Brinsworth Howarth Primary School

Scheme of work for Geography

Geography Curriculum Statement

Geography Intent

At Brinsworth Howarth Primary School, we are **GEOGRAPHERS!** We want our children to love geography! We want them to have no limits to what their ambitions are and grow up wanting to be cartographers, town planners, conservationists or weather forecasters. Our aim is that, through the teaching of Geography at Brinsworth Howarth, we provide a purposeful platform for exploring, appreciating and understanding the world in which we live and how it has evolved. We want to ensure that through Geography, pupils are able to explore the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils in our school will learn the skills of understanding locational knowledge; how and where people fit into its overall structure. We also intend for children to become passionate and knowledgeable about our local community and beyond, by learning through experiences in practical and fieldwork activities.

Geography Implementation

- Our Geography curriculum is designed so that children start with 'themselves' and their school or local area before working out to areas or regions of the United Kingdom and the rest of the world. We have developed a progression of skills with each year group, which enables pupils to build on and develop their knowledge and skills each year. Cross-curricular links are planned for, with other subjects such as Maths, Writing and Computing being incorporated within geography lessons and the curriculum.
- Location knowledge, fieldwork and map work are woven throughout the Geography topics. Effective use of educational visits, local fieldwork and visitors are planned, to enrich and enhance the pupil's learning experiences within the Geography curriculum. In-depth fieldwork opportunities are greatly amplified throughout where children go out into the field to conduct observations, surveys, investigations and field sketches. The use of maps and compasses enhances this experience.
- At the start of each unit children will review previous learning and will have the opportunity to share what they already know about a current topic. In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous units as well as previous lessons.
- In geography lessons, children are given clear success criteria in order to achieve the Learning Intention with different elements of independence. Effective modelling by teachers ensures that children are able to achieve their learning intention, with misconceptions addressed within it. Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the Geography curriculum.
- Teachers use highly effective Assessment for Learning at different points in each lesson to ensure misconceptions are highlighted and addressed. Pupils are regularly given the opportunity for Self or Peer Assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for the next lesson.

EYFS

The Early Years Foundation Stage Curriculum supports children's understanding of geography, people and communities through the planning and teaching of 'Understanding the World'. Geography is effectively taught through their wider curriculum lessons and through their enhanced learning provision and environment. Children learn about features of their own environment such as school, home, community and their city through first-hand experiences and learn how environments may differ through the sharing of books, stories, poems, small world play, role play and visits. Children enjoy the valuable experiences gained from our regular trips to places within their local community such as the library, park and local shops. Children are given time to discuss, comment and ask questions about what they observe about the world around them and are encouraged to be active learners and explore their interests further.

Geography Impact

The impact of this geography curriculum design, will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Brinsworth Howarth reaching at least age-related expectations for Geography. Our Geography curriculum will also lead pupils to be enthusiastic Geography learners, evidenced in a range of ways, including pupil voice and their work. Upon leaving Brinsworth Primary School to embark on their journey to Key Stage 3 learning, children will be equipped with the skills, knowledge and understanding to confidently continue their geography learning journey.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	People Who Help Us Use aerial photographs and plan perspectives (of **Brinsworth**) to recognise landmarks and basic human and physical features.	Toys Use maps to identify the UK and it's four countries and capital cities (**London**)	Who Lives in a House Like This? Use aerial photographs and plan perspectives (of **Brinsworth, Whitehill Lane**) to recognise landmarks and basic human and physical features.	Castles Use locational and directional language to describe the location of features on a map for example; **near, far, left and right** Use world maps. atlases and globes to identify the UK and it's four countries Use basic geographical vocabulary to refer to key physical features including; **hill**	In the Garden Use simple fieldwork and observational skills to study the geography of their school and it's grounds and the key human and physical features of its surrounding environment (walk of grounds, identifying and photographing human and physical features) Use basic geographical vocabulary to refer to key physical features including; **forest, lake, hills,** and human features including; **town**	Katie Morag Use world maps. atlases and globes to identify the UK and it's four countries Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to key physical features including; **beach, cliff, coast, hill, mountain** Use basic geographical vocabulary to refer to key human features including; **town, village, farmhouse, harbour, shop**
Year 2	Time Travel Use simple fieldwork and observational skills to study the geography of their school and it's grounds and the key human and physical features of its surrounding environment (aerial map of the school and label human and physical features)	Space Use simple compass directions; North, South, East and West	Animal Kingdom Use world maps, atlases and globes to identify the seven continents and oceans Identify seasonal and daily weather patterns in the UK and in the	Kings & Queens Use basic geographical vocabulary to refer to key physical features including; **sea, ocean, river, vegetation, valley, soil,** Use basic geographical vocabulary to refer to key	Secret Garden	Explorers Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country

	Use aerial photographs and plan perspectives (of Brinsworth) to recognise landmarks and basic human and physical features. Devise a simple map and use a construct basic symbol in key		location of hot and cold areas of the world in relation to the Equator and the North and South Pole Name and locate the world's seven continents and five oceans	human features including; **city, factory, office, port,**		
Year 3	Stone Age to Iron Age Locate places on a larger scale map eg map of Europe Use large scale OS maps Begin to use map sites on internet Begin to use Junior atlases Name capital cities and the seas of the UK London, Cardiff, Edinburgh, Belfast, North Sea, Irish Sea, English Channel, Atlantic		Egyptians Describe and understand aspects of: Rivers Use large scale OS maps Begin to use map sites on internet Begin to use Junior atlases Locate UK Rivers – Thames, Rother, Severn Revise the 7 continents and the 5 Oceans from year 2 Identify the position and significance of the equator and north and south hemispheres.		Peak District Vs Brinsworth Understand geographical similarities and differences through the study of human and physical geography of regions of the UK. (Castleton v Brinsworth) Use 4 point compass points to give and follow direction Use letters / no coordinates to locate features on a map. Try to make a map of a short journey experience with features in correct order. Try to make a simple scale drawing. Use standard symbols Follow a route on a map with some accuracy (eg whilst orienteering) Locate the National Parks – Peak District, Yorkshire Dales and Lake District.	
Year 4	Romans Volcanoes Introduce using letter/no coordinates to locate features on a map confidently- Italy/ Rome/ volcanoes/ countries Romans invaded **Human Geography- recap types of settlements form Year 3**		The Blitz Continue using letter/no coordinates to locate features on a map confidently to locate Countries/cities etc Begin to recognise symbols on an OS map Know why a key is needed Understand geographical similarities and differences through the study of human and physical geography of a region of the UK. (Sheffield v Lake District)		Our Endangered World Use 4 point compass points well to give and follow direction and begin to use 8 Continue to embed using letter/no coordinates to locate features on a map confidently Earthquakes/extreme weather and its impact on Earth The Water Cycle	

	Look at why have certain settlements grew in main cities (UK)	Compare rural and city (Lake District v Sheffield) Recap continents and Oceans from Y3 – identify countries in Europe – France, Germany, Italy, Spain, Portugal, Norway, Sweden, Denmark Land use patterns of Sheffield and how these have changed over time Recap Y3 RIVERS-Locate UK Rivers – Thames, Rother, Severn Locate the national parks, Peak District, Yorkshire Dales, Lake District, Dartmoor, Snowdonia, Brecon Beacons Name major cities of the UK –Sheffield, Leeds, Birmingham, Manchester, Liverpool, Glasgow, Aberdeen, Swansea (Recap from year 3-Name capital cities and the seas of the UK London, Cardiff, Edinburgh, Belfast, North Sea, Irish Sea, English Channel, Atlantic)	Physical Geography: introducing the climate zones polar, mountains, Mediterranean, temperate, arid, tropical Identify the position and significance of equator and north and south hemisphere, longitude and latitude Use large and medium scale OS maps Use junior atlases Use map sites on internet Identify features on aerial photographs Locate places on a larger scale map eg map of India or UK Follow a route on a LARGE SCALE MAP with some accuracy (eg whilst orienteering) Begin to recognise symbols on an OS map Know why a key is needed Try to make a map of a short route experienced with features in correct order Try to make a simple scale drawing
Year 5	Platform 9 3/4 • Distribution of natural resources: Energy: Coal, solar, wind, nuclear – renewable v non-renewable – link to Guided Reading and PHSE • Use 8 point compass points to give and follow direction • Use 4 figure grid references to locate features on a map • Begin to draw a variety thematic maps based on their own data • Recognise an increasing range of OS symbols and locate features using 4 figure grid references • Draw a map using symbols and keys	Anglo- Saxons and Vikings • RECAP cities from Y3/4 • To identify and locate the large counties of Britain, Cornwall, Northumberland, Yorkshire, Derbyshire, Kent, Norfolk, Cornwall, Devon, Cumbria • Identify Key topographical features – mountain ranges of the UK and tallest mountains (Snowdon, Ben Nevis, Scafell Pike) (Contor lines) Mountains (Guided Reading mountians) • Compare maps with aerial photos	Ancient Greece • Understand geographical similarities and differences through the study of human and physical geography of a region of Europe • Recap Continents, oceans and countries within Europe from Y4 and add other European countires –Greece, Russia etc • Recap climate zones from Y4 • Teach 7 biomes: tundra, desert, arctic, savannah, rainforest, taiga (light touch on rainforest) • Teach vegetation belts with biomes

		• Pick a map for a specific purpose (eg pick atlas/os map) • Begin to use atlases to find out about other features of places (eg wettest part/energy/mountain regions) Types of Settlement and land use: Recap why did people settle in villages/towns grow – recap from Y3/4 Why did/do people migrate? Linked to Vikings/PHSE/Guided reading refugees • Identify the position and significance of equator and north and south hemisphere, longditude and latitude, arctic, antarctic, capricorn and cancer	

Year 6	Crime and Punishment Through the Ages • Use 8 point compass points to give and follow direction confidently and accurately within fieldwork • Use 6 figure grid references to locate features on a map • Draw a variety of thematic maps based on their own data – With increasing complexity. • Confidently use an atlases, use OS maps, recognise world map as a flattened globe • Recognise OS symbols on maps and locate features using 6 figure grid references. • Draw a map using symbols and keys • Follow a short route on an OS map and describe the features shown • Locate places on a world map • Begin to use atlases to find out about other features of places (eg wettest part/energy/mountain regions) Identify the position and significance of equator and north and south hemisphere, longitude and latitude, arctic, Antarctic, Capricorn and ca/ncer	Raging Rivers • The water cycle (revisit from y4) • To identify and locate the major rivers in the UK – Thames, Severn, Trent, Mersey, Rother, Tyne, Humber • How land use has changed over time – coasts and coastal erosion • Human and physical knowledge – Rivers • Distribution of natural resources: Water – and water shortages/floods Here Comes the SATS Distribution of natural resources: Food – Trade links and their carbon footprint. How can we reduce our carbon footprint? – Link to DT	Sweet Like Chocolate • Recap Continents, oceans and countries within Europe from Y4 and identify countries within North and South America. • Recap cities and counties of the UK FROM Y345 • Recap climate zones from Y4/5 • Recap 7 biomes: tundra, desert, arctic, savannah, rainforest, taiga – focus on Rainforest • Understand geographical similarities and differences through the study of human and physical geography of a region of America (South America – linked to Mayas) • Exploitation of natural resources eg The Amazon rainforest • Identify the position and significance of the Prime/Greenwich meridian and time zones inc night and day – link to Science

Unit overview for Autumn term one: People and Animals Who Help Us | Year 1

Progression	Outcomes
Prior learning: Children already have some understanding of their immediate area and where they live from their work in FS. They can identify simple features within their immediate area. **Links to:** My community, where I live, and my home.	By the end of this unit pupils should **know**: *Use aerial photographs and plan perspectives (of **Brinsworth**) to recognise landmarks and basic human and physical features.* • Children will understand key physical and human geographical features within their local area • Use basic geographical vocabulary to refer to key physical features, including: **trees, hill, grass** • Use basic geographical vocabulary to refer to key human features, including: **village, shop, post office, houses** • Use aerial photographs and plan perspectives on Brinsworth and within my immediate area to identify key human and physical features

Assessment
Pre / post-assessments (verbal) Class discussions / level of participation Work produced

Unit sequence for Geography Autumn term one: People and Animals Who Help Us

Year 1

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
Children will explore what is meant by a human or physical feature. Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around. Human features like houses, roads and bridges are things that have been built by people. Focus on purely physical features. Features that would be there even if there were no people around. Explore the school grounds – children to identify physical features within their immediate environment and understand that these features would be here even if people weren't. They are natural features and they were not put there by people.	• Physical • Natural • Tree • Hill	Use basic geographical vocabulary to refer to key physical features, including: **trees, hill, grass**

Unit sequence for Geography Autumn term one: People and Animals Who Help Us

Year 1

Recap our knowledge of physical features from last time. Children should understand that a physical feature is natural, it would be there even if people were not. Children will know that human features were put there by people. Things that have been made or built such as; roads, playgrounds, buildings, etc. Children will be able to explore the school grounds and identify which features are human and know that they were made / built by people. They would not be there if people were not here.	• Human • Made • Built • Playground • Basketball hoops • School buildings • Shed • Lamppost	Use basic geographical vocabulary to refer to key human features, including: **building, school, shed, lamp post, etc.**
Children will revisit their understanding of human and physical features and apply their knowledge. Children will be able to sort from a se ection of pictures features into human or physical based on their understanding of if it would be there without people, if it is natural or if it has been made or built by people.		

Children will be able to discuss how they have sorted the features and give valid reasons for where they have chosen to place them.		
Children will work together with the class teacher to use aerial photographs of their immediate area on google maps (with support from the CT). They will zoom in to look at the school grounds from a bird's eye and 3D view. They will be able to recognise some of the human and physical features they found on their walks outside and say whether they are human or physical. Working together as a group or a class, children will look at a wider aerial photograph of the street (Whitehill Lane) and surrounding area. Using their understanding of human and physical features, they will be able to identify some other human and physical features from the aerial maps such as; roads and houses as human – they were made / built by people. They would not be there if people weren't. The trees and the hill would still be there because they are natural.	• Human • Physical • People • Natural • Road • Park • Hill • Shop • Post office • School • trees	Use aerial photographs and plan perspectives on Brinsworth and my immediate area to identify key human and physical features

Unit sequence for Geography Autumn term one: People and Animals Who Help Us

Year 1

Children to label some human and physical features on a print out of the aerial maps.		

Links to school values: Respect / achievement/ community/ curiosity	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity
Children are encouraged to ask questions, enquire and find out about their community within their local area. What physical and human features are there? What features do they know of / use within their community e.g. the local park? Shops? Post office?	Children will work collaboratively to ensure that learning is inclusive and that everyone is actively engaged. They will present their learning and understanding differently, in a way that is best suited to their learning needs. Children will take ownership of their work on their personal local area and have confidence in being able to talk about it.

Unit overview for Autumn term two: Toys and Santa's Workshop | Year 1

Progression	Outcomes
Prior learning: Children have previously learnt about Bonfire Night and The Gunpowder Plot, which took place in London. Children may know that London is a large city in our country. **Links to:** My community and history topic on The Gunpowder Plot in London.	By the end of this unit pupils should **know**: *Use maps to identify the UK and it's four countries and capital cities (**London**)* • Use world maps, atlases and globes to identify the United Kingdom • Use world maps, atlases and globes to identify four countries of the United Kingdom; **England, Scotland, Wales and Northern Ireland** • Know the four countries of the United Kingdom and their capital cities • Use maps to identify the capital cities of the for countries of the United Kingdom

Assessment
Pre / post-assessments (verbal) Class discussions / level of participation Work produced

Unit sequence for Geography Autumn term two: Toys and Santa's Workshop

Year 1

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
Children will already know that they live in England. They will learn that England is part of the United Kingdom. Children will learn that the United Kingdom is a group of four countries located together as an island. An island is surrounded by water/ sea/ ocean. To travel outside of the U.K. you would need to go by aeroplane or Ferry to cross the water. Children will become familiar with the United Kingdom by looking at simplified maps and images. They may practise drawing, colouring, cutting out, making the shape in playdough to familiarize. Children will then be able to use world maps, atlases and globes to find and identify the United Kingdom.	• World • Map • United Kingdom • England • Scotland • Wales • Northern Ireland • Sea • Ocean • Island	Use knowledge of shape/ size of the United Kingdom, the fact that is an island so surrounded by water, to find and identify it on a map/ globe or atlas.
Now children can identify the United Kingdom on a world map, zoom in to identify the four countries of the United Kingdom; England, Scotland, Wales and Northern Ireland, starting with England, where they live and expanding out to identify the other three countries. Children may play lots of memory	• United Kingdom • England • Scotland • Wales • Northern Ireland	Use knowledge of shape/ size of the countries and their positioning to one another. Scotland is above England, Wales is to the left, Northern Ireland is part of a separate island across the water.

games to learn and remember the countries. Note Northern Ireland being part of a separate Island but still part of the United Kingdom.		
Know the four countries of the United Kingdom and their capital cities/ use maps to identify the capital cities of the four countries of the united kingdom – ***Focus on England and London this time. The other countries will be covered in later units.*** Using maps, zoom in again on the map of England. Children should now understand that they live n England, England is one of four countries that make up the United Kingdom, the United Kingdom is located on Earth and is part of our World. We can find it on a world map. Now children will understand there are places within England, cities and towns. Children should be familiar with cities and towns; they may have heard 'London'	• England • Capital city • London	Children will be able to identify London as England's capital city and identify it on a simple map.

through their history project on The Gunpowder Plot. Children will find out that each country has a capital city. The capital city is sometimes the largest, or sometimes the city with the largest population but not always. A capital city is where the government buildings are. Children will most likely have heard of Boris Johnson, the Priminister. This is where his office is and where important meetings are held. Children will learn the capital city of England is London. Through discussion and exploration children will find out where London is located in comparison to Rotherham, they will consider how far away it is, how they might get there, how long it might take. They will be able to find it on a simple map.		

Links to school values:	Links to school drivers:
Respect / achievement/ community/ curiosity	Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity

Unit sequence for Geography Autumn term two: Toys and Santa's Workshop

Year 1

Children will consider our sense of community within our class and school environment and how this may be similar to the Union of the four countries of the United Kingdom (on a wider scale).	Children will work collaboratively to ensure that learning is inclusive and that everyone is actively engaged. They will present their learning and understanding differently, in a way that is best suited to their learning needs. Children will take ownership and pride in their work.

Unit Overview for Spring term one: Who Lives In A House Like This? | Year 1

Progression	Outcomes
Prior learning: Knowledge of human and physical features within my locality from Autumn term one. **Links to:** My community, where I live, and my home. Link to houses and homes topic, types of houses within my local area.	By the end of this unit pupils should **know**: *Use aerial photographs and plan perspectives (of **Brinsworth, Whitehill Lane**) to recognise landmarks and basic human and physical features.* • Know what is meant by a human or physical feature and be able to name and identify them. • Use aerial photographs and plans to identify familiar features and locate where we are/ where our school is. • Identify and name human features/ different types of houses from the aerial photographs/ walks/ 3d images.

Assessment
Pre / post-assessments (verbal) Class discussions / level of participation Work produced

Unit sequence for Geography Spring term one: Who Lives In A House Like This?

Year 1

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
Recap from Autumn one, what is meant by a human or physical feature and be able to name some. Children will learn to use photographs, aerial photographs and simple maps to identify a mixture of human and physical. Talk about Brinsworth being a village, within a town. Lots of people live here and there are lots of houses, roads and facilities. We see lots of human features. If it weren't for people, Brinsworth would look very different. Children will be able to explore the features and decide if those things would be there, if people were not.	• Human feature • Physical feature • Hill • Street • Road • Lamp post • Trees • House • Flat • Detached • Semi-detached • Bungalow • Police office • Shop • Bus stop	To be able to identify and name physical and human features.
Use simple aerial photographs and plans to identify familiar features and locate where we are/ where our school is. Children should be able to identify the school on a map/ aerial photographs of Whitehill Lane. They may be able to spot other features and understand where the school is in relation to their house or where they go, e.g. "I walk up that hill and turn to get		Use maps/ aerial photographs to identify school and surrounding human features. Consider where these are in relation to the school e.g. the park just across the road.

to my house." "My house is next to the shop at the top of the hill."	• Post box • School	
Identify and name human features/ different types of houses from the aerial photographs/ photographs taken on walks/ 3d images on google earth. Children will begin by thinking about their house, what it looks like, if it is attached to another one or if it stands alone. Is it a house? How many floors it has, could it be a bungalow or a flat? Children will identify different types of houses and home using the aerial photographs/ maps/ photos from walks. "Oh look a bungalow, it doesn't have any upstairs windows."		Use knowledge of different types of houses to identify on an aerial photograph or map.

Links to school values: Respect / achievement/ community/ curiosity	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity
Children will be curious of the features within their community, they may ask lots of questions and be able to take turns to talk about their homes and what features surround them. They will learn to be	Children will work collaboratively to ensure that learning is inclusive and that everyone is actively engaged. They will present their learning and understanding differently, in a way that is best suited to their

respectful when listening to others and how to show they value others' ideas.	learning needs. Children will take ownership of their work on their personal local area and have confidence in being able to talk about it.

Unit overview for Spring term two: Castles

Year 1

Progression	Outcomes
Prior learning: Children have a good extent of experience using maps, atlases and globes to identify the UK and it's four countries. They are now very familiar with the four countries. **Links to:** ICT and inputting algorithms to go forwards, back, left, right, etc. History links to location of medieval castles.	By the end of this unit pupils should **know**: • To use locational and directional language to describe the location of features on a map for example; **near, far, left and right** • To use world maps atlases and globes to identify the UK and it's four countries and capital cities • To use basic geographical vocabulary to refer to key physical features including; **hill**

Assessment
Pre / post-assessments (verbal) Class discussions / level of participation Work produced

Unit sequence for Geography Spring term two: Castles | Year 1

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
Children will learn to use locational and directional language to describe the location of features on a map for example; **near, far, left and right.** They will learn the meaning of near, far, left, right by practising moving themselves, characters, objects, etc. in different contexts. This learning will be linked to their existing knowledge of programming robotic toys (ICT) to move left, right, forwards, backwards etc. Children will be able to play games to practise using new vocabulary to identify hidden things in the classroom, on the playground, etc. (linking to P.E/ simple orienteering games using positional language). Once children are able to use and understand the language, move on to simple maps. Use 'beebot' maps to give and follow directions to get from the village to the castle, etc.	• Near • Far • Left • Right • Up • Down	Children can identify a place/ symbol on a map using simple instructions; near, far, left, right, etc.
Children will use world maps atlases and globes to identify the UK and its four countries and their capital cities. As part of their history study on Castles, children will look at castles located in each of the capital cities; London (they're already familiar with	• United Kingdom • England • London • Scotland	Children can identify and mark the capital cities of the U.K. on a simple map.

from Autumn one), Edinburgh, Cardiff and Belfast. Children will learn which cities are in which country through lots of memory games and repetition. They will be able to apply their knowledge by finding and identifying the cities on a U.K. map.	• Edinburgh • Wales • Cardiff • Northern Ireland • Belfast	
Children to use basic geographical vocabulary to refer to key physical features including; **hill** As part of the children's study on castles, they will discover that most castles were built on hills. They would've had to search for the perfect hill to build their castle. A hill is a physical or natural feature, it would be there with our without humans. The castle however, is a human feature. Castles were built by humans and would not be there if people were not. Children to use maps/ aerial photographs to identify good hills for building castles on.	• Human feature • Physical feature • Hill	Children can identify hills as physical features on walks, in photographs and on simple maps.

Links to school values: Respect / achievement/ community/ curiosity	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity

Be curious by asking relevant enquiry questions. Show respect for others when they choose to share their ideas.	Children will work collaboratively to ensure that learning is inclusive and that everyone is actively engaged. They will present their learning and understanding differently, in a way that is best suited to their learning needs. Children will take ownership and pride in their work.

Unit overview for Summer term one: Peter Rabbit's Garden

Year 1

Progression	Outcomes
Prior learning: Children should now have a good understanding of physical and human features from their previous units. **Links to:** My community, where I live.	By the end of this unit pupils should **know**: • How to use simple fieldwork and observational skills to study the geography of the school and its ground and the key human and physical features of its surrounding environments. • To use basic geographical vocabulary to refer to key physical features including; **forest, lake, hills,** and human features including; **town**

Assessment
Pre / post-assessments (verbal) Class discussions / level of participation Work produced

Unit sequence for Geography Summer term one: Peter Rabbit's Garden | Year 1

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
How to use simple fieldwork and observational skills to study the geography of the school and its ground and the key human and physical features of its surrounding environments. Children will apply their knowledge and understanding of human and physical features to their school grounds. They will go on walks and be able to identify physical and human features within the grounds. They will be able to explain what is meant by a physical/ human feature e.g. it was there by nature or made/built and put there by people. Children will be able to group their finds using this information.	• Human • Physical • People • Nature • School grounds	Use observational skills to identify human and physical features within different environments.
Use basic geographical vocabulary to refer to key physical features including; **forest, lake, hills,** and human features including; **town.** Children will look at maps and clips of Windemere (linked to their Peter Rabbit Topic) and be able to identify specific human and physical features such as; lake, hills, forest and towns. They may be able to make simple comparisons e.g. "Windemere has more hills and lakes than	• Human • Physical • People • Nature • Windemere • Lake • Hills	Use observational skills and new vocabulary to identify and name human and physical features within different environments.

Brinsworth but Brinsworth has more houses, schools, roads, etc."	• Forest • Town	

Links to school values: Respect / achievement/ community/ curiosity	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity
Children will be able to talk in-depth about their community and take pride in their community, as they know have a wealth of knowledge about it. They may consider different achievements as they compare features of their community to those of another. Children may consider the achievements of famous author; Beatrix Potter as the home of Peter Rabbit is found in Windemere. Consider, do we have any famous authors from our locality?	Children will work collaboratively to ensure that learning is inclusive and that everyone is actively engaged. They will present their learning and understanding differently, in a way that is best suited to their learning needs. Children will take ownership and pride in their work.

Unit overview for Summer term two: Katie Morag

Year 1

Progression	Outcomes
Prior learning: Children know the United Kingdom, its four countries and capital cities. They can already identify these using maps, atlases and globes. Children already have some understanding of UK weather patterns, as part of their season and calendar work in Science. Children have a good solid understanding of physical and human features. Children are familiar with using simple maps and aerial photographs. **Links to:** Science, my community and where I live.	By the end of this unit pupils should **know**: • Name, locate and identify characteristics of the four countries and capital cities on the United Kingdom and its surrounding seas. • Identify seasonal weather patterns in the United Kingdom and its countries. • Use basic geographical vocabulary to refer to key physical features including; beach, cliff, coast, sea, mountain and key human features, including town, village, farm, house, port, harbour and shop. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Assessment
Pre / post-assessments (verbal)

Class discussions / level of participation Work produced

Unit sequence for Geography Summer term one: Katie Morag | Year 1

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
Name, locate and identify characteristics of the four countries and capital cities on the United Kingdom and its surrounding seas. Children will build on their knowledge of the countries and capital cities. They will be able to use maps to identify these already. They already know the UK is an island, which means it is surrounded by sea. They will investigate and name the surrounding seas. Children will practise identifying and naming these using their maps, globes atlases. They will play memory games, make and break puzzles and practical activities to become familiar with these. Children may be able to use their knowledge to answer simple riddles e.g. I am on a Welsh beach. Which sea am I paddling in? etc. Children will learn some simple characteristics of each country. They will find out about flags, national flower, foods, population, mountains, and famous landmarks. They will be able to name characteristics about each country.	• United Kingdom • England • London • Scotland • Edinburgh • Wales • Cardiff • Northern Ireland • Belfast • Island • Surrounding seas • North Sea • Irish Sea • English Channel • North Atlantic ocean	Identify the four countries, capital cities and surrounding seas on a map, globe, and atlas.

Unit sequence for Geography Summer term one: Katie Morag | Year 1

Identify seasonal weather patterns in the United Kingdom and its countries. Children will monitor the weather where we are using simple devices to monitor rainfall and through observations, even possible temperature readings. Through watching weather forecasts (simple) and using the news, they will look at the weather elsewhere in the UK. They may notice that the weather is generally cooler in the North, to the South and rainfall, wind, cloud, sunny spells vary around the UK daily. Children will have a working wall display in the classroom and be able to add weather symbols to the different countries in the UK each day, after looking at the forecast. They will be able to use simple charts/ tallies to monitor the weather over a period of days and weeks to see wh ch area experienced the most/ least of the different weather types. Children will use their knowledge of seasons from their work in science to see if the weather they've been observing is in-keeping with typical weather from that season.	• Weather • Seasons • Summer • Spring • Winter • Autumn • Rain • Sun • Wind • Cloud • Temperature • Warm • Cool • Freezing • Breeze • Snow • Ice • United kingdom	Children will use their observation skills to observe and comment on the weather where they are. They will observe this over a period of time and note daily change. They will use comparison skills to comment on weather patterns in different areas of the UK.

	• England • Wales • Scotland • Northern Ireland	
Use basic geographical vocabulary to refer to key physical features including; beach, cliff, coast, sea, mountain and key human features, including town, village, farm, house, port, harbour and shop. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. As part of their topic study, children will learn about the British Isles and investigate various human and physical features that can be found in these places. They will be able to apply their extensive knowledge of where they live to make simple comparisons.	• Physical features • Beach • Cliff • Coast • Sea • Mountain • Human features • Town • Village • Farm • House • Port • Harbour	Identify key human and physical features using maps/ aerial photographs, observation skills. Use comparison skills to comment on human and physical features found in a different area of the UK, compared to their home.

	• Shop	

Links to school values: Respect / achievement/ community/ curiosity	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity
Children will find out about key features of their national community and show respect and curiosity about those of others.	Children will work collaboratively to ensure that learning is inclusive and that everyone is actively engaged. They will present their learning and understanding differently, in a way that is best suited to their learning needs. Children will take ownership and pride in their work.

Unit overview for Time Travellers Year 2

Progression	Outcomes
Prior learning: Children will have previously looked at aerial maps in Y1 throughout the year. Children will have been introduced to basic vocabulary referring to human and physical features throughout Y1 and will have looked at human and physical features through first hand experiences. Links to:	By the end of this unit pupils should **know**: • To know the definition of human and physical features • To use simple fieldwork and observation skills to look at the school grounds • Identify human and physical features of the surrounding environment of our school. • To use aerial photographs and plan perspectives (of Brinsworth) to recognise landmarks • To label basic human and physical features. • To be able to devise a simple map and use a construct basic symbol in key

Assessment
Work produced Class/group discussions

Unit sequence for Geography: Time travellers | Year 2

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
To use simple field work and observational skills to study the geography of the school and its grounds. Children will revisit previous learning from Year 1 surrounding human and physical features. Children will then use observational and fieldwork skills to identify those features around the school grounds and its surrounding areas. In their independent work children will label the geographical features of the school grounds and its surrounding areas.	Human features Physical features Brinsworth Landmarks	**Map Work (Geographical Skills and Fieldwork)** I can recognise the physical and human features of our school grounds and surrounding areas
To use aerial photographs and plan perspectives to recognise landmarks and basic human physical features of Brinsworth Children will look at various aerial maps, photographs and planned perspectives of our school grounds and local area. Children will discuss what we use aerial maps, photographs and planned perspectives for. In their independent activities children will then identify and recognise landmarks and basic human and physical features of Brinsworth from various maps.	Human features Physical features Brinsworth Landmarks Aerial map Plan perspectives	**Map Work (Geographical Skills and Fieldwork)** I can use aerial maps and photographs to recognise landmarks and geographical features. I can use plan perspectives to recognise landmarks and geographical features.
To devise a simple map of our local area (Brinsworth) and construct a basic key symbol Children will revisit their learning surrounding aerial maps, photographs and planned perspectives before constructing their own map of a small area of Brinsworth and devising a simple key to represent roads, houses and vegetation.	Human features Physical features Brinsworth Landmarks Aerial map Plan perspectives Map Key symbol	**Map Work (Geographical Skills and Fieldwork)** I can create a simple map of our local area (Brinsworth) recognising key landmarks and using a basic key symbol.

Links to school values: Respect / achievement/ community/ curiosity	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity
Children will develop their understanding of community by becoming aware of their surrounding areas.	

Progression	Outcomes
Prior learning: Children have used locational and directional language to describe the location of features on a map for example; near, far, left and right in year 1. Links to:	By the end of this unit pupils should **know**: • Children will be able to recognise the 4 compass directions North, South, East and West. • Children will be able to use the 4 compass points to direct objects and give simple instructions.

Assessment
Class/Group discussions Work produced

Unit sequence for Geography: Space | Year 2

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
To recognise the 4 compass directions North, South, East and West. Children will revisit their learning of locational language taught in Y1 using near, far, left and right. Children will then develop their locational skills by being introduced to a compass and its uses. In their independent activities children will identify the 4 compass directions of different objects and the way in which they are facing.	North South East West Direction Compass	**Map Work (Geographical Skills and Fieldwork)** I can use the words near, far, left and right to describe the position of objects. I can use the 4 compass directions to describe the directions objects are facing.
To use the 4 compass directions North, South, East and West to direct objects and give simple instructions. Children will revisit the work they have previously completed in recognising the 4 compass directions. Children will then give simple directions to direct and object to a target.	North South East West Direction Compass	**Map Work (Geographical Skills and Fieldwork)** I can use the 4 compass directions to give simple instructions

Links to school values: Respect / achievement/ community/ curiosity	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity

Unit overview for Animal Kingdom year 2

Progression	Outcomes
Prior learning: Children will have used maps to identify the UK and it's four countries and capital cities (**London**) in Year 1. Children will have used world maps. atlases and globes to identify the UK and it's four countries in Year 1. Children will have identified seasonal and daily weather patterns in the United Kingdom throughout their time in Year 1. Links to: Science – living things and their habitats.	By the end of this unit pupils should **know**: • Children will be know the 7 continents and the 5 oceans. • Children will be able to locate the 7 continents and 5 oceans in various maps, atlases and globes. • Children will be able to Identify seasonal and daily weather patterns in the UK (recap of Y1) • Children will be able to identify seasonal and daily weather patterns in the location of hot and cold areas of the world. • Children will be able to identify the Equator and the North and South Pole. • Children will recognise the difference in daily weather patterns in relation to the north and south poles and the Equator.

Assessment
In class discussions. Work produced.

Unit sequence for Geography: Animal Kingdom | Year 2

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
To identify the seasonal and daily weather patterns in the UK Children will recap their learning from Year 1 identifying the 4 seasons within the UK as well as the weather patterns within each season. In their independent work children will match weather patterns to the seasons within the UK.	Seasons Weather Autumn Winter Spring Summer	**Human and Physical Geography** I can recognise the seasons within the UK and weather patterns within the seasons
To identify seasonal weather patterns of hot and cold areas of the world Children will identify seasonal weather patterns in different areas of the world. Children will learn about hot areas of the world and their seasons and weather patterns as well as cold areas of the world and their seasons and weather patterns. In their independent work children will match weather patterns to hot and cold areas around the world.	Seasons Weather Autumn Winter Spring Summer Humid Hail Cyclones etc	**Human and Physical Geography** I can recognise the seasons within hot and cold areas of the world and how they differ from the UKs weather patterns
To identify and locate the 7 continents of the world on various maps, globes and atlases Children will revisit their learning from Year 1 in locating the UK on various maps, atlases and globes. Children will then further their learning by identifying the 7 continents. Children will do this through learning the 7 continents song which identifies the continents in size order. In their independent work children will locate and identify the 7 continents on various maps, globes and atlases identifying them in various contexts.	Continents Asia Africa North America South America Antarctica Europe Australasia/Oceania	**Locational Knowledge** I can name the 7 continents **MAP WORK (Geographical Skills and Fieldwork)** I can locate the 7 continents using various maps, globes and atlases
To identify and locate the 5 oceans of the world on various maps, globes and atlases	Indian Southern Arctic Atlantic	**Locational Knowledge**

Children will revisit previous learning by identifying the 7 continents. Children will then learn about the 5 oceans and be able to identify the 5 oceans on various maps, globes and atlases. Children will learn the 5 oceans song which identifies the oceans in size order. In their independent work children will be able to identify and locate the 5 oceans in various contexts.	Pacific Ocean	I can identify the 5 oceans. **MAP WORK (Geographical Skills and Fieldwork)** I can locate the 5 oceans using various maps, globes and atlases.
To identify the Equator and the North and South pole on various maps, globes and atlases Children will revisit previous learning surrounding continents and countries around the world. Children will then be introduced to the north and south poles and locate them on various world maps and atlases. In their independent activities children will be able to identify the north and south pole on various maps. Children will also be introduced to the Equator and the role it plays with weather and climate. In their independent activities children will locate the equator on different world maps, atlases and globes.	Equator North Pole South Pole	**Locational Knowledge** **MAP WORK (Geographical Skills and Fieldwork)** I can locate the equator and the north and south pole on various maps, globes and atlases
To recognise the difference in daily weather patterns in relation to the north and south poles and the equator Children will recap their ability to identify the location of the north and south poles and the equator. Children will then learn about the different daily weather patterns in relation to those three areas and how they differ. In their independent activities children will recognise different weather patterns associated with the north and south pole and the equator.	Equator North Pole South Pole Similarities Differences	**Human and Physical Geography** I can recognise differences in daily weather patterns in relation to the north and south poles and the equator

Links to school values:	Links to school drivers:
Respect / achievement/ community/ curiosity	Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity

Children to develop their curiosity about the world around them.	

Unit overview for Kings and Queens Year 2

Progression	Outcomes
Prior learning: Children will have learnt basic geographical vocabulary to refer to key physical features including; forest, lake, hills, and human features including; town. Children will have learnt basic geographical vocabulary to refer to key physical features including; beach, cliff, coast, hill, mountain Children will have learnt basic geographical vocabulary to refer to key human features including; town, village, farmhouse, harbour, shop Links to:	By the end of this unit pupils should **know**: • Children will be able to use basic geographical vocabulary to refer to key physical features including; sea, ocean, river, vegetation, valley, soil. • Children will be able to use basic geographical vocabulary to refer to key human features including; city, factory, office, port.

Assessment
Class discussions Work produced

Unit sequence for Geography: Kings and Queens | Year 2

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
To know what physical features are and identify them in various contexts Children will learn what physical features are when looking at different areas of the world. Children will be able to identify physical features in their independent activities focusing specifically on seas, oceans, rivers, vegetation, valleys and soil. Children will also recognise key physical features taught in Y1; beach, cliff, coast, hill, mountain and forest.	Physical features Sea Ocean River Vegetation Valley Soil	**Human and physical geography** I can identify physical features.
To know what human features are and identify them in various contexts Children will learn what human features are when looking at different areas of the world. Children will be able to identify human features in their independent activities focusing specifically on cities, factories, offices and ports. Children will also recognise key human features taught in Y1; town, village, farmhouse, harbour and shop.	Human features City Factory Office Port	**Human and Physical geography** I can identify human features.
To know what human and physical features are and identify them in various contexts Children will recap the meaning of human and physical features. Children will identify human and physical features from different areas around the world. In their independent activities children will be able to recognise; Sea Ocean, River, Vegetation, Valley, Soil, City, Factory, Office and Port. **Children will also be able to identify human and physical features taught in Y1;** beach, cliff, coast, hill, mountain, forest and town, village, farmhouse, harbour, shop.	Physical features Sea Ocean River Vegetation Valley Soil Human features City Factory Office Port	**Human and Physical Geography** I can identify human and physical features.

Links to school values: Respect / achievement/ community/ curiosity	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity
Children will think about curiosity and finding out about the world around them as well as their own community by looking at the key human and physical features that are in the surrounding area.	

Unit overview for Explorers Year 2

Progression	Outcomes
Prior learning: Children used aerial photographs and plan perspectives (of Brinsworth, Whitehill Lane) to recognise landmarks and basic human and physical features in Year 1. Children will have named and located the 7 continents and 5 oceans. **Links to:** Different explorers around the world and where they travelled	By the end of this unit pupils should **know**: • Children will understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.

Assessment
Topic pre/post assessment Class discussions Work produced.

Unit sequence for Geography: Explorers | Year 2

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
To recognise human and physical features of Rotherham Children will revisit the work they completed in Year 1 looking at the human and physical features of Brinsworth and extend their knowledge by exploring the human and physical features of Rotherham. Children will look at patterns in comparison to the smaller area of Brinsworth. In their independent activities children will identify various human and physical features of Rotherham.	Human features Physical features beach, cliff, coast, hill, mountain, forest, sea, ocean, river, vegetation, valley, soil, city, factory, office, port, town, village, farmhouse, harbour, shop.	**Place Knowledge** I can identify human and physical features of Rotherham **Human and Physical Geography** I can identify human and physical features
To recognise human and physical features of India Children will look at the continent India (linked with our topics of explorers specifically looking at Dervla Murphy who peddled to India). Children will be able to recognise that India is a country within the continent of Asia and locate it on various maps and atlases. In their independent activities children will be able to identify and label physical and human features of India.	Human features Physical features beach, cliff, coast, hill, mountain, forest, sea, ocean, river, vegetation, valley, soil, city, factory, office, port, town, village, farmhouse, harbour, shop.	**Place Knowledge** I can identify human and physical features of India **Human and Physical Geography** I can identify human and physical features
To understand geographical similarities and differences between Rotherham and India. Children will recap the work they have done so far surrounding the human and physical features of both India and Rotherham. Children will then in their independent activities compare the difference in human and physical features between the two locations within our planet.	Human features Physical features beach, cliff, coast, hill, mountain, forest, sea, ocean, river, vegetation, valley, soil, city, factory, office, port, town, village, farmhouse, harbour, shop.	**Place Knowledge** I can identify similarities and differences between Rotherham and India.

		I can identify similarities and differences of human and physical features between Rotherham and India. **Human and Physical Geography** I can identify human and physical features.

Links to school values: Respect / achievement/ community/ curiosity	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity
Children will develop their curiosity by learning about different areas of the world that are different to the place in which they live.	Children will develop their inspiration by learning about explorers and different parts of the world.

Unit overview for Stone Age to Iron Age

Year 3

Progression	Outcomes
Prior learning: Use world maps, atlases and globes to identify the seven continents and oceans Name and locate the world's seven continents and five oceans Identify seasonal and daily weather patterns in the UK and in the location of hot and cold areas of the world in relation to the Equator and the North and South Pole Links to:	By the end of this unit pupils should **know**: Map work • Locate places on a larger scale map eg map of Europe • Use large scale OS maps • Begin to use map sites on internet • Begin to use Junior atlases Locational Knowledge • Name capital cities and the seas of the UK • London, Cardiff, Edinburgh, Belfast, North Sea, Irish Sea, English Channel, Atlantic

Assessment
On entry and exit topic assessment Presentation of work Group or class discussions.

Unit sequence for Geography: Stone Age to Iron Age | Year 3

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
• Name capital cities and the seas of the UK – London, Cardiff, Edinburgh, Belfast, North Sea, Irish Sea, English Channel & Atlantic Ocean	• London • Cardiff • Edinburgh • Belfast • North Sea • Irish Sea • English Channel • Atlantic Ocean	**Locational Knowledge** • Use junior atlases to identify and know where capital cities and the seas of the UK are.
To be able to identify where stone age and Iron age people lived and why they chose the area for settlement.		Map Work • Locate places on a larger scale map e.g. map of Europe • Use large scale OS maps to look at areas more closely.

Links to school values: Creativity, Aspirational, Respectful, Enjoy	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity

Unit overview for Egyptians

Year 3

Progression	Outcomes
Prior learning: Use world maps, atlases and globes to identify the seven continents and oceans Name and locate the world's seven continents and five oceans Identify seasonal and daily weather patterns in the UK and in the location of hot and cold areas of the world in relation to the Equator and the North and South Pole Links to:	By the end of this unit pupils should **know**: Map Work • Describe and understand aspects of: Rivers • Use large scale OS maps • Begin to use map sites on internet • Begin to use Junior atlases Locational Knowledge • Locate UK Rivers - Thames, Rother, Severn • Revise the 7 continents and the 5 Oceans from year 2 • Identify the position and significance of the equator and north and south hemispheres.

Assessment
On entry and exit topic assessment Presentation of work Group or class discussions.

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
The Key Features of a River • Rivers begin as springs / streams in upland areas. This is called the river source, • In an atlas they have blue squiggly lines and it would usually be written as R. in blue italic writing.	• Source • River mouth • Channel • Springs	**Map work** • **Describe and understand aspects of rivers.** • **Use large scale OS maps**
Major Rivers of the U.K. • Locate using atlas of Britain local rivers by using the fact the name would be wrote in blue italic writing.	• Thames • Rother • Severn	Locational Knowledge • **Locate UK Rivers – Thames, Rother and Severn** • **Locate where the River Nile and River Amazon is and look at them in comparison.** • **Begin to use map sites on the internet** • **Use junior atlases**
Continents and oceans around the world. • Revise the 7 continents and the 5 oceans of the world and where they are. • Draw the position of the equator and hemispheres. • Identify the position and the significance of the equator, north and south hemispheres.	• Equator • North hemisphere • South Hemisphere • North America • South America • Europe, • Asia • Africa • Australasia / Oceania • Antarctica • Atlantic Ocean • Pacific Ocean • Southern Ocean • Indian Ocean • Arctic Ocean	**Locational Knowledge** • Revise the 7 continents and 5 oceans using atlases and internet map sites. • Locate using an atlas where the equator is and both north and south hemisphere is

Links to school values: Creativity, Aspirational, Respectful, Enjoy	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity

Unit overview for Peak District Vs Brinsworth

Year 3

Progression	Outcomes
Prior learning: Year 2 Use simple fieldwork and observational skills to study the geography of their school and it's grounds and the key human and physical features of its surrounding environment (aerial map of the school and label human and physical features) Use aerial photographs and plan perspectives (of Brinsworth) to recognise landmarks and basic human and physical features. Devise a simple map and use a construct basic symbol in key Use simple compass directions; North, South, East and West Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country **Links to:**	**By the end of this unit pupils should know:** Place Knowledge • Understand geographical similarities and differences through the study of human and physical geography of regions of the UK. (Castleton v Brinsworth) Map work • Use 4 point compass points to give and follow direction • Use letters / no coordinates to locate features on a map. • Try to make a map of a short journey experience with features in correct order. • Try to make a simple scale drawing. • Know why a key is needed. • Use standard symbols • Follow a route on a map with some accuracy (eg whilst orienteering) • Locate the National Parks - Peak District, Yorkshire Dales and Lake District.

Assessment
On entry and exit topic assessment Presentation of work Group or class discussions.

Unit sequence for Geography: Peak District Vs Brinsworth | Year 3

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
Key physical and human features Physical features • Seas • Mountains • Rivers • Things that are natural. Human Features • Houses • Roads • Bridges • Things that have been built Know the difference between Rural and Urban.	• Human features • Physical features • Mountain • Town • Village • Urban • Rural • Hamlet • Town • City • Stream • Valley	Place Knowledge • To identify different types of settlements • Undertake fieldwork in the local area • Identify the main physical / human features of the area, including land use • Identify the main human and physical features of the contrasting locality – Peak District / Castleton • Compare the human and physical features of Castleton with those of the local area.
Mapping and planning • To look at what land is used for • To identify features on you route to school • To understand simple grid references • To draw the local area and identify where key features are using an Ordinary survey map • To understand and use keys for a map correctly • To draw own map of the school and use a suitable key.	• North • South • East • West • Compass points • Grid references • Ordinary Survey map • Key • Features •	Map Work • Plan a journey by road from Brinsworth to the Peak District • Make a map of the local area • Use 4-point compass points to give direction • Use letters / no coordinates to locate features on a map • Try to make a amp of a short journey experience with features in correct order. • Try to make a simple scale drawing • Know what a key is used for • Use standard symbols • Follow a route on a map with some accuracy (eg whilst orienteering)
Locating where places are in the UK Locate National parks – Peak district, Yorkshire Dales and Lake District		Place Knowledge • Use UK atlas to identify on a map various National parks and where they are situated

Unit sequence for Geography: Peak District Vs Brinsworth | Year 3

Links to school values: Creativity, Aspirational, Respectful, Enjoy	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity
Children to walk down through the local village to the River Don at Catcliffe as part of a comparison to Castleton in the Peak District of how the River starts off running from the mountains. Observe the types of housing that they walk past and the local church and shops. When in Castleton look at the same features and identify differences and similarities.	

Unit overview for The Romans

Progression	Outcomes
Prior learning: To have begun to use letter & number co-ordinate to locate feature on a map To have a understanding of why certain places were chosen to build settlements Links to: history (why the Romans chose particular cities to develop), Science (the structure of the earth and why do volcanoes occur)	By the end of this unit pupils should know: **Geographical Skills** Use maps, atlases globes to locate countries and cities (Roman locations in UK as well as Italy) and other features such as volcanoes. To locate some of the major volcanoes on a world map **Human and Physical Geography** To describe the structure of a volcano. To understand what a settlement is and the different types of settlements there are To understand why settlements grew into larger ones while others did not

Assessment
Presentations and work produced.

Group or class discussions.

Unit sequence for Geography: The Romans | Year 4

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
Why did the Romans settle in particular areas that then grew into cities? Recap from Year 3 the definition a settlement and to recognise different types of settlements and name different sizes of settlements (e.g. city, town and village). Use a map to identify settlements and the reasons for their locations (focus on the Roman settlements) . The 3 largest were London, Colchester and St Albans- Colchester being the main settlement. Roman towns were named differently but any town with a chester ending was once a oman settlement eg Doncaster To identify features that would be attractive to settlers – transport, fuel, land to grow food etc To understand the factors involved in the growth of a settlement What are the historical changes to a settlement? (Again what with a focus on The Romans- are the Roman main cities in the UK still important settlements/ Roman towns grew due to being linked by the roads, trading places, employment	hamlet facilities. village town city population resources defend river trade transport	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, four-figure grid references to build their knowledge of the United Kingdom and the wider world. To use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
What is a volcano? Explain that to understand why volcanic eruptions happen it's first necessary to know about the structure of the Earth. Label a diagram with correct vocab/ make a model and photo each stage to explain.	core inner core outer core mantle	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

To understand the structure of the Earth. Make a playdough model of the Earth. How are volcanoes formed? What is the role of plate tectonics in the creation of volcanoes? BBC Bitesize - Volcanoes To understand that the Earth's crust is split into tectonic plates. Why does an eruption happen? Specify links to the destruction of Pompeii by Mount Vesuvius in History What types of volcanoes can be created? Identifying different ones via photos or ICT lesson. What are the key features of a volcano? Cross section diagram to label.	crust Eruption tectonic plates, geothermal lava magnitude chimney throat ash cloud molten rock crater main vent magma chamber lava flow	Learn the eight points of a compass, four-figure grid references to build their knowledge of the United Kingdom and the wider world. To use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;
Why do people live near volcanoes? Where are most volcanoes found? Why? National Geographic – The Ring of Fire What are active, dormant and extinct volcanoes? Can the pupils remember what you call: - A volcano that has not erupted for 10,000 years? - A volcano that is erupting at the moment? A volcano that has erupted before but is currently sleeping? Match up word to meaning to name of volcano. Where are the World's most dangerous volcanoes? Look at the map of the world's active volcanoes. Ask the pupils if they can see a pattern. Most of the world's active volcanoes sit near the fault lines between	Aftershocks Tsunamis Active Dormant extinct natural disaster Ring of Fire/Pacific Ring	To use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;

tectonic plates. Why do the students think the area around the Pacific Ocean is called the 'Ring of Fire'? To locate the world's famous volcanoes. What are the dangers of living in the foothills of a volcano and how does this impact negatively on humans? (Pompeii). Discuss advantages/ disadvantages and sort statements into pros and cons To think about why people live near volcanoes. When will Mount Vesuvius erupt again?		

Links to school values: Respect / achievement/ community/ curiosity	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity
(are children encouraged to ask questions, enquire, find out about certain areas of the topic?) (are we looking at achievements of individuals/groups during that time in history)	

Unit overview for Year 4 World War 2 Geography

Progression	Outcomes
Prior learning: Have begun to use letter and number coordinates. Know maps have symbols that correspond to a feature. Know the names of the continents. Know the UK rivers- Thames, Rother, Severn Links to: History (WW2)	By the end of this unit pupils should **know**: **Location Knowledge** Be able to confidently to locate features using letter/no coordinates on a map Using maps, atlases, globes and Google maps - Recap continents and Oceans from Y3 and then extend to identify countries in Europe; France, Germany, Italy, Spain, Portugal, Norway, Sweden and Denmark Name and locate the UK cities : Sheffield, Leeds, Birmingham, Manchester, Liverpool, Glasgow, Aberdeen and Swansea. (Recap from Year 3-Name capital cities and the seas of the UK London, Cardiff, Edinburgh, Belfast, North Sea, Irish Sea, English Channel, Atlantic) Name and locate the national parks, Peak District, Yorkshire Dales, Lake District, Dartmoor, Snowdonia and Brecon Beacons **Mapwork** Begin to recognise symbols on an OS map and know why a key is needed. **Place Knowledge** Be able to compare geographical similarities and differences through the study of human and physical geography of a region of the UK. (Sheffield v Lake District) Compare rural and city (Lake District v Sheffield) Look at how land is used in Sheffield and how these have changed over time

Assessment
Presentations and work produced. Group or class discussions.

Unit sequence for Geography: World War 2 | Year 4

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
Recap from Year 3 the main cities and seas - London, Cardiff, Edinburgh, Belfast, North Sea, Irish Sea, English Channel, Atlantic Extend their knowledge of UK cities -Sheffield, Leeds, Birmingham, Manchester, Liverpool, Glasgow, Aberdeen and Swansea. Discuss these cities as areas that were bombed during WW2 due to the heavy manufacturing industries there.	Manufacturing Industry Grid reference Atlas	**Location Knowledge** Be able to confidently to locate features using letter/no coordinates on a map Use maps, atlases, globes and digital /computer mapping to locate main cities of Britain
Recap continents and Oceans from Y3 *Map the key European countries involved in the war* - France, Germany, Italy, Spain, Portugal, Norway, Sweden and Denmark. Locate Russia, USA and Japan on the world map and identify what continent they are in.	Globe Google maps Continent European	**Location Knowledge** Be able to confidently to locate features using letter/no coordinates on a map Use maps, atlases, globes and digital /computer mapping to locate main cities of Britain.
Name and locate the national parks of UK - Peak District, Yorkshire Dales, Lake District, Dartmoor, Snowdonia and Brecon Beacons Compare the Lake District and Sheffield. Discuss terms rural and industrial. Compare aerial photos of the 2 areas and physical maps of the 2 to compare density of population. Link to evacuation to rural areas of inner city children.	Ordnance Survey maps National Parks Aerial Population	**Mapwork** Begin to recognise symbols on an OS map and know why a key is needed. **Place Knowledge** Be able to compare geographical similarities and differences through the study of human and physical geography of a region of the UK.

	Density Rural Inner city	
Compare maps of Sheffield from the early 1930s to an up to date map. Compare how the size and land use has changed over time.	Past present similarities differences	**Place Knowledge** Be able to compare geographical similarities and differences through the study of human and physical geography of a region of the UK.

Links to school values: Respect / achievement/ community/ curiosity	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity
(are children encouraged to ask questions, enquire, find out about certain areas of the topic?) (are we looking at achievements of individuals/groups during that time in history)	

Unit overview for Year 4 Geography - Our Endangered World

Progression	Outcomes
Prior learning: Identify the position and significance of equator and north and south hemisphere Try to make a simple scale drawing Try to make a simple scale drawing Follow a route on a map with some accuracy (eg whilst orienteering) Links to: Art (weather) PE (orienteering) Maths (compass directions and clockwise etc)	By the end of this unit pupils should **know**: **Human and Physical Geography** Earthquakes/extreme weather and its impact on Earth The Water Cycle **Locational Knowledge** Physical Geography: introducing the climate zones polar, mountains, Mediterranean, temperate, arid, tropical Identify the position and significance of equator and north and south hemisphere, longitude and latitude **Geographical Skills and Field work** Use large and medium scale OS maps Use junior atlases Use map sites on internet Identify features on aerial photographs Use 4 point compass points well to give and follow direction and begin to use 8 Continue to embed using letter/no coordinates to locate features on a map confidently Begin to recognise symbols on an OS map Know why a key is needed Try to make a map of a short route experienced with features in correct order Try to make a simple scale drawing Follow a route on a LARGE SCALE MAP with some accuracy (eg whilst orienteering) **Place Knowledge** Locate places on a larger scale map eg map of India or UK (link to climate zones)

Assessment
Presentations and work produced. Ability to follow a route/map. Group or class discussions.

Unit sequence for Geography: Our Endangered World | Year 4

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
Using Atlas/ Ipads • To recap the 7 continents of the world and oceans. Establish difference between country and continent. • Locate countries within each one • Recap finding Identify countries in Europe (from WW2) – France, Germany, Italy, Spain, Portugal, Norway, Sweden, Denmark. Use grid ref to find their capital cities.	Continents Capital Antarctic Europe Asia Africa North/ South America Australasia / Oceania	**Geographical Skills and Field work** Continue to embed using letter/no coordinates to locate features on a map confidently Begin to recognise symbols on an OS map Know why a key is needed
Using Atlas/ Ipads • Look back at the continents. Identify specific features eg Sahara desert, rain forest belt, Alps etc Discuss how different areas in the world have different weather patterns Introduce terms climate zone- polar, mountainous, Mediterranean, temperate, arid and tropical. • Label some of these areas within continents/countries. • Discuss features of these climate zones. • Locate and draw on own map where equator, south and northern hemisphere and what the terms longitude and latitude mean.	Climate Polar Mountainous Temperate Arid Tropical Hemisphere Equator Longitude Latitude	**Locational Knowledge** Physical Geography: introducing the climate zones polar, mountains, Mediterranean, temperate, arid, tropical Identify the position and significance of equator and north and south hemisphere, longitude and latitude **Place Knowledge** Locate places on a larger scale map eg map of India or UK (link to climate zones)

Research- secondary resources (books and internet) • Establish what the Water Cycle is and how it works. Talk children through the journey of a raindrop and what may happen to it, Draw or write the journey. Label a fuller diagram of the water cycle. • Look at extreme weather around the world and what causes it eg earthquakes (link back to volcanos in term1), tsunami, hurricanes, heat waves. Discuss dangers these extremes pose to all life when they happen.	Water cycle, evaporation, condensation, precipitation, groundwater, runoff, closed cycle Habitat, environment, wildlife, change, adaptation, endangered.	**<u>Human and Physical Geography</u>** Explore natural weather extremes and their impact on Earth To be able to explain the processes involved in The Water Cycle
Using and Applying • to know the 8 compass points- play games directing each other. • follow a map of the school grounds. Learn how to read a map in the field eg locate north. • take photographs of areas of the school ground . Locate them on the school map to link the actual image with the map image. Use aerial photos of school from Google maps and locate within school grounds. • look at other (the main ones not all) map symbols, including how housing /building are shown. • create your own map using all the knowledge learnt on map symbols etc. Then plan a journey for someone else to take- follow these directions- where do they end up on your map?	Compass Aerial Symbols orienteer	**<u>Locational Knowledge</u>** Use large and medium scale OS maps Use junior atlases Use map sites on internet Identify features on aerial photographs Use 4 point compass points well to give and follow direction and begin to use 8 Try to make a map of a short route experienced with features in correct order Try to make a simple scale drawing Follow a route on a LARGE SCALE MAP with some accuracy (eg whilst orienteering) **<u>Geographical Skills and Field work</u>** Continue to embed using letter/no coordinates to locate features on a map confidently

		Begin to recognise symbols on an OS map Know why a key is needed

Links to school values: Respect / achievement/ community/ curiosity	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity
(are children encouraged to ask questions, enquire, find out about certain areas of the topic?) (are we looking at achievements of individuals/groups during that time in history)	

Unit overview for Platform 9 ¾ for Geography

Progression	Outcomes
Prior learning: Name major cities of the UK –Sheffield, Leeds, Birmingham, Manchester, Liverpool, Glasgow, Aberdeen, Swansea (y4) Name capital cities and the seas of the UK London, Cardiff, Edinburgh, Belfast, North Sea, Irish Sea, English Channel, Atlantic (y3) Identify the position and significance of equator and north and south hemisphere, longitude and latitude (Y4) **Links to:**	**By the end of this unit pupils should know:** **Locational Knowledge** To identify and locate the large counties of Britain, Cornwall, Northumberland, Yorkshire, Derbyshire, Kent, Norfolk, Cornwall, Devon, Cumbria To identify the position and significance of the equator and north and south hemisphere, longitude and latitude, arctic, Antarctic, Capricorn and cancer **Mapwork** To compare maps with aerial photos To be able to pick a map for a specific purpose (eg pick atlas/os map) To begin to use atlases to find out about other features of places (eg wettest part/energy/mountain regions) **Physical Geography** To understand the key features of mountains To know how a Mountain is made To identify the highest mountains in England, Scotland and Wales To identify the highest mountain in the world

Assessment
On entry and end of topic assessments. Presentations and work produced. Group or class discussions.

Unit sequence for Geography: Platform 9 34 (Marvellous Mapwork) | Year 5

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
USING ATLASES • To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas. • To name and locate cities/counties of the UK and their identifying human and physical characteristics by using an atlas. (Cornwall, Northumberland, Yorkshire, Derbyshire, Kent, Norfolk, Cornwall, Devon, Cumbria) • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the index and co-ordinates.	Atlas, index, co-ordinates, latitude, longitude.	**LOCATIONAL KNOWLEDGE** • I can find countries in Europe and North and South America on a map. • I can find cities/counties in the UK on a map and identify some of their features. • I can find information in an atlas using the index and simple co-ordinates.
SYMBOLS • To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map.	ORDANANCE SURVEY MAP SYMBOLS KEY NATIONAL GRID	**MAPWORK** • I can use a key to describe features on an Ordnance Survey map
COMPASS POINTS • To use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map.	Compass, north, south, east, west, north east, south east, south west, north west. COMPASS POINTS	**MAPWORK** • I can tell you the eight compass points. • I can follow directions using the eight compass points. • I can give directions using the eight compass points

GRID REFERENCES To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map.	GRID REFERENCE NORTHING EASTING	**MAPWORK** • I can tell you how to give co-ordinates by going along and then up. • I can find a location from four or six-figure co-ordinates.
PLANNING A ROUTE To 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 by planning a journey.	NORTHING EASTING GRID REFERENCE	**MAPWORK** • I can plan a journey using the eight compass points and four or six-figure grid references • I can give directions using the eight compass points. • I can give four or six-figure co-ordinates for a location.
CHARTING THE CHANGES To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs of places.	ATLAS GRID REFERENCE AERIAL MAPS Past, present, similarities, differences.	**MAPWORK** • I can find similarities and differences between photographs of the same location. • I can find similarities and differences between maps of the same location. **HUMAN AND PHYSICAL** • I can describe how land use has changed over time.

		• I can suggest what the differences I have seen might tell me about why a place has changed
MOUNTAINS (Covered in Guided Reading) To understand the key features of mountains To know how a Mountain is made To identify the highest mountains in England, Scotland and Wales To identify the highest mountain in the world	Tectonic plates Plateau mountains Molten magma Fold mountains Fault Block mountains Volcanic mountains Dome Mountains	**PHYSICAL GEOGRAPHY** • I understand how mountains are formed and their key features • Locational Knowledge/Mapwork • I can locate the highest mountains in the UK and the world

Links to school values: Respect / achievement/ community/ curiosity	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity
Link to environment – how things change over time	

Unit overview for Anglo Saxons and Vikings – Brilliant Biomes!

Progression	Outcomes
Prior learning: climate zones, polar, mountains, Mediterranean, temperate, arid, tropical, the water cycle Links to: science – adaption, plants and living things, photosynthesis	By the end of this unit pupils should **know/be able to**: • Describe and understand key aspects of climate zones, biomes and vegetation belts. • Use maps, atlases and globes to locate countries and describe features studied. • Gain a deeper understanding of a biome as an ecological community. • Carry out fieldwork in a local biome • Understand the contents of a biome and how the living things in the biome are placed together. • That the threats faced by the various biomes of the world are serious and urgent. • Understand how biomes need the right conditions to generate growth – light, heat and food.

Assessment
On entry and end of topic assessments. Presentations and work produced. Group or class discussions.

Unit sequence for Geography: Anglo Saxons and Vikings – Brilliant Biomes | Year 5

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
To describe and understand key aspects of climate zones, biomes and vegetation belts; Use maps, atlases, and globes to locate countries and describe features studied. **Biomes of the World** • Define the term 'biome' and identify biomes of the world. • Understand features of biomes, including vegetation, wildlife and climate. • Identify indigenous peoples of the biomes. *The children are introduced to the main land biomes of the world; chn research a biome and role-play life as an indigenous person living in the biome they have researched.*	BIOME VEGETATION BELT DESERT SAVANNAH TUNDRA TAIGRA RAINFOREST TEMRATE RAINFOREST GRASSLAND INDGIENOUS	PHYSICAL GEOGRAPHY • I can define the term 'biome' and identify biomes of the world. • I understand features of biomes, including vegetation, wildlife and climate. • I can identify indigenous peoples of the biomes. Using research, role-play as an indigenous person living in the researched biome.

Unit sequence for Geography: Anglo Saxons and Vikings – Brilliant Biomes | Year 5

Biomes: Light, Water and Nutrients • To discuss how organisms in a habitat depend on each other, and rely on light, water and nutrients. • To understand the role of the water cycle in a biome. ***The children make a biome in a bag and observe it over a number of days thereby learning about photosynthesis, the water cycle and the relationships between climate, nutrients and vegetation within ecosystems.***	WATER CYCLE BIOME RELATIONSHIPS NUTRIENTS VEGETATION ECOSYSTEM PHOTOSYNTHESIS	PHYSICAL GEOGRAPHY • I can discuss how organisms in a habitat depend on each other, and rely on light, water and nutrients. • I understand the role of the water cycle in a biome. LINKS TO SCIENCE Understand the role of the water cycle in a biome and understand condensation, evaporation and precipitation. Know about photosynthesis.
Visit to a Biome • To understand how organisms adapt to cope with life in their biome by visiting a biome. • To understand adaptations of living things by studying closely and sketching. Chn visit a biome (either a local natural or artificial) and make annotated sketches of their observations.	FIELDWORK BIOME ANNOTATED SKETCH	PHYSICAL GEOGRAPHY • I understand how organisms adapt to cope with life in their biome by visiting a biome. • I understand adaptations of living things by studying then closely and sketching. LINKS TO SCIENCE Consider the adaptations of living things in the biome and how their adaptations have enabled them to survive.
Save the Planet • To comprehend the delicate interdependent nature of ecosystems. • To know about global environmental problems and solutions.	INTERDEPENDANCE ECO SYSTEM ENVIRONMENTAL PROBLEMS ENVIRONMENTAL SOLUTIONS	PHYSICAL GEOGRAPHY • I understand the delicate interdependent nature of ecosystems. • I know about global environmental problems and solutions.

The children are taught more about the balance within and interdependent nature of ecosystems. They research environmental problems and solutions, and create posters and give presentations on their research.		LINKS TO LITERACY • Use research to inform their writing. • Create posters and give presentations. • Present persuasive arguments.
Build a Model Eden Project Using arts and crafts materials, the children construct a model Eden Project: a representation of a biome of their choice.	BIOME INTERDEPENDANCE ADAPTION	PHYSICAL GEOGRAPHY • Understand the contents of a biome and how the living things in the biome are placed together. • Gain an understanding of the human presence in the biome, including what the settlements look like and where they are located within the biome. LINKS TO DT Construct a model Eden Project selecting suitable materials for the content.
Come and Visit! Having made their biome models, the children make a guide or poster to accompany their model, providing tourist information with an emphasis on conservation issues.		PHYSICAL GEOGRAPHY LINKS TO ENGLISH Select appropriate language and style and write a tourist guide/poster for the biome made in the previous session.
DISTRIBUTION OF NATURAL RESOURCES - covered in guided reading To understand the different energy sources and how they are distributed/have and are impacting society past and present.	RENEWABLE NON-RENEWABLE COAL, SOLAR, NUCLEAR, WIND	ECONOMIC ACTIVITY I understand the difference between renewable and non-renewable energy I know how the distribution of energy sources has impacted on how settlements and societies have changed and are changing

Unit sequence for Geography: Anglo Saxons and Vikings – Brilliant Biomes | Year 5

Links to school values: Respect / achievement/ community/ curiosity	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity
What is our biome? How is it changing? Link to climate change in Guided reading – what part do/can we play? Link to Natural Resources in Guided Reading – what part can we/do we play? Link to science – water cycle, adaptions, living things, lifecycles, plants	Drama, design and Technology

Unit overview for Y5 Greece for Geography

Progression	Outcomes
Prior learning: Understand geographical similarities and differences through the study of human and physical geography of regions of the UK. (Castleton v Brinsworth shop use) Understand geographical similarities and differences through the study of human and physical geography of a region of the UK. (Sheffield v Lake District) Links to: ICT – blog posts, Maths – Bar charts, Literacy -writing blog post, History – Ancient Greece (Greek Day)	By the end of this unit pupils should **know**: **Locational Knowledge** To locate Greece and Robin Hood's Bay on a map **Mapwork** To be able to pick a map for a specific purpose (eg pick atlas/os map) To begin to use atlases to find out about other features of places (eg wettest part/energy/mountain regions) To use map skills to locate Greece and recap physical features **Physical Geography** To explore the climate in Greece and compare to that of Robin Hood's Bay To draw and label a bar chart To interpret bar charts **Human Geography** To can discuss types of settlement To understand economic activity To explore Greek Food To explain what is meant by economic activity To look at trade links To look at the popularity of Greek restaurants within the UK taste new food **Place Knowledge** To compare Robin Hood's Bay to Greece (both holiday destinations) To undertake a fieldtrip to RHB

Unit sequence for Geography: Greece v Robin Hood's Bay | Year 5

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
To locate Greece on a map and identify key features Allow ch time on tables and on sugar paper to write down everything they know, or think they know about Greece. Encourage them to think about the following questions as prompts: • Where in the world is it? What continent? • What does the flag look like? • What currency do they use? • What's the weather like? • What seas/countries surround it? • What's it famous for? • What's the capital city? Feed back as a class and ask ch to think of 1 question they want answering about modern day Greece and write it on a post-it to stick on display. Visit Google Earth and slowly zoom in – how does it compare in size to the UK? As we get closer, what do they notice (lots of islands). Choose a few places to visit so ch get an idea of terrain – coast/country/mountains – visit Mount Olympus and Athens. Ch to choose an adjective to describe each place. Using an atlas, and a template of Greece, chd are to carry out map work – labeling bordering countries, surrounding seas, plot on Athens and Mount Olympus and name some of the larger surrounding islands.	Continent Terrain Atlas	**Mapwork** I can use an atlas to find Greece I can use map skills to highlight key physical features of Greece

Assessment
On entry and end of topic assessments. Presentations and work produced. Group or class discussions.

To investigate the climate in Greece Use the met office to look at the temperature of Athens today. Do the same for RHB. What's the difference? Give ch a copy of average temperatures for each month for Athens – ch draw a bar chart and plot the temps for each month. Encourage ch to think about the scale – model first. HA: ch plot average temps of RHB alongside. Support: provide with template of bar chart with pre-labelled axis Ext: provide questions for chd to answer – with maths links.		**Physical Geography** I can explore the climate in Greece and compare to that of Robin Hood's Bay I can draw and label a bar chart I can interpret bar charts
To explain why Greece is a popular tourist destination Recap where in the world Greece is. Can ch name the capital city and the seas that surrounds it? What countries does it border? Can they name any Greek islands? Look at the average temperatures each month in Greece and compare to the UK. Compare average rainfall and sea temps. Show picture of white Greek houses – compare with UK houses. Why white? Because it reflects light. Explain that Greece is in the top 5 most popular holiday destinations for Britons. What does Greece have to offer?		**Mapwork** I can use map skills to locate Greece and recap physical features **Human Geography** I can discuss types of settlement I understand economic activity

Look at brochures/print outs of different areas of Greece e.g. mountainous, city, country, coast, islands Look at www.visitgreece.gr and watch the video and look at the blog. Ch are to write a blog post for the above website persuading tourists to visit one of the country. Key points: - what activities are there to do - what is the weather - how could they travel around		

To explore Greek Food **To explain what is meant by economic activity** **To look at trade links** **To look at the popularity of Greek restaurants within the UK** What does the word export mean? Look at at the prefix ex- - what other words have this prefix: exit. Countries will export goods that they produce in order to trade and make links with other countries and make money. Greece exports nuts and oils and one of the most popular oils is olive oil. Olives grow easily in Greece because of the warm climate. Watch https://www.youtube.com/watch?v=BGBuBccjWwU how olives are turned into olive oil. Greek food is popular in the UK with lots of Mediterranean restaurants opening up. A new one has opened up in Brinsworth called Howarthopius, and we're going to visit it! Set up 'restaurant' in Community Room. Ch to try: - Olives, feta cheese ,hummus and breadsticks, greek yoghurt and honey, tzatziki, pitta bread, taramasalata, Baklava Ch to sit be served and take a tasting card. Do they like it? Complete tasting card.	Export Climate Trade Economy	**Human Geography and Economic Activity** I can explain what is meant by economic activity I can look at trade links I can look at the popularity of Greek restaurants within the UK I can taste new food

To compare Robin Hood's Bay to Greece (both holiday destinations) **To undertake a fieldtrip to RHB** To design and carry out survey to find out why people visit RHB Research activities on offer at RHB Write a blog post comparing RHB and Greece as holiday destinations	Survey	**Place Knowledge** I can compare and contrast 2 different holiday destinations and think about the different reasons people visit them

Links to school values: Respect / achievement/ community/ curiosity	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
Using a Compass A compass is a device that indicates direction. The eight points on a compass are North, North-East, East, South-East, South, South-West, West and North-West. A simple compass is a magnetic needle mounted on a pivot, or short pin. The needle, which can spin freely, always points north. The pivot is attached to a compass card. The compass card is marked with the directions.	Compass Direction North North-West North-East South South-East South-West East West	To use 8 point compass points to give and follow direction confidently and accurately within fieldwork.
Using an Atlas An atlas is a book or collection of maps. Many atlases also contain facts and history about certain places. The Equator is the invisible line that runs around the centre of the Earth at 0 degrees latitude, half way between the North and South Poles. The Equator divides the Earth into the Northern and Southern hemispheres. The Arctic is an ocean around the North Pole, covered by a thin layer of perennial sea ice and surrounded by land. Antarctica is a continent around the South Pole, covered by a very thick ice cap and surrounded by a rim of sea ice and the Southern Ocean. The Tropic of Cancer is the most northern latitude on the Earth where the sun can appear directly overhead. The Tropic of Capricorn is the most southern latitude on the Earth where the sun can appear directly overhead.	Equator Northern Hemisphere Southern Hemisphere Longitude Latitude Arctic Antarctic Tropic of Capricorn Tropic of Cancer	To confidently use an atlases, use OS maps, recognise world map as a flattened globe. To locate places on a world map. To begin to use atlases to find out about other features of places (eg wettest part/energy/mountain regions).

		To identify the position and significance of equator and Northern and Southern Hemisphere, Longitude and Latitude, Arctic, Antarctic, Capricorn and Cancer.

Grid References A grid reference is a location on a map, which is found using the northing and easting numbered lines. Grid references are useful for helping a map user to find specific locations.https://www.google.com/search?rlz=1C1GCEA_enGB987GB987&biw=1536&bih=722&q=What+is+a+6-figure+grid+reference?&tbm=isch&source=iu&ictx=1&vet=1&fir=v8CDMMD7BlX7XM%252Cr21MnWRnr6QpMM%252C_&usg=AI4_-kTmQUsFS-0MS5o5lTaZxGcPCoSP9w&sa=X&ved=2ahUKEwje8tq17JD2AhUIZcAKHQpXA14Q9QF6BAgREAE_-imgrc=v8CDMMD7BlX7XM A 6-figure grid reference contains 6 numbers which gives us an even more precise location inside the box given by the 4-figure number.	figure northing easting specific	To use 6 figure grid references to locate features on a map. To recognise OS symbols on maps and locate features using 6 figure grid references.
OS Maps and their Symbols The Ordnance Survey (OS) is the mapping agency for Great Britain. They create up-to-date paper and digital maps for individuals and businesses to use. Grid references accurately locate places on an OS map. Every OS map has a grid, which is shown using faint blue lines. OS map symbols can be small pictures, letters, lines or coloured areas to show features like campsites, pubs or bus stations. There will be a key on the map to identify what each symbol refers to.	ordnance survey map grid reference figure northing easting symbol key	To confidently OS maps. To recognise world map as a flattened globe. To recognise OS symbols on maps and locate features using 6 figure grid references. To follow a short route on an OS map and describe the features shown.

Drawing Maps Thematic maps show the geographic pattern of a particular theme eg. Deaths of certain diseases like cholera, votes in a government election, water use etc.	symbol key map direction theme geographical pattern	To draw a variety of thematic maps based on our own data – with increasing complexity. To draw a map using symbols and keys.

Links to school values: Creative/Aspirational/Respectful/Enjoy	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity
The fieldwork aspect of this learning journey will provide much enjoyment. Children can be creative with their chosen theme when drawing their thematic maps.	Children will be very much actively involved in this learning journey, as much of the knowledge and skills will be used and applied outside of the classroom. Children will need to take ownership throughout, such as when creating their own thematic maps and during fieldwork.

Unit overview for Here Comes the SATs

Progression	Outcomes
Prior learning: In Year 5, children learnt about how natural resources are distributed, with a particular focus on energy (coal, solar, wind and nuclear). **Links to:** **DT** – The 'Come Dine With Me' unit of work **History** – How trade links have changed over time	**By the end of this unit pupils should know:** • How natural resources are distributed, with a particular focus on food (salmon, pineapple and red peppers). • How some of these foods are imported into Britain via trade links. • The effect their food choices make on their own carbon footprint, why this is important, and how their carbon footprint can be reduced. • That trade links have changed over time (in Tudor times, the UK traded with the Americas, whereas in Victorian times, the UK mainly traded with other countries who were in the British Empire) and continue to change in the present day (BREXIT). • What fair trade means, how it works and how to identify fair trade products.

Assessment
Presentations and work produced. Group or class discussions.

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
Distribution and Importation of Natural Resources (Food) • Salmon is • Red peppers are • Pineapples are grown in	trade trade link economy import export	Distribution of natural resources: Food – Trade links and their carbon footprint.
Fair Trade • The Fairtrade Foundation is a registered charity, which was established in 1992 • Fairtrade products are imported from developing countries outside of the UK • Fair trade guarantees that producers are given a fair price for their crops, so that they are not exploited • Products which display the Fairtrade logo are guaranteed to have been fairly traded. There are over 1,000 products on sale in the UK which carry this logo • Fairtrade also helps protect the environment, provide training for farmers, protecting workers' rights, protecting payment of the Fairtrade Minimum Price	trade fair trade fairtrade developing country import guarantee exploit	Distribution of natural resources: Food – Trade links and their carbon footprint.
Carbon Footprints • A carbon footprint is the amount of greenhouse gases that are emitted in the air because of your activities • 25% of world greenhouse gas emissions are from food production • Eating seasonally would reduce carbon footprints • Some ways to reduce carbon footprints are out of our control and children, but some we do have control over (kettle filling, plastic packaging, 'wonky produce', food waste) https://www.bbcgoodfood.com/howto/guide/how-cut-your-food-carbon-footprint	Carbon footprint Greenhouse gases Seasonal	Distribution of natural resources: Food – Trade links and their carbon footprint.

Changing Trade Links • Trade links have changed over time - in Tudor times, the UK traded with the Americas, whereas in Victorian times, the UK mainly traded with other countries who were in the British Empire • Trade links continue to change in the present day (BREXIT)	trade links import export transportation	Distribution of natural resources: Food – Trade links and their carbon footprint.

Links to school values: Creative, Aspirational, Respect, Enjoy	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity
Respect – respect for the environment in which we live, respect for where our food comes from	Actively involved – being actively involved in our own food use Ownership – taking ownership for our own carbon footprints

Unit overview for Raging Rivers

Progression	Outcomes
Prior learning: In Year 4, children learnt about the different stages of the water cycle. This will be revisited at the beginning of this unit. In Year 3, children were taught the locations of 3 UK Rivers – Thames, Rother, Severn. **Links to:** **PSHE** – effects of water shortages and floods on communities. **History** – how land use has changed over time. The children will be looking at sources from the past to identify these changes.	**By the end of this unit pupils should know:** • The names of several major rivers in the UK: Thames, Severn, Trent, Mersey, Rother, Tyne, Humber. • Where the above rivers are located, and be able to identify them on maps. • How land use has changed over time, with a focus on coasts and coastal erosion. • What the physical features of rivers are (source, mouth, meander, channel, ox bow lake, tributary, v-shaped valley, waterfalls) and how to identify them. • How waterfalls are formed. • The human features of rivers, and what they are used for (dams/hydro electric power). • How natural resources are distributed, with a particular focus on water, including the effects of water shortages and floods.

Assessment
Presentations and work produced. Group or class discussions.

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
The Water Cycle (recap and revise) • 71% of the Earth is water • Oceans hold 96.5% of all water on Earth • The water cycle is the path that all water follows as it moves around Earth in different states • The water cycle consists of three major processes: evaporation, condensation, and precipitation • Rivers are important players in the water cycle. They collect run-off from precipitation and move it back toward the oceans	• evaporation • precipitation • condensation • sun • lake • groundwater • wind • sea • river • runoff	To recap and revise the stages of The Water Cycle.
The Characteristics of the Three Stages of a River • A river's journey can be split into three different stages – upper course, middle course and lower course. Each of these stages has different *characteristics*. • The characteristics which vary are: altitude, channel width, water speed/flow, amount of erosion • Channel width increases and water flow slows/speed decreases as the river moves through the three different stages • Altitude decreases as the river moves throughout the three stages, and reaches sea level at the lower course/mouth • Erosion levels are high in the upper course, medium in the middle course and low in the lower course. Deposition levels are the opposite.	• channel • sediment • erosion • deposition • altitude • floodplain • upper course • middle course • lower course • source • mouth	Human and physical knowledge – Rivers: What the physical features of rivers are and how to identify them.

The Key Features of a River • Rivers begin as springs/streams in upland areas. This is called the river *source*. They eventually flow into the sea at the *river mouth.* • As rivers flow across the landscape, they create many landforms, such as oxbow lakes, meanders and waterfalls • An oxbow lake begins as a meander. A lake forms as the river finds a different, shorter, course. The meander becomes an oxbow lake along the side of the river. These are usually found in the middle course • Waterfalls often form in the upper course where it flows over different bands of rock. It erodes soft rock more quickly than hard rock and this may lead to the creation of a waterfall. The soft rock erodes more quickly, undercutting the hard rock.	• source • waterfall • river mouth • meander • delta • confluence • channel • oxbow lake • tributary • v-shaped valley	Human and physical knowledge – Rivers: What the physical features of rivers are and how to identify them.
Major Rivers of the UK • In an atlas, rivers are usually identified by a thin blue line, and we have to look along that line to find the name of the river – usually given as R._____ and in blue italic writing	• Thames • Severn • Trent • Mersey • Rother • Tyne • Humber	To identify and locate the major rivers in the UK. Confidently use an atlas, use OS maps, recognise world map as a flattened globe.
The River Mouth – Coasts and Coastal Erosion • Coasts are found in the areas at the mouth of a river – deltas may be found there • Coastlines are ever-changing through the effects of erosion and deposition caused by the waves and tides • Headlands and bays are formed by softer, less resistant rock being eroded quicker than harder, more resistant rock. Sand and other	• bay • headland • coast • erosion • beach • cliffs • caves • resistant	How land use has changed over time – coasts and coastal erosion

sediment is deposited in bays as the water slows due to the shelter • Rising sea levels are causing faster coastal erosion • Coastal areas are becoming gradually smaller	• deposit	
The Different Ways We Use Water • Water is used by humans in a vast number of ways: commercial/industrial, recreational, agricultural and community uses • Some water uses are necessary for survival (needs), and some are for luxury uses (wants) • We are fortunate as many people around the world lack access to clean tap water	• industry • commerce • recreation • agriculture • household • community • necessary • needs • luxury • wants	Distribution of natural resources: Water – and water shortages/floods
Floods, Droughts and Their Impact • A flood occurs when water inundates land that's normally dry. Excessive rain, a ruptured dam or rapid melting of snow or ice can overwhelm a river, spreading over the adjacent land, called a floodplain • Floods usually occur in the middle course where the river becomes flatter • Floodplains are often built upon due to being so close to the water and flat land, but come with the danger of being flooded more often • Floods have helped shape the world around us (example of Grand Canyon) • Droughts are caused by not receiving rain or snow over a period of time. They result from changes in Earth's atmosphere. Some droughts are caused by shifts in the winds that normally bring rain to an area. Others are caused by changing ocean currents, which	• excessive precipitation • floodplain • middle course • dam • drought • atmosphere	Distribution of natural resources: Water – and water shortages/floods

affect the temperature and moisture of the air. Severe droughts can last for months or years. • Droughts can have many impacts, such as food and job losses, wildfires, difficulty in transporting goods, lack of drinking water and deaths.		

Links to school values: Creativity, Aspirational, Respectful, Enjoy	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity
Children will enjoy a locality walk to the River Don at Catcliffe as part of the learning about the three stages of a river. They will identify which part of the river this is and explain why. Respectful – learning to respect water, rivers and floodplains.	Actively involved – visit to local river

Unit overview for Sweet Like Chocolate

Progression	Outcomes
Prior learning: In Year 4, children learnt the names and locations of all continents, oceans and some countries within Europe. In Year 3, 4 and 5, children learnt the names and locations of some cities and counties of the UK. In Year 4 and 5, children studied the 6 main climate zones: polar, mountains, mediterranean, temperate, arid, tropical. In Year 3, children studied the 7 biomes: tundra, desert, arctic, savannah, rainforest, taiga. **Links to:** **Science** - Space unit of work **History** – Mayans **PSHE** – Roles and responsibilities (to look after the planet for future generations)	By the end of this unit pupils should **know**: • The names and locations of some countries within North and South America, and be able to identify these on maps. • The features of a rainforest biome. • The human and physical geography of a region of America (South America – linked to Mayas) • How natural resources can be exploited by humans, with a focus on The Amazon Rainforest. • The position and significance of the Prime/Greenwich meridian and time zones including night and day.

Assessment
Presentations and work produced. Group or class discussions.

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
Countries within North and South America Countries and borders within the Americas have changed over time, mainly due to changes in colonisation. E.g. Mexico was known as New Spain from 1521-1821. The Amazon Rainforest spans eight countries—**Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, and Suriname—and French Guiana**, an overseas territory of France. These countries surround the equator, and are a mix of both Northern and Southern hemisphere.	Northern Hemisphere Southern Hemisphere Equator Tropic of Cancer Tropic of Capricorn Country Continent Capital city North America South America	To identify countries within North and South America. To confidently use an atlas, use OS maps, recognise world map as a flattened globe.

The Features of a Rainforest The emergent layer is the tallest layer of the rain forest. The canopy layer is the second tallest layer, below the emergent layer. The understory is plant life growing beneath the canopy layer but above the forest floor. The forest floor is the ground beneath the trees of a forest, consisting of roots, soil and decomposing organic parts. Very wet with over 2,000 mm of rainfall per year, and is warm with an average daily temperature of 28°C. The temperature never drops below 20°C and rarely exceeds 35°C. The atmosphere is hot and humid. The climate is consistent all year round - there are no seasons. The warm and very wet climate provides perfect conditions for plant growth, but most of the soil is not very fertile because heavy rainfall washes the nutrients out of the soil. Species have adapted to the conditions of the rainforest, eg trees and plants have shallow-reaching roots to absorb nutrients from the thin fertile layer in the soil.	Rainforest Biodiversity Emergent layer Canopy layer Understory layer Forest floor Humid Annual rainfall Decomposing	To explain features of the 7 biomes: tundra, desert, arctic, savannah, rainforest, taiga.
The Amazon Rainforest Around 40 to 75% of all species are indigenous to the rainforest. Animals found in the Amazon include jaguars, pumas, sloths, several species of monkey, macaws, iguanas, turtles and piranhas. Land use: The biggest usage of the land is habitat – for animals and plants (billions of trees). Living – around 400 Indian tribes Slash and burn – small clearings left to decompose or burn to release nutrients back into the soil so that they can be cultivated and farmed. Hunting – hunting to eat, to sell or for pets Farming – clearing the forest for cattle farming	Tropical rainforest Habitat Indigenous Native Agriculture Cultivate Soil fertility	To understand geographical similarities and differences through the study of human and physical geography of a region of America.

Mining and Timber – logging (much of it illegal) cuts down trees for timber production, the rainforest has large quantities of copper, tin, nickel, iron ore and gold.		
Exploitation of the Amazon Rainforest More than 20% of the Amazon rainforest has already been destroyed. Threats: Human expansion – creating further living space for nearby towns and cities Farming/cultivation – deforestation of large areas Mining/logging – logging deforests huge areas at a rapid rate, and trees are not replaced as much of the logging is illegal. Mining causes deforestation, water pollution and encroaching on the land of indigenous people Smuggling/hunting/bio-piracy – people take plants and animals from the rainforest to sell abroad for pets, food and medicine which declines wild populations and affects life cycles. Climate change – reduced rainfall and higher temperatures makes it harder for the plants to survive and more carbon dioxide released into the atmosphere.	Deforestation Mining Logging Climate change Smuggling Cultivation Human expansion Indigenous	To understand geographical similarities and differences through the study of human and physical geography of a region of America. To explain the exploitation of natural resources.
Prime/Greenwich Meridian and Time Zones The Prime Meridian is the point from which east and west are measured, and it is also a reference point for measuring time. The Prime Meridian is the point from which the world is divided into 24 hourly time zones. This matches the 24-hour cycle of the Earth's rotation on its axis, so when divided into 24, each time zone changes by one hour as you travel around the world. It is not the same time across the world at any given time. Whilst one part of the world experiences night time, another part of the world is	Time zone Prime Meridian Axis Rotation British Summer Time	To identify the position and significance of the Prime/Greenwich meridian and time zones inc night and day.

experiencing day time. A time zone is a geographical region that shares the same time.		

Links to school values: Creative/Aspirational/Respect/Enjoy	Links to school drivers: Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity
Respect – respecting our world's natural resources.	Diversity – diversity of the use and communities that use the Amazon rainforest/ diversity of North/South American countries. Inspiring – exploring different parts of the world.