Geography
Curriculum Intent/ Progression

Contents

Introduction

Introduction

This document outlines the knowledge, language and concepts that should be taught in Geography. It includes:

- A summary of the Geography knowledge and principles that underpin our approach
- Long Term Sequence (curriculum map) for Geography
- Progression of Geography including alignment with the National Curriculum, substantive concepts, big ideas and questions as well as Key vocabulary and prior and post learning links.

It is influenced by Ofsted documents and research papers, including: https://www.gov.uk/government/news/ofsted-publishes-research-review-on-geography

Intent

It is our intent for our Geography curriculum to spark the children's curiosity and fascination with the natural and human aspects of the world. At Sheep Dip Lane Academy we aim to build upon the children's interests and equip them with the knowledge about the four areas of Geography: locational and place knowledge, human and physical processes, and fieldwork skills, as well as develop skills that are transferable to other areas of the curriculum.
We want our children to experience first-hand how to apply geographical skills using a range of resources, which will develop their confidence and aid them beyond their educational setting.

A key message at Sheep Dip Lane Academy is the importance of looking after our environment, living in a sustainable manner and noticing the cause and effect of human behaviour. We seek to teach the children the responsibilities they have as part of a community and the impact that it has on the wider world.

- **Substantive knowledge** - this is the subject knowledge and explicit vocabulary used to learn about the content. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content as pupils become more expert in their understanding. Misconceptions are challenged carefully and in the context of the substantive and disciplinary knowledge. In our Geography curriculum, it is recommended that misconceptions are not introduced too early, as pupils need to construct a mental model in which to position new knowledge.

- **Disciplinary knowledge** – this is the use of knowledge and how children become a little more expert as a geographer by Thinking Geographically. We draw upon the work of David Lambert, who references areas teachers can develop tasks for children to '**Think Geographically'** through Place, Space, Scale, and Interdependence. Peter Jackson and Doreen Massey go further with additional keywords (below) to enable pupils to think hard about comparing and contrasting places, locations, physical and human features, processes, patterns, relationships, connections, environmental challenges, cause, effect and consequences as well as reasoning and explaining change. Jackson and Massey elaborated this further.:
    - **Proximity and distance**
      Comparative location of the city of Nairobi or the Yanomami tribe regionally and globally. Give a sense of place and location compared to the images and videos.
    - **Interactions and inter-dependencies**
      Trade and relationships with local and global factors. How Nairobi has attempted to model human features on aspects of London and uses its physical locality to encourage tourists to visit.

- **Scale**
  To get a better understanding of locality compared to globality – Zoom in and zoom out.
- **Relational perspectives**
  There is more than one way of living – understanding the culture and 'the way people do things around here'. For example, how people in Nairobi live with animals, such as lions, making incursion into the city. How the Yanomami tribes take only what they need from the rainforest and live sustainably with little impact.
- **Geographical imagination**
  The ways in which people use their local resources to their advantage, such as the Yanomami extracting liquid that stuns fish from the vines in the rainforest.
- **New geographical challenges to our ethics**
  What it means to be a responsible citizen, embracing global dimensions within a local setting – an understanding and respect for ethnicity and diversity through knowing more about other cultures and people. This also gets us thinking about our ethical consumer habits and choices made about sustainability and environmental impact. An example of this could be considering the products we buy that have negatively affected the rainforests or are causing increased pollution.
- **Regional inequality**
  How Nairobi could appear to be a thriving city through publicity but by zooming in and looking more closely how poverty and slums are ever present within the setting of the city and wider communities.
- **Uneven development**
  In a primary school setting, this could be studied as how some areas are unevenly developed and invested in, whilst others are neglected.

The features of thinking geographically in our Geography Curriculum are:

Place and Space Scale and Connection Physical and human geography Environment and sustainability Culture and diversity

- **Geographical analysis** is developed through selecting, organising and integrating knowledge through reasoning and making sense of the content in response to structured questions and well-designed tasks that cause children to think hard as geographers.

- **Substantive concepts** are the big ideas, and the golden threads, that run through a coherent and cohesive geography curriculum. The substantive concepts that we develop through our Geography curriculum are:

Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork

Our Geography curriculum is built around the principles of cumulative knowledge focusing on spaces, places, scale, human and physical processes with an emphasis on how content is connected and relational knowledge acquired. An example of this is the identification of continents, such as Europe, and its relationship to the location of the UK.

Geography equips pupils to become 'more expert' with each study and grow an ever broadening and coherent mental model of the subject. This guards against superficial, disconnected and fragmented geographical knowledge. Specific and associated geographical vocabulary is planned sequentially and cumulatively from Y1 to Y6. High frequency, multiple meaning words (tier 2) are taught and help make sense of subject specific words (tier 3). Each learning module in geography has a vocabulary module with teacher guidance, tasks and resources.

Geography is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with places, spaces, scale, people, culture and processes.

Implementation

We implement our intent using our own Schemes of learning alongside CUSP Geography. A guiding principle of Geography is that each study draws upon prior learning. For example, in the EYFS, pupils may learn about People, Culture and Communities or The Natural World through daily activities and exploring their locality and immediate environment. This is revisited and positioned so that new and potentially abstract content in Year 1 can be put into a known location and make it easier to cognitively process. Pupils in EYFS explore globes and world locations through their curiosity corners, making links to where animals live. This substantive knowledge is used to remember and position the locations of continents and oceans, with more sophisticated knowledge. High volume and deliberate practice is essential for pupils to remember and retrieve substantive knowledge and use their disciplinary knowledge to explain and articulate what they know. This means pupils make conscious connections and think hard, using what they know.

Learning Sequences

We organise our intended learning under three key strands. Term 1 – Identity, social justice. Term 2 – Power leadership and invasion. Term 3 – Sustainability, Impact on our world. Learning is organised under each strand, for each phase to ensure clear progression across the academy. We organise intended learning around key enquiry questions. Within these enquiries we group the knowledge, skills and understanding that we want children to remember and use into key concepts. Each enquiry aims to activate and build upon prior learning, including from the early years, to ensure better cognition and retention. The skills required for working in a particular subject are outlined e.g. working scientifically. Close attention is paid to the tier 2 and tier 3 vocabulary to be taught to allow pupils to engage in the required vocabulary. They are deliberately spaced within and across years to introduce and revisit key concepts. This enables staff to deepen pupil understanding and embed learning. Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key knowledge.

Lesson Structure

Lessons typically are split into six phases:

- **CONNECT** This provides an opportunity to connect the lesson to prior learning from a previous module or lesson. Teachers return children's attention to the previous lesson's knowledge note/the big idea for the learning module, including key vocabulary. Examples of thinking harder routines include Flick Back 5, Recap questions, Quizzing. Retrieval practice allows all pupils to take time to remember things and activate their memories. Quizzing allows questions to be asked and allows pupils to carry out retrieval practice. Cumulative quizzing, allows for a few questions to be asked each lesson, which are built upon the previous lesson.
- **EXPLAIN** This is the explicit teaching that needs to take place. Teachers should ensure they are clear what they want children to know and remember. They plan for and explicitly address common misconceptions so they can address these in lessons as they arise. They should be clear about the substantive knowledge and the vocabulary that they want children to understand in the session. This can be developed using key information, facts, and imagesso that explanations are precise.

- **EXAMPLE** Providing pupils with high-quality examples is essential for learning. Pupils need to see worked examples. My turn, our turn, your turn is a technique that can be used to explicitly teach vocabulary and new concepts. Prepared examples should be carefully planned and need to be evident in teaching. An example in geography could be demonstrating how to label a map, before labelling a map together.
- **ATTEMPT** Guiding pupil practice allows pupils to rehearse, rephrase and elaborate their learning. Children need the chance to attempt and verbalise their understanding. Children's own attempts are what help them to secure their understanding. Children need to have time to struggle and understand for themselves. This is not necessarily something that is recorded in books. This phase provides opportunities for teachers to check in with pupils to see who may need more challenge/support/scaffolds and if any misconceptions have arisen that need to be addressed. Extending the previous geography example, pupils could practice labelling a map.
- **APPLY** This is where pupils would typically begin to record in books. The number of scaffolds may vary.
- **CHALLENGE** Teachers get the children to interrogate their learning - summarise, explain, compare and contrast. Tools are built into routines to reduce overload and allow for hard thinking. These can be adapted for children based on their individual needs.

Impact

In order to identify the impact our curriculum is having on our pupils, we check the extent to which learning has become **permanently embedded** in children's long-term memory in addition to looking for **excellence** in their outcomes. We use four main tools to quality assure the implementation and impact of our curriculum:

- **Learning observations** help to evaluate subject knowledge, explanations, expectations, opportunities to learn, pupil responses, participation and relationships.
- **Professional growth models** help to improve staff subject knowledge and evidence informed practice such as retrieval and spaced practice, interleaving and explicit instruction techniques.
- **Assessment and achievement** articulate the outcomes from tasks and tests, how well the content is understood and what the strengths and limitations are; it informs what to do next.
- **Pupil Book Studies** help to evaluate curriculum structures, teaching methods, pupil participation and response through a dialogic model.

When undertaking these we ask the following key questions:

- How well do pupils remember the content that they have been taught?
- Do books and pupil discussions radiate excellence?
- Does learning 'travel' with pupils and can they deliberately reuse it in more sophisticated contexts?

Teachers employ a range of strategies both at and after the point of teaching to check the impact of their teaching on the permanence of pupils' learning. These include: retrieval practice, vocabulary use and application, deliberate practice and rephrasing of taught content, cumulative quizzing within the learning sequence, summarising and explaining the learning question from the sequence, tests and quizzes. Teachers use information from tasks, tests, pupil book studies and other monitoring to support learning by responding to the gap between where pupils are and where they need to be. In lessons, they adapt explanations and examples to address misconceptions and provide additional practice or challenge where required. After lessons or tests, they analyse pupils' responses to identify shared and individual gaps in learning and misconceptions. Teachers then adjust subsequent planned teaching in response.

We use **summative assessment** is 'to provide an accurate shared meaning without becoming the model for every classroom activity' (Christodolou, 2017). If our curriculum is effective, it will lead to improvements in summative assessments over time. Teacher assessment judgements are against an agreed assessment model (the curriculum). We make summative judgements annually. Teachers record summative judgements on OTrack.

Pupil book study is used as a method to quality assure our curriculum by talking to the children and looking in pupils' books. We do this after content has been taught to see the extent to which pupils are knowing more, remembering more and able to do more. In preparation, we review the planned content, knowledge and vocabulary, so that conversations with pupils are meaningful and focused on what has been taught. When looking at books, we look at the content and knowledge, teaching sequence and vocabulary. We also consider pupils' participation and consider the explanations and models used, the tasks the pupils are asked to do, the ability to answer carefully selected questions and retrieve information and the impact of written feedback. We ask careful questions that probe their knowledge, understanding and skills.

The Subject Leader undertakes a range of activities to understand what the curriculum looks like across the school and how well pupils know more, remember more and can do more as a result. In addition to the above tools, they use learning walks, planning reviews and book looks. They use their findings to support teachers to improve how they implement subjects and to make recommendations about the suitability of the intent for their subject. The Subject Leader formally reports on impact of the curriculum annually to the Curriculum Leader, Principal and Governors.

Progression Overview

Early Years

In EYFS, children begin to develop their geographical knowledge by exploring features of our school and nursery. **Maps and atlases** are used to investigate different places as we begin to compare and contrast different environments. Children have rich opportunities to make use of school grounds to enhance and apply their skills as geographers. Throughout the year, children observe and discuss the weather and seasonal changes. Children also learn about the different jobs which people do in our community.

Key Stage 1

The sequence in KS1 focuses young children to develop a sense of place, scale and an understanding of human and physical geographical features. Later in KS1, children learn about the purpose and use of sketch maps as well as the key features they need to include. CUSP map skills and fieldwork are essential to support children in developing an understanding of how to explain and describe a place, the people who live there, its space and scale.

Initially, children study the **Orientation of the world** through acquiring and making locational sense of the **7 continents and 5 oceans of the world**. They extend their knowledge and study the **Countries and capital cities of the United Kingdom**, along with the oceans and seas that surround us. Further studies support retrieval; children revisit these locations with more complex and sophisticated tasks later in the school year. Enhanced provision in the classroom and use of maps, globes and atlases is essential to form coherent schemata around the big ideas that explain how we know where a place is, and how to locate it. For young children, routes and maps can be made concrete in day-to-day experiences in the safety of their school grounds and classrooms.

Throughout KS1, pupils enhance their locational knowledge by studying and identifying **Human and physical features** of places. To deepen this understanding and transfer concepts, pupils study **Contrasting locations** throughout the world. The location of these areas in the world are deliberately chosen to offer culturally diverse and contrasting places. Pupils study the human and physical features of a **non-European location in Africa**, such as Ghana. This is also complemented by a study of fairtrade and sustainable farming. These two studies also offer rich opportunities to know, compare and contrast different cultures in a different continent using the consistent thread of human and physical features.

Fieldwork and map skills are further developed with a study of the local area, using cardinal points of a compass. Pupils retrieve and apply knowledge about human and physical features in their local context. **OS maps** are introduced to pupils in KS1 using Digimap for Schools and ARCGis. Simple keys and features are identified and mapped locally to help begin to understand place, distance and scale. Our Geography curriculum gives pupils the knowledge they need to develop an increasingly sophisticated understanding of place. Pupils study a variety of places – this helps them to connect different geographical concepts and gives them perspectives and opportunities to compare and contrast locations.

Lower Key Stage 2

As pupils begin KS2, **Fieldwork and map skills** are revisited with the intercardinal points of a compass points being introduced to elaborate on the knowledge pupils already have around cardinal points. This substantive and disciplinary knowledge is utilised to support a study of the UK, focusing on regions, counties, landmarks and topography. This study demands analysis and pattern seeking to identify the **Features of the UK**. Further retrieval studies are designed to support conceptual fluency around physical and human features. Cause and effect are also developed through geographical reasoning. An example of this is the interrelationship between physical terrain of the northern regions of the UK and the lower lands of East Anglia, that are covered in glacial deposits.

Pupils elaborate and expand their understanding of human and physical features and apply it to the study of **Rivers**. Looking in depth at local river systems and the positive and negative they have on settlements and people.

To enable accurate location of places around the globe, pupils study absolute positioning or reference systems through **Latitude and longitude**. Substantive knowledge is acquired and used to apply their new understanding to mapping and locational skills. An in-depth understanding of latitude and longitude is used by pupils throughout KS2.

Complementing studies on location and position is the focus on the **Water cycle.** It offers explanation and reason about physical processes as well as why certain biomes have specific features in specific global locations. Pupils study **geographical patterns across the world** using latitude of locations to explain why places are like they are. Further river studies revisit substantive knowledge and these are applied to the River Nile and the Amazon River as a precursor for future learning in other subjects. Further fieldwork and map skills are introduced to enrich pupils' disciplinary knowledge of locations and places. Cultural awareness and diversity are taught specifically within learning modules. Examples include European studies, as well as studies of countries and people in Africa, Asia and North and South America.

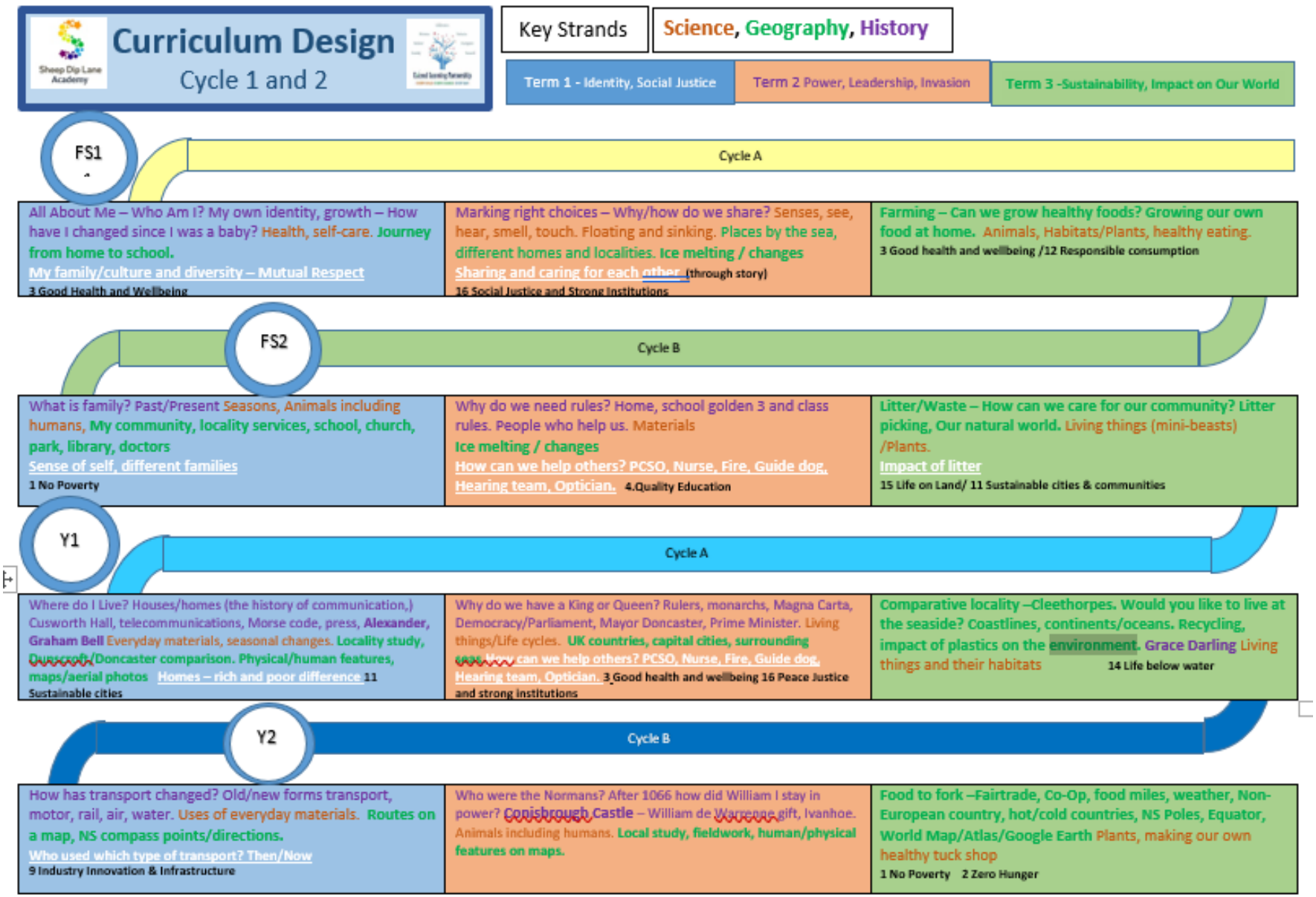
Upper Key Stage 2

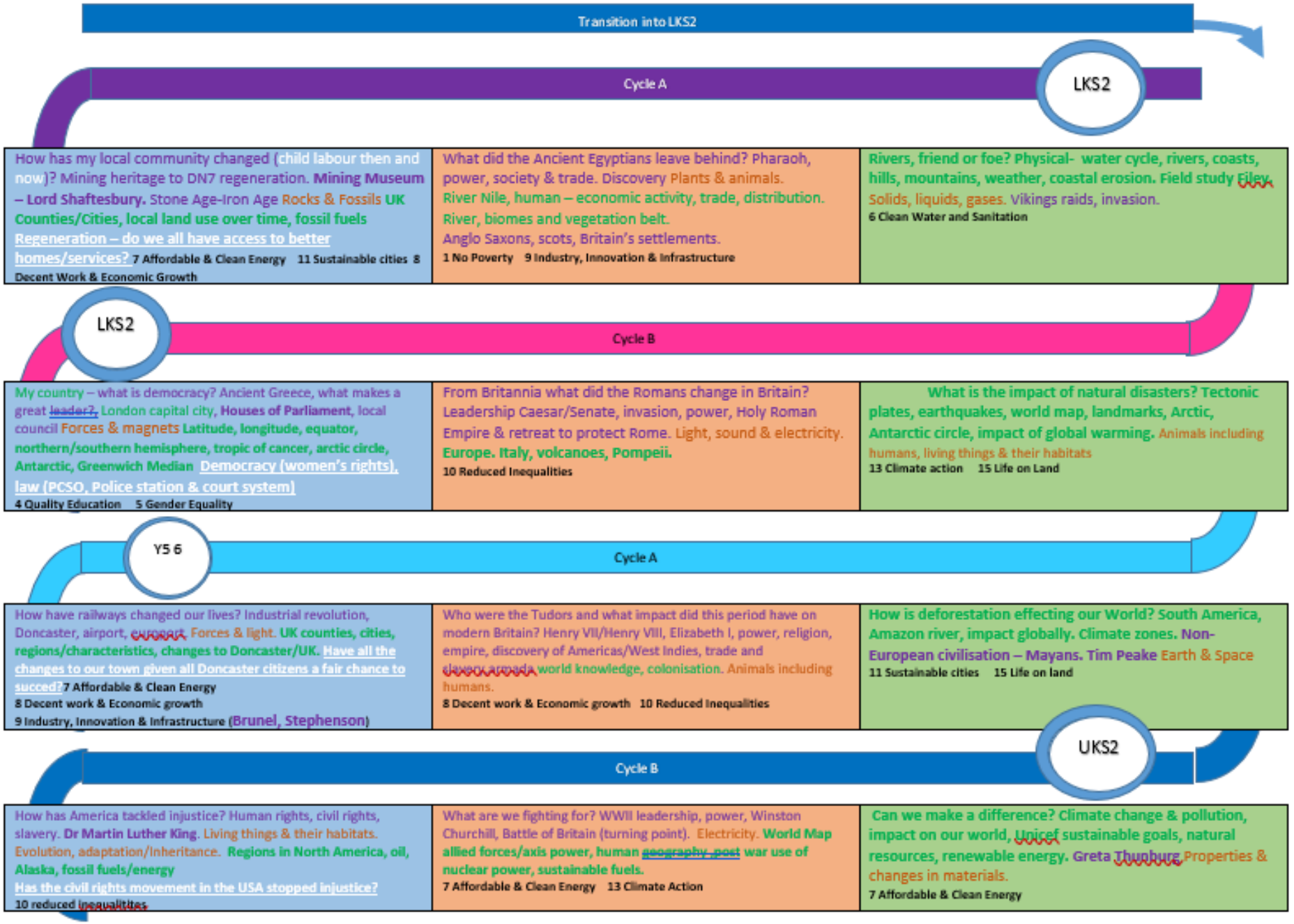
The study of **Biomes and Environmental regions** builds upon world locations, latitude and longitude studies. **World countries and major cities** are located, identified and remembered through deliberate and retrieval practice, such as low stakes quizzing and Two things.

In upper KS2, the study of **4 and 6 figure grid references** supports prior learning of reference systems and brings an increased accuracy to mapping and fieldwork skills. Again, this knowledge is designed to be interrelated and connected to the retrieval study of biomes and environmental regions. **More advanced mapping skills** using OS maps are studied and applied, with pupils using the accumulation of knowledge skilfully to analyse distribution and relationships. Route finding and decoding information through maps offers challenge through increasingly complex orienteering and mapping tasks.

Settlement, trade and economic activities are the focus of a study that draws upon the development of trade routes during the Tudor period. This develops an increasing knowledge about migration and the factors that push people away or draw people towards settlements. Within these studies, pupils make relational connections between settlements and physical or human features. Settlements such as ports or major world cities are studied to explain the reasons why certain places are populated and why. Disciplinary knowledge supports pupils to reason and explain the effect of change on a place, drawing on prior substantive knowledge they can retrieve and reuse.

Excellence in **Geography** – Long Term Sequence




Transition into LKS2
LKS2
Cycle A
How has my local community changed (child labour then and now)? Mining heritage to DN7 regeneration. Mining Museum – Lord Shaftesbury. Stone Age-Iron Age Rocks & Fossils UK Counties/Cities, local land use over time, fossil fuels Regeneration – do we all have access to better homes/services? 7 Affordable & Clean Energy 11 Sustainable cities 8 Decent Work & Economic Growth
What did the Ancient Egyptians leave behind? Pharaoh, power, society & trade. Discovery Plants & animals. River Nile, human – economic activity, trade, distribution. River, biomes and vegetation belt. Anglo Saxons, scots, Britain's settlements.
1 No Poverty 9 Industry, Innovation & Infrastructure
Rivers, friend or foe? Physical- water cycle, rivers, coasts, hills, mountains, weather, coastal erosion. Field study Filey. Solids, liquids, gases. Vikings raids, invasion.
6 Clean Water and Sanitation
LKS2
Cycle B
My country – what is democracy? Ancient Greece, what makes a great leader?, London capital city, Houses of Parliament, local council Forces & magnets Latitude, longitude, equator, northern/southern hemisphere, tropic of cancer, arctic circle, Antarctic, Greenwich Median Democracy (women's rights), law (PCSO, Police station & court system)
4 Quality Education 5 Gender Equality
From Britannia what did the Romans change in Britain? Leadership Caesar/Senate, invasion, power, Holy Roman Empire & retreat to protect Rome. Light, sound & electricity. Europe. Italy, volcanoes, Pompeii.
10 Reduced Inequalities
What is the impact of natural disasters? Tectonic plates, earthquakes, world map, landmarks, Arctic, Antarctic circle, impact of global warming. Animals including humans, living things & their habitats
13 Climate action 15 Life on Land
Y5 6
Cycle A
How have railways changed our lives? Industrial revolution, Doncaster, airport, carousel, Forces & light. UK counties, cities, regions/characteristics, changes to Doncaster/UK. Have all the changes to our town given all Doncaster citizens a fair chance to succed? 7 Affordable & Clean Energy
8 Decent work & Economic growth
9 Industry, Innovation & Infrastructure (Brunel, Stephenson)
Who were the Tudors and what impact did this period have on modern Britain? Henry VII/Henry VIII, Elizabeth I, power, religion, empire, discovery of Americas/West Indies, trade and slavery armada world knowledge, colonisation. Animals including humans.
8 Decent work & Economic growth 10 Reduced Inequalities
How is deforestation effecting our World? South America, Amazon river, impact globally. Climate zones. Non-European civilisation – Mayans. Tim Peake Earth & Space
11 Sustainable cities 15 Life on land
UKS2
Cycle B
How has America tackled injustice? Human rights, civil rights, slavery. Dr Martin Luther King. Living things & their habitats. Evolution, adaptation/Inheritance. Regions in North America, oil, Alaska, fossil fuels/energy
Has the civil rights movement in the USA stopped injustice?
10 reduced inequalities
What are we fighting for? WWII leadership, power, Winston Churchill, Battle of Britain (turning point). Electricity. World Map allied forces/axis power, human geography post war use of nuclear power, sustainable fuels.
7 Affordable & Clean Energy 13 Climate Action
Can we make a difference? Climate change & pollution, impact on our world, Unicef sustainable goals, natural resources, renewable energy. Greta Thunburg Properties & changes in materials.
7 Affordable & Clean Energy

Geography Progression Document

	Term 1 Identify and Social Justice	Term 2 Power, Leadership and Invasion	Term 3 Sustainability and the Impact on our World
	FS – Cycle A		
Unit Title/Enquiry	**Topic Title: Who am I?** **CONCEPT- PLACE & COMMUNITY**	**Topic Title: Making right choices – why/ how do we share?** **CONCEPT - PLACE & COMMUNITY**	**Topic Title: Can we grow healthy foods?** **CONCEPT - SUSTAINABILITY and WEATHER**
Unit Overview	In this unit children will learn more about themselves and who they are as a unique individual. They will also touch upon where they live, places they like to visit (or even where their family come from if not the UK).	In this unit children will learn about the Golden Rules of Sheep Dip Lane Academy: Keep Everyone Included Keep Everyone Safe Keep Everyone Learning Keep Everyone's Property Safe Keep being Honest They will learn why we have rules and why they are important for everyone to have a happy experience.	In this unit children will develop the understand of the world. They will be shown and explain the concepts of growth, change and decay with natural materials. Through the unit Food and Farming this will explore where food comes from such as fruit and vegetables growing in and above the ground and animal produce. Suggestions: • plant seeds and bulbs so children observe growth and decay over time • observe an apple core going brown and mouldy over time • help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs. Teachers will plan and introduce new vocabulary related to the exploration. Children will be encouraged to use it within their discussions, as they care for living things. Children will learn to refer to books, wall displays and online resources to help build up their knowledge.

			Story ideas – Let's say there is a farmer who has inherited his farm from his family (it was owned by his dad, grandad and great grandad (ties in with family work from term 1). They used to have cows on the farm but he would like to do something different on the farm. - This can lead to exploration/development of the understanding of cows – so children can understand we get milk, bread, cheese and butter from cows (why is a cow really important for a farmer?). I am worried that by farming cows I am harming the world. Cows eat lots of grass and break wind – breaking wind is causing global warming! So, what other things could he do? Own **chickens** – look at a free-range farm and creating a safe environment for the chickens / plant **crops** that won't damage the environment but won't need pesticides that could harm animals in the future. Look at butterflies that would like the plants, then the life cycle so can look at caterpillars Problems with litter in the school playground – litter is a problem on the farm – how can we help the famer? Weather – hot day – use of the sun or a problem for the water for the chicken, windy day problem for the farm as it is damaging his crops – how can we help? Set up different problems for the children to solve – learning will happen in order to solve the problems. Practical – evolve nursery into their farm. Practical – aerial view (explorations) looking at things up close – view finder to take a close-up view of a part of the ground.
Prior Knowledge	Knowledge of self and family. Birth-3- Make connections between the features of their family and other families. Notice differences between people.	Establish their sense of self. Find ways to calm themselves, through being calmed and comforted by their key person. Express preferences and decisions. They also try new things and start establishing their autonomy.	Explore and respond to different natural phenomena in their setting and on trips. Explore materials with different properties. Explore natural materials, indoors and outside.

	(Children need to know about what the world looks like. Children need to know far away and close by – for where family members might have come from).	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Be increasingly able to talk about and manage their emotions. Develop friendships with other children.	
Future Links to this Unit	Who Am I? (Reception Term 1) Where do I Live? (Year 1 Term 1)	Why do I need rules? (Reception Term 2) Who sets the rules? Why do we have a King or Queen? (Year 1 Term 2)	Food to Fork/Food Miles and Farming- (Year 2 Term 3)
Substantive Knowledge	**Understanding the World** • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. *(Celebrate the different ethnicities in the class and relationship make ups in the class).* • Know that nursery is part of a bigger school in CLA. • To understand the map of the school.	**PSED** Develop their sense of responsibility and membership of a community.	**Understanding the World** Begin to understand the need to respect and care for the natural environment and all living things.

	• Know that objects go on a journey. *(Children to bring items from home to school – photos, transitional objects)*		
Key vocabulary			
Significant People or Places	Family Members Home- names of rooms Occupations	School Teachers King/Queen	Farm Food production Garden Centre
Additional Experiences	Baby Visit	Forest School Challenges	Visit to a Farm/Farm Animals to come to CLA
Career Links	Opportunities to explore what jobs family members do and what jobs the children would like to do in the future. e.g. plumber, a farmer, a vet, a member of the emergency services or an author.	Teacher Dentist Dietician Fitness Coach	Farmer Food Production
Cycle B			
Unit Title/Enquiry	**Topic Title: What is family?** **CONCEPT - PLACE and COMMUNITY**	**Topic Title: Why do we need rules?** **CONCEPT - PLACE and COMMUNITY**	**Topic Title: How can we care for our community?** **CONCEPT -SUSTAINABILITY and WEATHER**
Unit Overview	This unit builds upon early understanding of self, family and children's own home from Nursery. Children will learn about where they live; types of	In this unit children will learn about the Golden Rules of Sheep Dip Lane Academy: Keep Everyone Included Keep Everyone Safe	In this unit of learning, children will consider the environment in which they live, evolving into early conversations about sustainability from a composting to recycling perspective. Children will become keen litter pickers within their own outdoor environments, learning why it is so important to keep our planet

	homes in the village where they live and other buildings in the local area. They will start to build early knowledge of maps using pictures and labels to create aerial/birds eye view drawings of the area.	Keep Everyone Learning Keep Everyone's Property Safe Keep being Honest They will learn why we have rules and why they are important for everyone to have a happy experience.	clean and thinking of ways to promote this to the wider community. Children will explore the seasons throughout the year building about some of their previous learning on growing and farming to consider what environment different things need to grow well. **Story ideas:** Let's say that we are all going to be gardeners this summer. We have been given lots of special jobs to do in local resident's gardens. Ensure that children know what a garden is! Do all the children have a garden? What might we find in a garden? What do you have in yours/friends/relatives gardens? Draw a map of their garden? Problem – let's say one of our customers has a garden that is too boring for them. They don't have many minibeasts visit their garden, but they love minibeasts! They have asked that we design a garden that is perfect for different minibeasts. Create a map of the new garden and place minibeasts where you might find them. Can they create a butterfly house or house for minibeasts? Children to identify what they have used to make it (human and physical features) Field study can they create a minibeast house and collect data to see what minibeasts end up living there. Which minibeast was found the most? **Geography focus:** Aerial view maps Creating maps Identifying human and physical features Field study- collecting and comparing data **Wider curriculum ideas:** Science: Bowl of water at the bottom of their garden or in the area outside foundation and nursery – how does it change? What starts to live in the water?

			GEOGRAPHY- could be done near the beginning of the term following on from what is a garden and what might we find in a garden- Field study to find out about garden designs – looking at gardens in the local area/allotments etc. collect data from parents? Tick list to take home to check what they have in their garden. Bring data back to look at with the children. Science- I want a garden that is appealing for wildlife – Create bug hotels, hedgehog homes, bird baths etc. Science/GEOGRAPHY- I love my garden. It has everything wildlife needs but I live on the corner of the street and children on their way home from school throw litter over the fence. One of the wildlife ate the rubbish and became really poorly. I need to stop them from littering and harming wildlife. (Definitely a scenario to cover to focus on recycling, composting for sustainability)- links with Term 3 Look out for the bumble bee projects at that time of year!
Prior knowledge	Who am I-self and family members (FS Cycle A Term 1)	Making the right choices and sharing (FS Cycle A Term 2)	Food and Farming (FS Cycle A Term 3)
Future Links to this Unit	Where do I Live? (KS1 Cycle A, Term 1)	Who sets the rules? Why do we have a King or Queen? (KS1 Cycle A Term 2)	Pollution (LKS2 Cycle A, Term 3)
Substantive Knowledge	**Understanding the World** To know the concept of a map is a drawing of a place. To know the concept of a map based on story mapping - Rosie's Walk, Gruffalo, To know the concept of a map is a drawing of a place. To know that a map from above and this is called a bird's eye view		**Understanding the World** Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different from the one in which they live. Explore the natural world around them.

	To build a map of the journey from home to school – Photos of the journey - home, park, school Create a simple map physically and with big paper - Foundation unit, Children to start to understand that maps are produced from above - Home to School To beginning to look at ariel photos of Carr Lodge and start to see that on a map. Understand that some places are special to members of their community Recognise some similarities and differences between life in this country and life in other countries		
Communication and Language needed to apply in Geography	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Develop social phrases. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Engage in story times.		

	Engage in non-fiction books. Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		
Significant People and Places	Family Members Home- types of homes Locality	School Teacher Headteacher King/Queen (briefly)	Recycling Centre Balby
Additional Experiences	Locality Walk Tesco trip	Golden Rules- video for other children in school? Healthy Self Video- eating, hygiene, teeth Visits from the police, nurse, fire service and vet People who help us library trip	Recycling Centre Strawberry picking Austerfield
Career Links	Jobs of family members in the past and now-are they the same?	Teacher Dentist Nurse	Recycling Centre Operative Meteorologist
KS1 – Cycle A			
Unit Title/Enquiry	**Where do I live? What is it like where we live and how has it changed?** **CONCEPT - SETTLEMENTS**	**Why do we have a King or Queen?** **Who sets our rules?** **CONCEPT -PLACE**	**Would you live at the seaside?** **What is the impact of pollution on our oceans and seas and how can we make a difference?** **CONCEPT SUSTAINABILITY and CLIMATE**
National Curriculum Link	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,	Locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	Understand geographical similarities and differences through studying the human and physical geography of a **small area of the United Kingdom,** and of a small area in a contrasting non-European country

	Identify seasonal and daily weather patterns in the United Kingdom Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries studied at this key stage	
Unit Overview	**History focused unit** In this unit, children will build upon their learning of their own homes in Reception. Through this history focused unit, children will compare homes from the past and now. As a geographer, children will use aerial photos to develop their understanding of birds-eye view and will create maps of familiar rooms (classroom). Children will extend this to look at recent developments in the local area such as Woodfield Plantation and further developments such as	**History focused unit** In this unit, children will develop their understanding of people who make the rules and are the rulers of the country. They will build a chronological understanding of Kings and Queens who have ruled the United Kingdom. As a geographer, children will learn about the four countries that make up the United Kingdom. They will learn about key knowledge about England, Ireland, Scotland and Wales.	**The Oceans and Continents that make up our world** In this unit, the children will use maps and globes to learn about the seven continents and the five oceans. The children will learn about different types of pollution, especially the impact of pollution in our oceans and seas. - to change Children will complete a locality study in Cleethorpes where they will look at human and physical features as well as carrying out fieldwork including surveys, interviews and mapwork.

	the Dominion homes. Children will use aerial photos and maps to understand how the local area has changed.		
Prior Knowledge	*Know about birds eye view (Reception, Term 1)* *Know where they live. (Reception, Term 1)*	*Know where they live and about the local area. (Reception, Term 1 and Year 1, Term 1)*	*Recycling (Reception, Term 3)*
Future Links to this Unit	*How has transport changed (KS1 Cycle B, Term 1) - Route to school* *How has the local area changed (LKS2 Cycle B, Term 1)*	*Normans-Kings and Queens (KS1 Cycle B, Term 2)* *Industrial revolution (LKS2 Cycle B, Term 1)* *Elizabeth I and Queen Victoria – Slave trade (UKS2 Cycle A, Term 1)* *Tudors (UKS2 Cycle A, Term 2)*	*River (LKS2 Cycle A, Term 3)* *Climate change (LKS2 Cycle B, term 3)*
Substantive Knowledge	**Place Knowledge** • Know where Sheep Dip Lane is • Know the roads around Sheep Dip Lane • Know key landmarks around school • Know the main differences between city, town and village; • Know we live in the United Kingdom which is country	**Locational Knowledge** *Know the names of the four countries that make up the UK and name the three main seas that surround the UK;* *Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland;* • To know that union means joined together. • To know that the United Kingdom is a union of four countries.	**Locational Knowledge-REVISIT from Term 2** *Know the names of the four countries that make up the UK and name the three main seas that surround the UK;* *Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland;* **Place Knowledge** *Know the features of hot and cold places in the world:* *Know where the equator, North and South Pole are on a globe.* • To know that a globe shows where there is land and sea on Earth. • To know a continent is a large area of land. • To know we live in the continent of Europe. • To know Europe is one of the world's smaller continents.

	• Know that Doncaster is a city in the United Kingdom • Know that until 2022 Doncaster was a town. • Know that Dunscroft is a village in Doncaster. • To know we can use words to compare the location of two different places such as school and home • Know human and physical features of school and Dunscroft. **Skills and fieldwork** • Know which is N, E, S and W on a compass; • Know their address, including postcode; • Know and use the terminologies: forwards, backwards, left and right; below, next to. • To know that birds-eye view is to look at something from above. • To know the word aerial means from above. • To know when we look at something from	• To know that the four countries in the United Kingdom are: England, Northern Ireland, Scotland and Wales. • To know that Scotland is a country in the United Kingdom. • To know that Scotland is located to the north of England. • To know that the Scottish flag is blue with a white cross. • To know the capital of Scotland is Edinburgh • To know Wales is one of the countries in the United Kingdom. • To know there is a red dragon on the Welsh flag. • To know that Cardiff is the capital of Wales. • To know that Northern Ireland is one of the countries in the United Kingdom.	• To know the climate in southern Europe can be warm and sunny, but in northern Europe the climate is cooler. • To know that Antarctica is the southernmost continent on Earth. • To know that the continent of Antarctica is very cold and icy. • To know there are very few plants and animals living in Antarctica because it is so cold. • To know in hot places, you might see sand or palm trees- select locations to illustrate • To know in cold places you may see snow and ice. **Skills and fieldwork** To be able to use simple maps to compare Dunscroft, Doncaster and Cleethorpes. To be able to use aerial photos to compare Dunscroft to Cleethorpes. To use images of beaches to study the impact of plastic and litter on our oceans To complete surveys and interviews and collate data on the reasons people visit Cleethorpes. Linked with Science- apply to Geography To know about different materials. To know about plastic. To know how much plastic we use regularly. **Physical and Human geography** • Know how to Identify the following physical features: beach, river, field, coastline, cliff • Know and identify the following human features: shops, roads, parks, hotels, restaurants, promenade • Know which is the hottest and coldest season in the UK; • Know and recognise main weather symbols;

	above we call this an 'aerial view'. • To know that sometimes objects look different from an aerial view. • To know maps give us information about places • To know maps are drawn from an aerial view • To know maps often have a compass showing north, south, east and west • To know that location means where something is • To know maps use symbols to show where certain things are • To know maps often have a title, labels and symbols • To know maps often have a key which explains any symbols • To label maps with key human and geographical features. **Physical and Human geography**	• To know that the capital city of Northern Ireland is Belfast. • To know that the southern part of Ireland is an independent country and is not part of the United Kingdom. • To know that England is a country in the United Kingdom. • To know that the cross of St George is a white flag with a red cross in a + shape. • To know that the capital city of England is London. • To know the 4 main seas surrounding the United Kingdom • ***To the East -North Sea*** • ***To the West- Irish Sea and Atlantic Ocean*** • ***To the South- English Channel*** **Place Knowledge**- REVISIT from term 1 Know the main differences between city, town and village;	

	Know the main differences between city, town and village; Identify key human and physical features in the area including church, shops, roads, fields, quarry park.		
Disciplinary Knowledge (Geographical Enquiry Skills)	Use Geographical Knowledge to explain- **Where do I live? What is it like where we live and how has it changed?** Explain some of the advantages and disadvantages of living in a city or village.	Use Geographical Knowledge to explain- **Based on knowledge of the UK....Why does the Monarchy choose to live In London?**	Use Geographical Knowledge to explain- **What is the impact of pollution on our oceans and seas and how can we make a difference?** To know about the effect of plastic in the ocean. To know about the positive and negative impacts of people's actions (including own personal choices) on others and the environment. To know how people can damage or improve the environment. To know what we can do to make a difference.
UN Sustainability goals			Sustainability goal 14 – Life below water
Example Vocabulary	season and weather, forest, city, town, village, factory, house, office, shop, above, below, location, map, next to, near, far, close to, behind, in front, left, right, forwards, backwards, north, south, east, west, symbol, key aerial	Mountains, England, Northern Ireland, Scotland, Wales, North Sea, English Channel, Irish Sea	beach, sea, ocean, Earth, globe, United Kingdom, North, South, East, West continent, Asia, Africa, North America, South America, Europe, Australasia, Antarctica. Southern ocean, Pacific ocean, Atlantic ocean, Indian Ocean, Artic ocean pollution, sustainability, plastic pollution, decomposition

Significant People and Places	Sheep Dip Lane, Dunscroft Doncaster,	England, Northern Ireland, Scotland, Wales Union Jack, United Kingdom, London, Edinburgh, Cardiff, Belfast, North Sea, English Channel, Irish Sea	Cleethorpes, Dunscroft, Grace Darling
Additional Experiences	Talk to local residents and local business people Walk of the area	See History Overview	Recycling centre Visit from the recycling department at the council.
Career Links	See History Overview		Environmentalist / RNLI/
KS1 Cycle B			
Unit Title/Enquiry	**How has transport changed?** **CONCEPT- TRANSPORT**	**Who were the Normans?** **What is the local area of Conisbrough like?** **CONCEPT - SETTLEMENTS**	**Food to fork.** **What is the cost of food travelling to us?** **CONCEPT -TRADE, CLIMATE and SUSTAINABILITY**
National Curriculum Link	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map	*Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.* **Place knowledge** Pupil to: -understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. **Human and physical geography**	Name and locate the world's 7 continents and 5 oceans name, Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area **in a contrasting non-European country (Cocoa production in Ghana – how is this impacting on trade. What is fair trade? Child labour and rights of a child)** Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

		-use basic geographical vocabulary to refer to: **key physical features**, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather **key human features**, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	
Unit Overview	As geographers, the children will carry out a transport survey on Sheep Dip Lane and start a campaign to make it a safer place for pedestrians. Children will build on their knowledge of maps to cover wider areas such as school and the local area. They will use maps to create routes to school.	The children will develop their geography skills to use maps and aerial photos to understand the topography (physical geography) utilised to build castles this will be done through a local study of Conisbrough following a visit to Conisbrough Castle as it has a Norman Castle.	In this unit, the children will build on their learning from EYFS where they looked at farms and the farming industry in order to understand the journey of their food from the field to their fork. The children will compare and contrast the United Kingdom (Doncaster) with Ghana – looking at cacao production (a non-European location) to understand the differences between hot and cold climates in terms of weather, vegetation, physical and human geography etc. Children will use their geography skills to use maps and globes to understand the journey that their food undertakes to get to their plate and how we could make more sustainable choices.
Prior Knowledge	*Locational knowledge of where they live and how to use maps and aerial photos. (KS1 Cycle A, term 1)* *To know the four compass points work (from KS1 Cycle A Term 1 unit on homes.)*	*Use maps and aerial photos. (KS1 Cycle A, term 1)* *Knowledge of the four countries of the UK (KS1 Cycle A, term 2)*	*Knowledge of the four countries of the UK (KS1 Cycle A, term 2)* *Know the 7 continents and 5 oceans (KS1 Cycle A, Term 3)* *Knowledge of Doncaster (KS1 Cycle B, Term 1)* *Use maps to find out about places outside of the UK. (KS1 Cycle B, term 2)*

	Four countries of the UK (KS1 Cycle A, Term 2) *Know the 7 continents and 5 oceans (KS1 Cycle A, Term 3)*		
Future Links to this Unit	*Normans – horses - (KS1 Cycle B, term 2)* *Field to fork (KS1 Cycle B, term 3)* *Transport developments in the industrial revolution – (LKS2 Cycle B, Term 1)* *Trade routes (LKS2 Cycle B, Term 1 and UKS2 Cycle A, Term 1)* *Tudors – horses – (UKS2 Cycle A, Term 2)*	*Stone age to Iron age (LKS2 Cycle A, Term 1)* *Ancient Greece (LKS2 Cycle A, Term 1)* *Egyptians (LKS2 Cycle A, Term 2)* *Romans (LKS2 Cycle B, Term 2)* *Slave Trade (UKS2 Cycle A, Term 1)* *All units will use maps to identify the locations/routes taken during different periods of history.*	*Transport (KS1 Cycle B, Term 1)* *Ancient Egyptians (LKS2 Cycle A, Term 2)* *Slave trade (UKS2 Cycle A, Term 1)* *Deforestations (UKS2 Cycle A, Term 3)*
Substantive Knowledge	**Locational Knowledge-REVISIT from Year 1** • *Know the names of the four countries that make up the UK and name the three main seas that surround the UK;* • *Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland;* **Place Knowledge** • REVISIT-from Y1- Know features of hot and	**Locational Knowledge** • Name and locate the world's seven continents and five oceans. **Geographical Skills and fieldwork** • Use world maps, atlases and globes; • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	**Locational Knowledge** REVISIT from Term 2- Name and locate the world's seven continents and five oceans. **Place Knowledge** • Know the main differences between a place in England and that of a small place in a non-European country; **Environmental, Physical and Human geography** • Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach. • Explain some of the advantages and disadvantages of living in a city or village. **Geographical Skills and fieldwork** REVISIT Term 2- Use world maps, atlases and globes;

	cold places in the world; • Know where the equator, North Pole and South Pole are on a globe; **Geographical Skills and fieldwork** • REVISIT from Yr 1- Know which is N, E, S and W on a compass; • Know their address, including postcode; • Know and use the terminologies: left and right; below, next to. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment • To be able to locate yourself on maps and globes in relation to the different places you are studying. • To know and use the compass points: north, south, east and west	• To how some of the key human/physical features appear on a map in comparison to an aerial/digital image. • To know symbols are used on a map to help people read and locate features quickly. • To know the key of the basic symbols helps others understand the symbols on a map. • To identify basic OS map symbols: train station, parking, museum/castle, river, post office, place of worship/church, main road. • To know what a map, aerial image, symbols are to describe the locality of Conisbrough. **Place Knowledge** • To know Conisbrough is a town built alongside the River Don. • To know the population is around 14,333 in comparison to Dunscroft and Hatfield combined with a population of 14,320. • To know is a hilly place with lots of points of high	• To use maps to understand where our food comes from. • To know that physical geography refers to natural features. To know that human geography refers to man-made elements. • To identify physical geography features for Doncaster, UK. • To identify physical geography features for Ghana. • To know where Doncaster and the Ghana are compared to the Equator. • To identify human geography features for Doncaster, UK. • To identify human geography features for the Ghana. • To complete a survey at the local supermarket to understand what people buy and if they understand where it comes from.

	• To be able to locate the school on an aerial map of the local area • To know how to draw simple maps of the school and local area. • To know the spatial layout of the school: its site (what is there) and situation (what surrounds the school). • To identify buildings, playgrounds, fields, entrances, boundaries, vegetation and neighbouring land use. • To examine aerial photographs of the school grounds and surrounding area. • To be able to label an aerial map of the local area • To be able to identify other local landmarks known to the children • To carry out a local enquiry project. • To know how to and carry out a traffic survey to understand the flow of traffic at different times of day on Sheep Dip Lane	ground – North Cliff Hill and Holywell Hill marked on the OS map. • To know Conisbrough is in the UK and in northern England and in the county of South Yorkshire. • To know Conisbrough is a town within the city of Doncaster. • To know that Conisbrough was an important settlement back in Norman times (link to History). • To know the town has the castle as a special historic visitors' site, shops, services, housing and has 2 main roads and a trainline running through the town. • To know Conisbrough is mainly a residential settlement- Housing is the main type of building use. • To know the key features within the locality of Conisbrough – human (castle, housing, church, railway station and line, roads, shops, library, viaduct, outdoor centre, schools, post office,	

		visitors centre) and physical (dell, River Don, hills, Crags/valley, cliff, vegetation). • To know similar and different features within their own locality. **Physical and Human geography** • To know a physical feature in a location/place is something you can see that is natural. • To know a human feature in a location/place is something you can see that has been built by a person/people. • To know the vocabulary linked to significant human/physical features.	
Disciplinary Knowledge	**Use Geographical Knowledge to explain- What impact does traffic have on Sheep Dip Lane Academy what could the alternative be?**	**Use Geographical Knowledge to explain- What clues about the Normans life do you have from the geographical evidence left behind in Conisbrough?**	**Use Geographical Knowledge to explain- What is the cost of food travelling to us? What is fair trade and why is it important?**
UN Sustainability Goal			Sustainability goal 12 – Sustainable consumption and production

Example Vocabulary	forest, city, town, village, factory, house, office, shop, above, below, location, map, next to, near, far, close to, behind, in front, left, right, forwards, backwards, north, south, east, west, symbol, key aerial	Locality, Place, Village, Town, Suburb, City, Map, Globe, Aerial image/satellite image, Birds eye view, Settlement Housing types, Transport links Town ,Route/journey, Housing, shops, Castle, School, Church, Pub, Doctors, Library, Factory, Train station/trainline, Road/path, Outdoor centre, Viaduct, River, Cliff, Hill, Woodland, Field, Vegetation, valley, Fieldwork, Observations, Surveys, Data/information, Residential Conisbrough, Doncaster, Visit Conisbrough Castle	Physical geography, human geography Seasons Weather, soil, farm, Equator Deforestation, Continents, Country, Australasia, Europe, Antarctica North and South America, Asia, Africa, Migrate, Ocean , Coast, Forest, Ghana, Cocoa, fairtrade
Significant Places and People	Balby, Doncaster		Co-op farm visit
Additional Experience	Railway Museum, DGLAM/Sandtoft tram museum / Europort /Air Museum Lakeside	Conisbrough Castle	Food Production Site Cannon Hall Farm Create a vegetable bed
Careers	Rail, Bus, Air Travel, Pilot, Train Driver, Rail Engineer		Farmer/ Greengrocer
Planning resources			https://www.countrysideclassroom.org.uk/resources?audiences=6-7 https://www.foodafactoflife.org.uk/5-7-years/where-food-comes-from/
LSK2 – Cycle A			
Unit Title/Enquiry	**Year 3 – How has my local community changed?**	**Year 3 – Why was the River Nile so important for trade to the Ancient Egypt?**	**Rivers, a Friend or a Foe?**

	CONCEPT - SETTLEMENTS and AGRICULTURE	CONCEPT - TRADE and ECONOMY	CONCEPT -CLIMATE & SUSTAINABILITY
National Curriculum Link	***Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.*** **Pupils should be taught to:** **Locational knowledge:** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork:** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Unit Overview	**History focused unit** In geography, children will develop their understanding of	**History focused unit** This unit allows children to start to build their chronological understanding of different time	**Rivers** After finding out about the River Nile in the last unit of learning, children will expand this knowledge to understand how rivers are formed and the impact of rivers have on the communities around them. Children will use maps and atlases to identify the location of

	settlements and the different types of settlements that existed in the past and now. In addition, children will use their geography skills to use maps to locate settlements and to explain why some locations are better than others.	periods and to connect them to historical timelines that we have around school. Children will learn about the Ancient Egyptians' inventions and the impact that they have on life today. The children will use their geography skills, to locate the River Nile and talk about the quality of land around the River Nile.	rivers and be able to name a number of major rivers. The children will learn about the journey of the River Don, the water cycle and about the journey of a river from the source to the mouth.
Prior Knowledge	*Children will know about the four countries of the UK (KS1 Cycle A, Term 2)* *Children will know where Dunscroft is located on a map and what the surrounding area is like (KS1 Cycle A, Term 1 and Cycle B, Term 1)* *Children will know about the 7 continents and the 5 oceans. (KS1 Cycle A, Term 3)*	*Farming (KS1 Cycle B, Term 3)*	*Four countries of the UK (KS1 Cycle A, Term 2)* *Transport - Waterways- (KS1 Cycle B, Term 1)* *River Nile-Ancient Egypt- (LKS2 Cycle A, Term 2)*
Future Links to this Unit	*Transport – Industrial revolution in Doncaster (UKS2 Cycle A, Term 1)* *Settlement choices – Romans (LKS2 Cycle B, Term 2)* *Settlement choices – Industrial revolution (LKS2 Cycle B, Term 1)*	*Rivers (LKS2 Cycle A, Term 3)* *Trade links (LKS2 Cycle B, Term 1)* *Romans (LKS2 Cycle B, Term 2)* *Slavery (UKS2 Cycle B, Term 1)*	*Climate change (UKS2 Cycle B, term 3)*

Substantive Knowledge			
	Locational Knowledge • Know the names of and locate at least eight European countries (in addition to the UK) as a minimum- Ireland, France, Germany, Spain, Portugal, Italy, Poland, Greece . • Know the names of and locate at least eight counties and at least six cities in England. • Know the names of four countries from the southern and four from the northern hemisphere. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **Place Knowledge** • To know that people live in settlements. • REVISIT Y1 T1- To identify different types of settlement: hamlets, villages, towns, cities and conurbations. • To know the difference between villages, towns and cities.	**Place Knowledge** • To know key geographical features of Egypt. • To locate Egypt on a map. • To understand key usage of the the River Nile. • To be able to locate the River Nile on a map. • To know why people live around rivers and have settled next to rivers in the past. • To know the various reasons why humans use rivers. • To know why people choose to live near to the River Nile. • To know why the River Nile was important for the Egyptians. **Locational Knowledge** • Know and label the main features of a river; **Environmental, Physical and Human geography** • Know why most cities are located by a river. • REVISIT Term 1- Describe and understand key	**Place Knowledge** • Know what rivers can support settlements • To know that rivers can flood having a negative impact on the surrounding area. **Locational Knowledge** • Know the name of and locate a number of the UK's longest rivers. • To know the river Don is our closest river. • To know the source of the river Don is • To know the mouth of the River Don is in the North Sea • Know and label the main features of a river; • Know that a river is made up of sections called courses • REVISIT Term2 - Know the name of and locate a number of the world's longest rivers; • Know why most cities are located near a river **Environmental, Human and Physical Geography** • To know about the river closest to Sheep Dip Lane. (The River Don) • Know the names of some of the UK's mountains; • To know the names and locations of some of the worlds highest mountains. • To know that rivers do flood. • To know the effects of flooding on people and community. (Fishlake floods) • To locate and name some of the major rivers in the UK- (Thames, Severn, Don, Trent) • To use atlases to locate the major rivers of the UK and draw them on a map. • To use other source materials to understand facts about major Rivers. • To know the course of a river from source to mouth. • To know about the upper, middle and lower course

	• To know that increasing numbers of people live in cities. **Geographical skills and fieldwork** • To use maps to know where settlements are located. • To know what makes a good location for a settlement. • To know what makes a bad location for a settlement' • To know what the ideal location for a settlement might be. • To know why locations for settlements are chosen today. • To know how early settlements were different to settlements today • To know how settlements vary in shape • To know how settlements have patterns • To be able to distinguish between rural, urban and suburban areas.	aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Skills and fieldwork** • Know how to use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. • Know and name the eight points of a compass. • To know why maps use 4 figures grid references	• To know the differences between mountain streams and lowland meandering rivers. • To know that a river basin is an area of land drained by a river and its tributaries. • To know the features of a river basin: springs, mountain streams, channel, valley, floodplain, lakes, estuary, coastline. • To know how rivers impact on the lives of people. • To know that urban areas modify the drainage of water. • To complete a field work sketch of a river correctly identifying the distinctive parts. • To know how we can help to keep rivers clean. Linked with Science Learning into Geography • To know about the Water Cycle • To know about evaporation from the sea/lakes, condensation, precipitation, run-off and groundwater **Geographical Skills and fieldwork** • Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. • Undertake fieldwork exercises within locality-visit to a river/ coastline • Use maps to locate European countries and capitals; • Use a globe to gain a better understanding about countries' location • REVISIT T2-Know and name the eight points of a compass.

	• To be able to examine population density. • To know why locations for settlements were chosen. **Physical and Human geography** • Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		
Disciplinary Knowledge (Geographical Enquiry Skills)	Use Geographical Knowledge to explain- **How has our locality changed over time in terms of land usage and settlement.**	Use Geographical Knowledge to explain- **How important was the River Nile to the Egyptians?** **Why did the Egyptians choose to locate along the river Nile?**	Use Geographical Knowledge to explain- **Are Rivers a Friend or a Foe?** **Consider knowledge of flooding in Bangladesh** **Knowledge of rivers for transport, import and export** **Knowledge of rivers as a food source and habitat**
UN Sustainability goals			Sustainability goal 6 – Ensure clean water for all.
Example Vocabulary	villages, towns, cities, hamlets conurbations, Population, Distribution, Population Density, Settlement, Nomadic, Neolithic age,	Trade Inundation, Irrigation	springs, mountain, stream, channel, valley, floodplain, lakes, estuary, coastline, mouth, source, meander, waterfall, erosion, deposition, tributary, oxbow lake, delta,

	Domesticate, Trade, Trader/Merchant Nucleated, isolated, linear, dispersed.		
Significant People and Places	National Coal Mining Museum	River Nile, Egypt, Africa	Doncaster: River Don England: Thames, Trent, Severn, Tyne, Ouse,
Additional Experiences	See History Overview	See History Overview	Visit to the River Don. Castleton – Follow the river from source to stream to river. Then use maps back in school to identify how it gets back to the sea. Filey - Visit to the coast
Career Links	Archaeologist		Meteorologist, Weather presenter British Waterways / Canal and River Trust
Planning resources		See History Overview	Blocked curriculum: How is a river formed? National Geographical Society: https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=e4e4d7f3-ed10-4770-9241-462ca6e8577e&lang=en-GB Amazing ideas and examples of outcomes.
LKS2 – Cycle B			
Year Group and Title	**My country – what is democracy?** **CONCEPT - TRADE and ECONOMY**	**From Britannia – how did the Romans change Britain?** **CONCEPT - PLACE, TRADE and SETTLEMENTS**	**What is the impact of Natural disasters?** **Why do people choose to live in dangerous places?** **CONCEPT - SUSTAINABILITY and CLIMATE**

<table>
<tr><td>National Curriculum Link</td><td colspan="3">Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:
Locational knowledge:
• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Place knowledge
• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human and physical geography
• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle □ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical skills and fieldwork:
• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</td></tr>
<tr><td>Unit Overview</td><td>In Geography, children will develop an understanding of where the UK lies within the world they will develop an understanding of the location in relation to the equator, northern hemisphere, southern hemisphere, tropic of cancer, tropic of Capricorn,</td><td>Children will use their geography skills to use maps to understand the journey taken by the Romans as well as understanding the growth of the Roman Empire. Children will develop an understanding of why Romans selected certain</td><td>The geography focus of this term, ensures that children understand the causes and effects of natural disasters (physical geography) and the impact global warming is having on the frequency and occurrence of natural disasters.</td></tr>
</table>

	lines of latitude and longitude and Greenwich Meridian. Children will make comparisons between the UK and Greece.	**locations for settlements and understand the trade links that were established.**	
Prior Knowledge	*Knowledge of transport (KS1 Cycle B, Term 1)* *Knowledge of trade routes. (KS1 Cycle B, Term 3)* *Knowledge of rivers as a trade route. (LKS2 Cycle A, Term 3)*	*The seven continents (KS1 Cycle A, Term 3)* *Know about Doncaster as a Roman fort (LKS2 Cycle B, Term 1)* *Understand the importance of trade links (LKS2 Cycle B, Term 1).*	*Rivers – flooding (LKS2 Cycle A, term 3)* *Romans – Pompeii and Mount Vesuvius (LKS2 Cycle B, Term 2)*
Future Links to this Unit	*Romans – Impact on road infrastructure (LKS2 Cycle B, Term 2)*		*Climate change (UKS2 Cycle B, Term 3)*
Substantive Knowledge	**Locational Knowledge** • Know where the main mountain regions are in the UK • Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map; • Know what is meant by the term 'tropics'. • Locate....on a map **Place Knowledge** • To know Doncaster's location on a world map in relation to the	**Locational Knowledge** *Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.* • REVISIT Yr 2-Name and locate the world's seven continents and five oceans • To know where the Roman Empire started and locate it on a map (Rome, Italy)	**Locational Knowledge** • Locate Tectonic plates on a world map • Locate the fault lines on a world map. • Locate New Zealand and Bangladesh on a world map. **Environmental, Human and Physical Geography** • **Revisit LKS2 Cycle B Term 2 – To know how volcanoes are formed** • **To know the impact of a volcanic eruption** • **To know that the Earth is made up of different layers.** • **To know that the layers of the earth are called the crust, mantle, outer core and inner core.** • To know what a tectonic plate is. • To know what a fault line is • To know what causes an earthquake. • To know what effect earthquakes can have.

	equator, norther and southern hemisphere, tropic of cancer, tropic of Capricorn and lines of latitude and longitude. • To understand the location of Greece its capital city, neighbouring countries and surrounding seas. • To know that Greece is located closer to the equator and understand the impact that this has on its climate and physical and human features. • To know at least five differences between living in the UK and Greece **Skills and fieldwork** • Use Google Earth to locate a country or place of interest- To know where Greece lies in the world. • To use maps and photographs to make comparisons between the human and physical features of Doncaster and Greece	• To know that the Romans built an Empire across Europe and Northern Africa. • To know where the Roman Empire expanded to. • To know where Roman settlements were. • To be able to explain why the Romans selected certain locations. • To know Roman trade links and be able to plot them on a map. **Place Knowledge** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of Italy (to decide why the Romans wanted these in their Empire.) • To know where Pompeii is. • To know that Pompeii was preserved due to the eruption of Mount Vesuvius. • To know about other natural disasters-	• To know that not all natural disasters are caused by tectonic activity some are caused by climate issues • To know different natural disasters caused by climate – flooding, droughts, avalanches • To know that humans can have an impact on causing some natural disasters. **Place Knowledge** • To know where Christchurch – New Zealand is • To know where Bangladesh is. • To know how to stay safe during a natural disaster- earthquake, tsunami and volcano • To know how climate change affects natural disasters. • To know why New Zealand is so susceptible to earthquakes. • To know New Zealand sits on a fault line between huge tectonic plates, big pieces of the Earth's crust that slide past each other over time. • To know these two plates are the Australian plate and the Pacific plate. **Geographical Skills and fieldwork** • Use world maps, atlases and globes; • Use maps and globes to locate tectonic plates and where the fault lines sit. • To use a map to identify where might be safe/ unsafe to live. • To use maps and atlases to locate Christchurch, New Zealand and Bangladesh to identify potential natural disaster possibilities.

	Human and Physical Geography Know Greece's main industries are tourism, shipping, industrial products, food and tobacco processing, textiles, chemicals, metal products, mining and petroleum.	earthquake, tsunami and volcano • To know why people may live near a volcano **Environmental, Physical and Human geography** • Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water for a region of the UK, a region of Italy and a region of Africa. **Skills and fieldwork** Use world maps, atlases and globes to study the areas outlined above;	
Disciplinary Knowledge (Geographical Enquiry Skills)	**What similarities and differences can you identify between Greece and the UK?**	**Use geographical Knowledge to explain- Why did the Roman Empire fall geographically?**	**Use geographical Knowledge to explain- Why do people choose to live in dangerous places?**
UN Sustainability goal			Sustainability goal 7 – Affordable and clean energy

Example Vocabulary	Earth, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Latitude, Longitude, Artic Circle, Greenwich Meridian	Settlement, trade links, import, export	Earthquake, tsunami, fault, tremor, magnitude, landslide, compression, tectonic plate, richter, seismometer
Significant People and Places	Greece, Equator, UK,	Doncaster, Rome, Europe, Mediteranean Sea, Mount Versuvius	Christchurch - New Zealand, Bangladesh, Fault lines
Additional Experiences	See History Overview	See History Overview	
Career Links		Murton Park	Seismologists
UKS2 Cycle A			
Unit Title/Enquiry	**How have railways changed our lives?** **CONCEPT -ECONOMY AND TRADE**	**Who were the Tudors and what impact did the period in time have on modern Britain?** **CONCEPT- PLACE and TRADE**	**How is deforestation effecting our world?** **How can we stop deforestation?** **CONCEPT - CLIMATE and SUSTAINABILITY**
National Curriculum Link	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge: • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography		

	• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork: • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Unit Overview	**History focus unit** In Geography, children will develop an understanding of import and export and how this links are well established in Doncaster today. In addition, they will compare trade in Doncaster (UK, a developed country) with a developing country.	**History focus unit** In this unit, the children will learn about the Tudor family and the impact they had on Britain in the past and the lasting impact they have had on modern Britain. The children will use their geography skills to use maps to learn about the new world, the British Empire, and colonialization.	In this unit, the children will initially learn about the Mayans. (3 weeks at the start of term). In this unit, the children will learn about rainforests (physical geography) around the world and the impact caused by deforestation (human geography). The children will develop their knowledge so that they can make comparisons between the Amazon rainforest and Doncaster. They will learn bout biomes and climate zones.
Prior Knowledge	*Knowledge of transport (KS1 Cycle B, Term 1)* *Knowledge of trade routes. (KS1 Cycle B, Term 3)* *Knowledge of rivers as a trade route. (LKS2 Cycle A, Term 3)* *Knowledge of how trade affects the development of settlements (LKS2 Cycle A, Term 1)*	*Understand what trade is and know the difference between import and export (UKS2 Cylcle A, Term 1)*	*Transportation of food products (KS1 Cycle 2, Term 3)* *Natural disasters (LK2 Cycle B, Term 3)* *Trade links (UKS2 Cycle A, Term 1)*
Future Links to this Unit			*Climate change (Year 6, Term 3)*
Substantive Knowledge	**History Link-** **Place Knowledge**	**Locational Knowledge**	**Building upon knowledge of rainforests from KS2 Cycle B Term 3 study on food miles and cacao production in Ghana.**

	• To know about the growth of Doncaster in terms of the industrial revolution. • To know how industry in Doncaster has changed over time • To know how land usage in Doncaster has changed over time. **Environmental, Physical and Human geography** • To know why railway links are important. • Know why industrial areas and ports are important; • Know the main human and physical differences between developed and third world countries. • To understand the meaning of trade. • To understand the meaning of export. • To understand the meaning of import. • To know the biggest exports and imports for the UK. • To know the trade links available for import and export from Doncaster.	To know the names of a number of European Capitals- as a minimum the following: France- Paris –UKS2 Cycle B Term 2 Germany-Berlin-UKS2 Cycle B Term 2 Athens – Greece LKS2 Cycle B Term1 Italy-Rome- LKS2 Cycle B Term 2 Spain – Madrid (MFL Link) Poland-Warsaw Belgium-Brussels Netherlands-Amsterdam Portugal-Lisbon (plus 4 countries and capitals ok the UK from KS1 Cycle A) • To be able to locate the countries in the British Empire on a map. **History link- Place Knowledge** Know the names of, and locate, a number of South or North American countries • To locate the countries on a map. • To know about the discovery of the new world. • To be able to locate the countries of the new world on a map. • To know about the growth of the British Empire in	**Locational Knowledge** • To locate on a map the places ruled by the Mayan civilisation. **Place Knowledge** • Know key differences between living in the UK and in a country in either North or South America. • To know what a rainforest is. • To know where many of the world's rainforest are situated (especially the Amazon rainforest). • To compare the Amazon (Brazil) with Doncaster forest (Sherwood), UK using physical and human geography. • To understand why rainforests are so important. • To understand the threats facing the rainforests and to think about what can be done to protect them. **Environmental, Physical and Human geography** • Know what is meant by biomes and what are the features of a specific biome. • Label layers of a rainforest and know what deforestation is. • To know about the main features of a rainforest • To know and use the terms: biome, emergent layer, canopy, understory and forest floor. • To know the difference between a rainforest, woodland and a forest. **Geographical Skills and fieldwork** • REVISIT_Y4 T3- Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • To know what is meant by the term 'tropics'; • Know how to use graphs to record features such as temperature or rainfall in the rainforest • Use Google Earth to locate a country or place of interest and to study the rainforest

	Geographical Skills and Fieldwork • To be able to use maps to locate trade routes from Doncaster. • To maps from the past and maps from today to compare land usage in Doncaster	terms of countries- North America, Australia, New Zealand, Asia and Africa, as well as small parts of Central and South America • To know the British Empire brought Wealth, power and influence to Britian compared to the violence, disease and famine this brought to the people colonised such as India, Jamaica, Australia **Geographical Skills and fieldwork** Use Google Earth to locate a country or place of interest Use world maps, atlases and globes; **Geographical Skills and Fieldwork** • To know the routes involved in the slave trade. • To be able to use maps to locate the routes involved in the slave trade and reasons for using these.	• To know about the lines of longitude and latitude. • To use graphs and data to compare the rainforest with other locations.
Geographical Enquiry Skills	**How has the infrastructure of Doncaster changed since the industrial revolution?**	**What links were made with other countries during the Tudor period?**	**What will happen when all the forests are gone?** **How can we stop deforestation?** To understand why rainforests are so important. To understand the threats facing the rainforests and to think about what can be done to protect them.

UN Sustainability goals			Sustainability goal 12 – Responsible consumption and production
Example Vocabulary	Industrial revolution, trade, import, export, infrastructure, routes, airport, railways, europort, airport.	New world, exploration, discovery, voyage, colonialization, trade, slavery, armada	biome, climate zone, emergent layer, canopy, understory and forest floor, deforestation, endangered, indigenous, biodiversity, extinction, destruction, temperature
Significant People and places	Doncaster railway, Doncaster airport	America, West Indies,	Amazon rainforest (Brazil),
Additional experiences	See History Overview	See History Overview	Leeds – Tropical World – Rainforest biome - https://tropicalworld.leeds.gov.uk/group-visits
Career Links			Famers, loggers, rubber taper, conservationist,
Planning resources			Blocked curriculum – Rainforests, South America Great resource - https://ypte.org.uk/lesson-plans/rainforests
		UKS2 Cycle B	
Unit Title/Enquiry	How has America tackled injustice? **CONCEPT - PLACE and ECONOMY**	**What are we fighting for? WWII** **CONCEPT - PLACE and SUSTAINABILITY (early developments)**	**Can we make a difference? Climate change and pollution – impact on our world.** **CONCEPT- CLIMATE, TRADE & SUSTAINABILITY**
National Curriculum Link	***Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.*** **Pupils should be taught to:** **Locational knowledge:** • **L**ocate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time		

<table>
<tr><td></td><td colspan="3">
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Place knowledge
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human and physical geography
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical skills and fieldwork:
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Authentic job – Climate conference. Speeches, placards, Y6 introduce the conference. Leaving CLA as conservatists. Pledge tree.
Other year groups could use it to showcase their learning from the term on sustainability.
Becomes a showcase for the whole school
</td></tr>
<tr><td>Unit Overview</td><td>What are the strengths and weaknesses of the Greek economy?

The children will use their geography skills to use maps to focus on the location of North America. They will identify key Geographical features of North America including its states. Childen will focus on Alaska its oil production and the differences between fossil fuels and renewable energy.</td><td>The children will use maps to learn about the location of countries involved and advancements in territory during WWII. The children will develop an understanding of the lasting impact of WWII and how that shapes the world today.</td><td>In this final unit, the children will learn about climate change and being involved in actively raising awareness and having a positive impact on the world.

Children will use their previous learning links/different people to justify their response to the following question: Can one person really make a difference?</td></tr>
<tr><td>Prior Knowledge</td><td>Locations of all the places studied whilst at SDLA.</td><td>Locations of all the places studied whilst at SDLA.</td><td>Know about food production and transportation (KS1 Cycle B, Term 3)</td></tr>
</table>

	Countries within the Roman Empire (LKS2 Cycle B, Term 2) *Countries within the British Empire (UKS2 Cycle A, Term 2)* *Discovery of the New World (UKS2 Cycle A, Term 2)* *To know about the rainforest biome (UKS2 Cycle A, Term 3)*	*Know the seven continents and five oceans (KS1 Cycle B, Term 3)* *Growth of the Roman Empire (LKS2 Cycle B, Term 2)* *Growth of the British Empire (UKS2 Cycle A, Term 2)* *Discovery of the New World (UKS2 Cycle A, Term 2)* *Growth of the Greek Empire (LKS2 Cycle B, Term 1)*	*Know about rivers and flooding (LKS2 Cycle A, Term 3)* *Know about natural disasters and the impact of climate change (LKS2 Cycle B, Term 3)* *Know about rainforests and the impact deforestation (UKS2 Cycle A, term 3)* *Knowledge of biomes (UKS2 Cycle, Term 3)*
Substantive Knowledge	**Locational Knowledge** To know where North America is located on a map. To know about different regions/ states in North America. Know about climate zones and work out differences **Environmental, Human and Physical Geography** REVISIT-Cycle A Term 3 To know the world has many different biomes To know that biomes are large ecosystems To know that biomes have distinct climatic conditions, flora and fauna To know about the different regions (biomes) in Greece. To know what impact the different regions had on the people that lived there.	**Locational Knowledge** To know the location of the countries involved in WWII. To locate the countries on a map. To know the names of a number of European Capitals- as a minimum the following: England-London France- Paris Germany-Berlin Italy-Rome Spain-Madrid Poland-Warsaw Belgium-Brussels Amsterdam- Portugal-Lisbon Sweden-Copenhagen Denmark- **Place knowledge** To know the location of allied and axis forces on a world map. To know that boarders of certain countries changed after WW2	**Locational Knowledge-** **Know a growing number of Capital Cities around the World building on knowledge in Lower and Upper KS2 and countries studies through KS1 and KS2:** ○ England-London ○ Wales- Cardiff ○ China-Beijing ○ Japan-Tokyo (links to Y1) ○ Indonesia- Jakarta (links to Y2) ○ Australia- Canberra ○ France-Paris ○ Germany- Berlin ○ Spain-Madrid ○ Italy-Rome (links to Y4 Term 2) ○ Egypt- Cairo (Year 3 Term 2) ○ Bangladesh- Dhaka **Environmental, Human and Physical Geography** • To understand the meaning of climate change. • To know the difference between climate and weather. • To know what global warming is and how we have an impact on global warming • To know what sustainability is. • To know about carbon footprint.

	Place Knowledge-North America **Topographical Features-** Mountains, coasts, hills and rivers To know at least five differences between living in the UK and North America (Alaska) To know at least five differences between living in the UK and Alaska **Human and Physical Geography** Know why industrial areas and ports are important to Alaska To know that Alaska's main source of income and energy comes from oil production	**Environmental, Physical and Human Geography** To know about post war development of nuclear energy	• To know about ways to reduce your carbon footprint. • To suggest ways for everyone to reduce their carbon footprint. • To know about climate justice. • To know about the impact of climate change on developed countries and third world countries. • To know about UNICEF's sustainability goals **Geographical skills and fieldwork:** • To know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Disciplinary Knowledge (Geographical Enquiry Skills)	**What are the strengths and weaknesses of Alaska's oil production?**	**How did WW2 effect the boundaries of the countries of Europe?**	**Can one person really make a difference?**
UN sustainability goal			Sustainability goal – 13 climate change

Example Vocabulary	Biome, fossil fuel, renewable energy, energy usage, production,	See History Overview	Off-setting, climate, weather, climate change, fair trade, carbon footprint, UNICEF Sustainability goals, global warming. Green tarrif
Significant People and Places	Alaska, North America,	England, France, Russia and USA Germany, Italy, Japan,	Greta Thunberg
Additional Experiences	See History Overview	See History Overview	In school – VR workshop https://www.planmyschooltrip.co.uk/1243/Climate-Change-VR-Workshop.php
Career Links			Environmental activists
Planning Resources			Great resources - https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources#resources Information - https://www.willowprimaryschool.co.uk/climate-change/

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Please see individual Schemes of Learning