwall or the Scottish Highlands. L6: Children know that land use in places like Pontefract has changed over time, for example from coal mining to housing or retail, and can describe what has stayed the same.	L1: Children can locate and name the countries of the UK, their capital cities, and surrounding seas using a range of maps. L2: Children can describe the UK's main geographical regions including the South East, North West and the Highlands, and identify major cities within them. L3: Children can name and locate several counties across the UK. They understand that counties are used to organise areas and often reflect local history or geography. L4: Children can describe West Yorkshire's human features such as towns, industry and transport, and physical features such as hills and rivers. L5: Children can compare West Yorkshire to a contrasting UK region, identifying differences in landscape, land use, and settlement type. L6: Children understand how land use and settlements in both regions have changed over time and can explain these changes using historical and modern maps.
Vocabulary	UK, England, Wales, Scotland, Northern Ireland, country, capital city, county, region, map, city, village	Region, county, county town, urban, rural, settlement, land use, Pontefract, Wakefield, Leeds, human features, physical features
Experiences	Children take part in a local fieldwork walk to identify and map human and physical features of Pontefract. They use digital and paper maps to explore local and national geography, and compare regions using atlases and satellite imagery.	
SMSC	Children explore how the UK is made up of different places, people, and landscapes, helping them value cultural diversity and understand their place within a wider national community.	
British Values	Children learn about how the UK is organised into countries, counties and cities, and how shared democratic decisions affect communities across different regions.	
School Values	Respect – Children develop an appreciation for the diversity of places and communities across the UK. Community – Learning about the local area helps children understand and feel part of the wider community they live in.	



Spring 2		
LKS2	Mountains, Volcanoes and earthquakes	
	Year 3	Year 4
	L1: What is the Equator, and how do we divide the Earth into hemispheres? L2: Where are the world's major mountains and mountain ranges? L3: How are mountains formed, and what do they look like? L4: What causes volcanoes and where are they found? L5: What causes earthquakes and how do they affect people? L6: How do people live near volcanoes and earthquakes, and why?	L1: What is the Equator, and how do we divide the Earth into hemispheres? L2: Where are the world's major mountains and mountain ranges? L3: How are mountains formed, and what do they look like? L4: What causes volcanoes and where are they found? L5: What causes earthquakes and how do they affect people? L6: How do people live near volcanoes and earthquakes, and why?
Key Concepts to assess	L1: Children can describe where the Equator is and explain what the Northern and Southern Hemispheres are. They can locate the North and South Pole and identify the Arctic and Antarctic Circles on a globe or map. L2: Children can identify mountain ranges such as the Alps and the Himalayas on a world map and name at least one in the UK. L3: Children know that mountains are formed by natural processes such as tectonic movement and understand they are physical features that can affect weather and travel. L4: Children know that volcanoes are mountains that erupt with lava, ash and gas, and can name famous examples like Mount Vesuvius or Eyjafjallajökull. L5: Children know that earthquakes happen when the Earth's surface shifts and can describe their basic effects on people and buildings. L6: Children can explain why people might still live near volcanoes or earthquake zones and give simple examples of how communities adapt to risks.	L1: Children can describe the position of the Equator, hemispheres, and Arctic/Antarctic Circles and explain how global location affects temperature and climate. L2: Children can locate and name major mountain ranges in the world and the UK using maps and atlases, and describe their key features. L3: Children can explain how different types of mountains form and understand the challenges of living in mountainous areas. L4: Children understand how volcanoes are formed at plate boundaries and can describe the structure of a volcano. L5: Children can describe what happens during an earthquake and understand how tectonic plates cause them. They can explain the effects on people, homes and landscapes. L6: Children can explain how and why people live near tectonic hazards and describe ways people protect themselves or reduce the risks.
Vocabulary	Equator, hemisphere, mountain, hill, volcano, lava, eruption, earthquake, map, globe, continent, crust	Equator, hemisphere, tectonic plate, mountain range, volcano, eruption, crater, earthquake, aftershock, fault line, summit, altitude
Experiences	Children use globes and digital maps to locate the Equator, hemispheres, and tectonic zones, explore volcanic and mountain landscapes using Google Earth, and use digital media to investigate real-life examples of earthquakes and eruptions.	
SMSC	Children reflect on the power of the natural world and how communities around the world show resilience and cooperation when faced with environmental hazards.	
British Values	Children explore how governments and organisations respond to natural disasters and how people's freedom, safety and welfare are supported during emergencies.	
School Values	Resilience – Children explore how people around the world adapt to life near volcanoes and earthquakes. Respect – Children develop respect for the power of nature and how different cultures live with geographical hazards.	



Summer 2		
LKS2	Rivers	
	Year 3	Year 4
	L1: Where does water come from and how does it move around Earth? L2: What is a river and how does it change from source to sea? L3: What features can we find along a river's journey? L4: Where are some of the UK's major rivers and what are they used for? L5: How have rivers helped shape human life in the past and today? L6: What problems can rivers cause and how can we care for them?	L1: Where does water come from and how does it move around Earth? L2: What is a river and how does it change from source to sea? L3: What features can we find along a river's journey? L4: Where are some of the UK's major rivers and what are they used for? L5: How have rivers helped shape human life in the past and today? L6: What problems can rivers cause and how can we care for them?
Key Concepts to assess	L1: Children know that water comes from natural sources like rain, rivers, lakes and the sea, and can describe the water cycle using simple terms such as evaporation, condensation, precipitation and collection. L2: Children understand that a river flows from its source to its mouth, changing along the way, and can describe this journey using maps or images. L3: Children can identify simple river features such as source, mouth, stream and bank, and begin to use them when describing rivers. L4: Children can locate major rivers in the UK such as the Thames and the Severn, and describe some ways rivers are used by people for travel, farming or fun. L5: Children know that rivers have supported people in the past and still do today by providing water, helping with farming, and connecting towns and cities. L6: Children understand that rivers can cause flooding and pollution, but that people can also help care for rivers through conservation and good water habits.	L1: Children can explain the full water cycle in their own words using key vocabulary and understand how it links to rainfall and river flow. L2: Children can describe a river's journey from source to sea, including the upper, middle and lower course, and understand how it changes along the way. L3: Children can identify and describe river features such as source, tributary, confluence, meander, estuary and mouth, using maps and diagrams. L4: Children can locate key UK rivers such as the Severn, Thames and Trent, and name towns or cities along their course. They can describe different ways rivers are used including for trade, energy, transport and leisure. L5: Children can explain how rivers have influenced where people settle and how rivers still support communities today through farming, water supply, and economic links. L6: Children understand that rivers can cause damage through flooding and pollution, and can explain ways people try to reduce harm and look after river environments.
Vocabulary	Water cycle, evaporation, condensation, precipitation, river, source, mouth, stream, rain, flooding, pollution, River Severn	Water cycle, evaporation, condensation, precipitation, tributary, confluence, meander, estuary, settlement, land use, conservation, trade
Experiences	Children explore the local area for signs of flowing or standing water, use atlases and digital maps to locate UK rivers, label river features on diagrams and maps, create a simple water cycle model, and analyse photos or videos of river use and flooding.	
SMSC	Children reflect on how rivers support life, connect places, and require care and cooperation to protect for future generations.	
British Values	Children learn how local and national organisations manage rivers and water responsibly, and how shared decisions help reduce flooding and pollution.	
School Values	Considerate – Children learn the importance of caring for rivers as shared natural resources that support people, animals and habitats. Healthy – Children understand how clean water and healthy rivers are essential for human well-being and the environment.	





Cherry Tree Academy Medium Term Geography

Autumn 1		
UKS2	North and South America	
	Year 5	Year 6
	<p>L1: Where are North and South America, and what are their countries and capital cities?</p> <p>L2: What are the main climate zones across the Americas and how do they affect how people live?</p> <p>L3: What are some key physical features of the Americas (e.g. Andes, Rockies, Great Lakes)?</p> <p>L4: What do we mean by human geography, and how do people live in places like Argentina or Mexico?</p> <p>L5: How do people use land in different parts of North and South America (farming, transport, cities)?</p> <p>L6: How is life in a country like Argentina or Mexico similar to or different from life in the UK?</p>	<p>L1: Where are North and South America, and what are their countries and capital cities?</p> <p>L2: What are the main climate zones across the Americas and how do they affect how people live?</p> <p>L3: What are some key physical features of the Americas (e.g. Andes, Rockies, Great Lakes)?</p> <p>L4: What do we mean by human geography, and how do people live in places like Argentina or Mexico?</p> <p>L5: How do people use land in different parts of North and South America (farming, transport, cities)?</p> <p>L6: How is life in a country like Argentina or Mexico similar to or different from life in the UK?</p>
Key Concepts to assess	<p>L1: Children know where North and South America are located on a map and can name several countries and capital cities.</p> <p>L2: Children can describe how climate varies across the Americas and give examples of how people adapt to hot, cold or dry conditions.</p> <p>L3: Children can name key physical features such as the Andes Mountains and the Great Lakes and describe what makes them important.</p> <p>L4: Children understand that human geography means how people live, and they can describe things like jobs, buildings and transport in places like Argentina or Mexico.</p> <p>L5: Children can explain how land is used differently in various parts of the Americas for farming, housing, travel or trade.</p> <p>L6: Children can compare life in a country like Argentina or Mexico with life in the UK, including differences in homes, jobs, landscape and transport.</p>	<p>L1: Children can locate a wide range of countries and major cities across both Americas using maps and digital tools.</p> <p>L2: Children can explain how latitude and landscape affect climate zones in North and South America, and how people's lives are influenced by where they live.</p> <p>L3: Children can describe the location, formation and significance of physical features like the Andes, Rockies, Amazon River and Great Lakes.</p> <p>L4: Children can explain patterns in human geography such as settlement, population, and land use in countries like Argentina and Mexico.</p> <p>L5: Children understand that land is used differently for farming, urban development and trade, and can explain why land use varies across the continent.</p> <p>L6: Children can compare a South or North American country to the UK, using data to explain similarities and differences in economy, population, climate and lifestyle.</p>
Vocabulary	Continent, country, capital city, South America, North America, Equator, climate, region, human feature, physical feature, land use, comparison	Continent, hemisphere, latitude, environmental region, population, settlement, economy, trade, land use, urban, rural, comparison
Experiences	Children use atlases and globes to locate countries and cities, create annotated climate zone maps, explore physical features using satellite imagery, compare photographs of daily life in the Americas and UK, and use digital mapping to investigate land use patterns.	
SMSC	Children explore how geography shapes life across different cultures, helping them develop respect, curiosity and responsibility for global communities.	
British Values	Children consider how countries across the Americas are governed, and how democratic systems and individual rights differ across the world.	
School Values	<p>Inclusive – Children learn how people live in diverse environments and understand the value of different cultures.</p> <p>Resilient – Children explore how communities adapt to challenges in their environments, such as climate or land use.</p>	



Spring 1		
UKS2	The Amazon	
	Year 5	Year 6
	<p>L1: Where is the Amazon Rainforest and River, and how can we locate it using maps and compass points?</p> <p>L2: What is the climate like in the Amazon, and where does it sit between the Tropics of Cancer and Capricorn?</p> <p>L3: What are the layers of the rainforest, and how do plants and animals survive there?</p> <p>L4: How do indigenous communities live in the Amazon, and how is their life different from ours?</p> <p>L5: How have people explored, mapped and used the Amazon over time?</p> <p>L6: How are humans changing the Amazon today, and why does it matter?</p>	<p>L1: Where is the Amazon Rainforest and River, and how can we locate it using maps and compass points?</p> <p>L2: What is the climate like in the Amazon, and where does it sit between the Tropics of Cancer and Capricorn?</p> <p>L3: What are the layers of the rainforest, and how do plants and animals survive there?</p> <p>L4: How do indigenous communities live in the Amazon, and how is their life different from ours?</p> <p>L5: How have people explored, mapped and used the Amazon over time?</p> <p>L6: How are humans changing the Amazon today, and why does it matter?</p>
Key Concepts to assess	<p>L1: Children can locate the Amazon Rainforest and River using maps, atlases and compass directions. They know it lies in South America and can name some countries it spans, including Brazil.</p> <p>L2: Children know the Amazon has a hot and wet climate, and they can describe basic features of a tropical climate and identify its location between the Tropics of Cancer and Capricorn.</p> <p>L3: Children can name the four rainforest layers and describe simple characteristics of each one. They can match animals and plants to the correct layer.</p> <p>L4: Children can describe how an Amazonian tribe lives, including their food, homes, and clothing, and give basic comparisons to life in the UK.</p> <p>L5: Children know that people, including explorers like Francisco de Orellana, have mapped the Amazon. They can use simple OS symbols and compass directions to follow a map route.</p> <p>L6: Children know that deforestation is caused by farming and logging. They can give some effects of this on the rainforest and wildlife and suggest simple ways to reduce damage.</p>	<p>L1: Children can use a range of maps, including OS-style maps, to locate the Amazon using compass points, countries, grid references and key features. They understand its place between the Tropics and near the Equator.</p> <p>L2: Children can describe the features of a tropical climate using data (e.g. temperature and rainfall graphs). They can explain how the Amazon's location affects its weather and ecosystem.</p> <p>L3: Children can describe the structure of the rainforest and explain how animals and plants are adapted to life in each layer, giving specific examples and reasons.</p> <p>L4: Children can explain how Amazon tribes use their environment to meet their needs sustainably. They can compare this way of life to the UK, highlighting key differences in homes, food, and community.</p> <p>L5: Children can explain how early exploration (e.g. Orellana) contributed to our knowledge of the Amazon. They can read OS maps with 4-figure grid references and interpret symbols and features accurately.</p> <p>L6: Children understand a range of reasons for deforestation and its global consequences. They can evaluate its impact on people, biodiversity and climate, and suggest thoughtful solutions for protecting the rainforest.</p>
Vocabulary	Rainforest, Equator, Tropics, canopy, undergrowth, habitat, Amazon, explorer, compass, deforestation, adaptation, environment	Biome, latitude, vegetation, biodiversity, indigenous, carbon dioxide, sustainability, exploitation, land use, global impact, preservation, conservation
Experiences	Children use digital and paper maps to locate the Amazon and surrounding countries, use compass directions and simple OS symbols to follow a journey, explore virtual rainforest tours, create and label diagrams of rainforest layers, compare real-life photos of tribal and urban life, and debate deforestation in groups or role-play. Where possible, children can complete a local field sketch or map reading task to practise the same skills used in rainforest mapping.	



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SMSC	Children reflect on how humans depend on nature and how people live differently around the world. They develop empathy for rainforest communities and awareness of our responsibility to the planet.
British Values	Children explore how laws and international agreements protect the rainforest. They consider how democracy and global cooperation can support conservation efforts.
School Values	Considerate – Children learn to respect different cultures and the natural world. Resilient – Children reflect on how rainforest communities and wildlife adapt to survive environmental challenges.



Cherry Tree Academy Medium Term Geography

Summer 1		
Arctic and Antarctic – Life at the Extremes		
UKS2	Year 5	Year 6
	<p>L1: Where are the Arctic and Antarctic regions, and how are they similar or different?</p> <p>L2: What are time zones and how does location affect time, daylight and seasons in the polar regions?</p> <p>L3: What is the climate like in Antarctica, and how does it compare to the UK?</p> <p>L4: Why do people visit or work in Antarctica, and can people survive there long term?</p> <p>L5: What are the physical features of Antarctica and how do they shape life there?</p> <p>L6: What trade links, research or natural resources exist in polar regions today?</p> <p>L7: Why is it important to protect Antarctica, and how do we know so much about it?</p>	<p>L1: Where are the Arctic and Antarctic regions, and how are they similar or different?</p> <p>L2: What are time zones and how does location affect time, daylight and seasons in the polar regions?</p> <p>L3: What is the climate like in Antarctica, and how does it compare to the UK?</p> <p>L4: Why do people visit or work in Antarctica, and can people survive there long term?</p> <p>L5: What are the physical features of Antarctica and how do they shape life there?</p> <p>L6: What trade links, research or natural resources exist in polar regions today?</p> <p>L7: Why is it important to protect Antarctica, and how do we know so much about it?</p>
Key Concepts to assess	<p>L1: Children can locate the Arctic and Antarctic on a map or globe. They understand they are in the Northern and Southern Hemispheres and know that Antarctica is a continent covered in ice.</p> <p>L2: Children know that time zones change across the globe and that the poles experience long periods of daylight or darkness. They understand simple terms like longitude, latitude, Equator, and time zone.</p> <p>L3: Children can describe the cold, dry climate of Antarctica and compare temperature and weather patterns with the UK using graphs.</p> <p>L4: Children can give reasons why scientists, explorers, and tourists visit Antarctica and explain why people cannot live there permanently.</p> <p>L5: Children know that Antarctica has glaciers, ice shelves, and mountain ranges. They can describe how these physical features make it a unique environment.</p> <p>L6: Children can describe some natural resources and uses of Antarctica, such as scientific research, fishing and tourism, and understand that these raise environmental questions.</p> <p>L7: Children know that people like Ernest Shackleton explored Antarctica. They understand that we use photos, data and scientific equipment to learn more today.</p>	<p>L1: Children can accurately identify the Arctic Circle and Antarctic Circle using coordinates and describe the differences between the two polar regions in terms of geography and population.</p> <p>L2: Children can explain how lines of latitude and longitude help define time zones. They understand how polar day and night affect life and link this to Earth's tilt and orbit.</p> <p>L3: Children can interpret and compare climate data for Antarctica and the UK. They can explain how extreme conditions affect ecosystems and human activity.</p> <p>L4: Children can explain who visits Antarctica and why, and analyse the difficulties of living and working there due to isolation, weather and resources.</p> <p>L5: Children can describe key physical features of Antarctica such as the Transantarctic Mountains and glaciers. They understand how these features affect travel, research and environment.</p> <p>L6: Children can explain how Antarctica is used for trade, research, and limited tourism. They can discuss the Antarctic Treaty and the balance between use and protection.</p> <p>L7: Children can describe how we learn about Antarctica through satellite images, climate records, and exploration. They can explain why protecting it matters for the planet's future.</p>
Vocabulary	Antarctica, Arctic, hemisphere, Equator, pole, iceberg, ice sheet, explorer, climate, frozen, survive, map, continent	Latitude, longitude, time zone, climate zone, adaptation, environment, research station, preservation, natural resource, expedition, glacier



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Experiences	Use globes and atlases to locate Arctic and Antarctic regions, compare time zones and polar day/night using world maps, read temperature and daylight graphs, use satellite images to examine physical features, role-play survival planning, and analyse past expeditions (e.g. Shackleton).
SMSC	Children reflect on how people interact with extreme environments and explore ethical questions around conservation, global responsibility and scientific exploration.
British Values	Children explore how international cooperation, such as the Antarctic Treaty, supports peaceful and scientific use of shared spaces, linking to democracy, law, and responsibility.
School Values	Resilient – Children consider how humans survive and adapt in the world’s most extreme environments. Considerate – Children learn about the importance of protecting fragile environments for future generations.