

Geography Long Term Plans & Progression of Units of Work

EYFS: Cycle A						
Topic/ Question	<i>All About Me</i>	<i>Celebrations/ Christmas</i>	<i>People Who Help Us</i>	<i>Growing</i>	<i>On the Farm</i>	<i>Under the Sea</i>
Unit overview	Theme: Compare & Contrast Location	Theme: Compare & Contrast	Theme: Location Physical Geography		Theme: Location	Theme: Environment
Prior knowledge						
Links to future topics	Our local area					
Substantive knowledge	<p>To know they live in Mexborough.</p> <p>To know Mexborough is in Doncaster.</p> <p>To identify key features of the local area; Mexborough hospital, shops, school, Dearne Valley Leisure Centre, a park.</p> <p>To understand a map has places on it.</p> <p>To know how people get around, e.g walk, cars, buses.</p> <p>To be able to compare types of houses in their local area.</p>	<p>To know that a map represents different countries in the world.</p> <p>To look at different countries on a map and see where they celebrate different traditions.</p>			<p>To understand that a map is used to find places.</p> <p>To understand the key on a map represents different items/places.</p> <p>To create their own map.</p>	<p>To understand that litter can affect the ocean and the animals that live there.</p>
Disciplinary knowledge						
Vocabulary						
Enrichment experiences	All about me bags	Walk to the post box Food tasting	Emergency services to come into school	Growing beanstalks	Trip to Cannon Hall	
Resources						

EYFS: Cycle B						
Topic/ Question	<i>All About Me</i>	<i>Changing Seasons</i>	<i>Dinosaurs</i>	<i>In the Garden</i>	<i>On Safari</i>	<i>Castles and knights</i>
Unit overview	Theme: Location				Theme: Location Compare & contrast Physical geography	
Prior knowledge						
Links to future topics	Our local area					
Substantive knowledge	<p>To know they live in Mexborough.</p> <p>To know Mexborough is in Doncaster.</p> <p>To identify key features of the local area; Mexborough hospital, shops, school, Dearne Valley Leisure Centre, a park.</p> <p>To understand a map has places on it.</p> <p>To know how people get around, e.g walk, cars, buses.</p> <p>To be able to compare types of houses in their local area.</p>				<p>To know some animals that would be found on safari. EG: lions, tigers, giraffes, zebra's, elephants and monkeys.</p> <p>To talk about life in Africa - weather and types of houses.</p> <p>To compare Africa with Mexborough.</p>	
Disciplinary knowledge						
Vocabulary						
Enrichment experiences	All about me bags		Dinosaur egg	Caterpillars in the classroom	Trip to the butterfly house	
Resources						

Key Stage One: Cycle A				
Topic/ Question	<i>If you go down to the woods today, what will you find?</i>	<i>How is the UK different to the Arctic region? Who lives in a place like this?</i>	<i>Which wonder would you like to visit?</i>	<i>Why do people love to be besides the seaside?</i>
Unit overview	Theme: Physical Geography	Theme: Physical geography	Theme: Location	Theme: Physical geography & Location
National Curriculum	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.	name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 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	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	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 name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Prior knowledge	Have visited the school wildlife garden and explored different plants (EYFS)	Have explored the different seasons and weather (EYFS)	Have looked at what it is like in desert countries (On Safari – EYFS)	
Links to future topics	Physical & human features in different environments (KS1 – Seaside) (LKS2 – Italy) (UKS2 – Mexico) Links to science (Seasons & Habitats)	Develop further knowledge of different countries and biomes (LKS2-Italy/ Extreme Planet/ Rainforest) (UKS2 – Mexico)	Further knowledge about different countries & continents (LKS2 – Italy/ Rainforest) (UKS2 – Mexico/ Explosive Earth) Understanding of positional language	Understanding of positional language (LKS2 – Italy Cycle A/ Rainforest Cycle A/ Climates – Cycle B) (UKS2 – Rivers & Coasts Cycle A/ Mexico Cycle B)
Substantive knowledge	-Know the physical features of a woodland: o trees,	-Know what a continent is (a large area of land, made up of multiple countries).	-Know what a continent is (a large area of land, made up of multiple countries).	- Know and locate the 4 countries that make up the UK: o England o Wales

	<ul style="list-style-type: none"> ○ vegetation, ○ soil, ○ forest, ○ river/stream ○ deciduous tree ○ evergreen tree <p>- Know the human features of a woodland:</p> <ul style="list-style-type: none"> ○ fence, ○ tarmac ○ paths, ○ gates, ○ bridges <p>- Know the directional language to describe the location of the woods from school</p> <ul style="list-style-type: none"> ○ north, ○ east, ○ south, ○ west <p>- Know how to read a simple map and key</p> <p>- Know that humans use the woods for leisure activities</p> <p>- Use fieldwork and observational skills to study the area around school grounds to identify the physical and human features</p>	<p>- Know the names of the seven continents and find these on a world map (North America, South America, Europe, Africa, Asia, Oceania, Antarctica)</p> <p>- Know that an ocean is a large area of salt water.</p> <p>- Know the names of the five oceans:</p> <ul style="list-style-type: none"> ○ Arctic Ocean, ○ Pacific Ocean, ○ Atlantic Ocean, ○ Indian Ocean, ○ Southern Ocean <p>- Locate the five oceans on a world map.</p> <p>- Know that the equator is an imaginary line through the middle of the Earth.</p> <p>- Know that places closer to the equator are hotter and places further away from the equator are colder</p> <p>- Identify if the continent would be hot or cold based on its position to the equator.</p> <p>- Locate the Arctic Region on a world map.</p> <p>- Know that Greenland is one of the countries in the Arctic Region.</p> <p>- Know that the weather is cold in the Arctic region</p> <p>- Understand the effect of the environment on how Inuit people survive</p> <ul style="list-style-type: none"> ○ they can't grow fresh vegetables, ○ types of meat eaten – polar bears and fish, 	<p>- Know the names of the seven continents and find these on a world map (North America, South America, Europe, Africa, Asia, Oceania, Antarctica)</p> <p>- Know that an ocean is a large area of salt water.</p> <p>- Know the names of the five oceans:</p> <ul style="list-style-type: none"> ○ Arctic Ocean, ○ Pacific Ocean, ○ Atlantic Ocean, ○ Indian Ocean, ○ Southern Ocean <p>- Locate the five oceans on a world map.</p> <p>- Know that the equator is an imaginary line through the middle of the Earth.</p> <p>- Know that places closer to the equator are hotter and places further away from the equator are colder</p> <p style="background-color: yellow;">CONTINUE THIS WITH DETAIL FOR THE CONTINENTS</p>	<ul style="list-style-type: none"> ○ Scotland ○ Northern Ireland <p>- Know the capital cities of each country within the UK:</p> <ul style="list-style-type: none"> ○ London (England) ○ Cardiff (Wales) ○ Edinburg (Scotland) ○ Belfast (Northern Ireland) <p>- Know the names and location of the oceans and seas surrounding the UK</p> <ul style="list-style-type: none"> ○ North Atlantic Ocean ○ North Sea (to the East) ○ Irish Sea (to the west) ○ English Channel (to the south) <p>- Locate Doncaster on a map</p> <p>- Locate Filey on a map</p> <p>- Use directional language and compass directions to describe the location of features and routes on a map:</p> <ul style="list-style-type: none"> ○ North, ○ East, ○ South ○ West ○ Near ○ Far ○ Left ○ Right <p>- Use aerial photographs to recognise landmarks and human and physical features in Filey</p> <p>- Know and identify the human features in Filey:</p> <ul style="list-style-type: none"> ○ Hotels, ○ Campsites ○ Shops ○ Cafes ○ Sea defence ○ Cobble Landing ○ Lighthouse <p>- Know and identify the physical features in Filey:</p> <ul style="list-style-type: none"> ○ Sea ○ Beach ○ Cliff ○ Sand
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Disciplinary knowledge	Physical & Human geography Name and describe some physical features using photos. Name and describe some human features using photos.	Physical & Human geography Name and describe some physical features using photos. Name and describe some human features using photos.	Location Name and locate the four countries that make up the UK. Fieldwork Pose simple geographical questions, e.g., "What is this place like?" or "Why are there more cars here?"	Physical & Human geography Name and describe some physical features using photos. Name and describe some human features using photos. Fieldwork Use senses to explore local environments (sight, sound, smell). Identify features in the immediate environment (e.g. buildings, roads, natural features). Talk about what they see using basic geographical language (e.g. near/far, left/right). Compare places based on fieldwork (e.g. quiet vs. busy streets).
Vocabulary	Map, atlas, forest, wood, vegetation, river, soil, season, deciduous, evergreen, weather, north, south, east, west, paths, benches, bird hides, gates, fences, urban woodland, ancient woodland	Continents, ocean, seasons, north pole, south pole, weather, north, south, east, west, far, transport, clothes, houses, animals	Hill, Mountain, river,	Ocea, sea, United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburg, Cardiff, Belfast, Filey, coast, seaside, human features, physical features, hotels, cafes, shops, campsites, sea defence, lighthouse, cobble landing, beach, cliff, sand, tide, north, south, east, west, left right, near, far, harbour
Enrichment experiences	Explore the school wildlife garden Visit to Sandall Beat Woods Forest school activities including a campfire	Weather forecast for the different regions studied		Visit to Filey to conduct a survey of human and physical features
Resources		Cold places: what is it like at the North and South Poles? KS1 Y2 Geography Lesson Resources Oak National Academy	Continents and oceans: what can we find out about the world? KS1 Y1 Geography Lesson Resources Oak National Academy	

Key Stage One: Cycle B					
Topic/ Question	Where did all the castles come from?	How do we stay healthy?	Transport	How has Mexborough changed and what might it look like in the future?	Why do people visit London?
Unit overview	Theme: Location			Theme: Field work	Theme: Location
National Curriculum	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	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
Prior knowledge	EYFS – Knights and Dragons, Fairy Tales			EYFS – looked at their homes and family	All About Me – Mexborough and their home (EYFS – cycle A) Mexborough and the local area (KS1 – cycle B)
Links to future topics	Romans (LKS2 Cycle A)			Mining in the local area (UKS2 – Cycle B)	Focus on rivers and coats (UKS2 – cycle A) Comparing the UK with other countries (LKS2 – cycle A)
Substantive knowledge	<ul style="list-style-type: none"> - Know and locate the 4 countries that make up the UK: <ul style="list-style-type: none"> o England o Wales o Scotland o Northern Ireland - Know the capital cities of each country within the UK: <ul style="list-style-type: none"> o London (England) o Cardiff (Wales) o Edinburg (Scotland) o Belfast (Northern Ireland) - Know the names of key castles in each capital city: <ul style="list-style-type: none"> o The Tower of London o Cardiff Castle o Edinburg Castle o Belfast Castle 			<ul style="list-style-type: none"> - Know and locate the 4 countries that make up the UK: <ul style="list-style-type: none"> o England o Wales o Scotland o Northern Ireland - Know the capital cities of each country within the UK: <ul style="list-style-type: none"> o London (England) o Cardiff (Wales) o Edinburg (Scotland) o Belfast (Northern Ireland) - Know where Mexborough is on a map of the UK and use directional language to 	<ul style="list-style-type: none"> - Know what a continent is (a large area of land, made up of multiple countries). - Know the names of the seven continents and find these on a world map (North America, South America, Europe, Africa, Asia, Oceania, Antarctica) - Know and locate the 4 countries that make up the UK: <ul style="list-style-type: none"> o England o Wales o Scotland o Northern Ireland - Know the capital cities of each country within the UK: <ul style="list-style-type: none"> o London (England) o Cardiff (Wales) o Edinburg (Scotland) o Belfast (Northern Ireland) - Know that in London, there are lots of people living and working within a smaller than area than more rural towns and cities. - Know some of the differences between living in London and living in smaller towns and villages including:

	<ul style="list-style-type: none"> - Locate Windhill Primary School and Conisbrough Castle on a map - Use aerial photos and directional language to describe where Conisbrough Castle is in relation to Windhill Primary School: <ul style="list-style-type: none"> o North o South o East o West o Left o Right 			<ul style="list-style-type: none"> - describe its position on a map - Know some of the main human features within Mexborough including: <ul style="list-style-type: none"> o Town, house, church, park, bus station, railway station, canal, hospital, post office, library, supermarket, leisure centre, - Know some of the main physical features within Mexborough including: <ul style="list-style-type: none"> o River Don, valley, vegetation, wetlands (Denaby Ings) -Create a simple map of Mexborough and use basic symbols in a key -Know ways in which the local area could be improved: <ul style="list-style-type: none"> o Fundraising, litter picks, regeneration projects 	<ul style="list-style-type: none"> o Many people live in apartments and high-rise buildings o There are usually smaller supermarkets rather than large supermarkets o There are more amenities close by in large cities like London - Know that London has many transport links: <ul style="list-style-type: none"> o Taxis o Cycle lanes, o Buses o Trains o Tube stations o Airports o Riverboats - Know the position of the River Thames in London - Know that millions of tourists visit London each year and that this generates lots of money for the country - Know some of the reasons why tourists chose to visit London over smaller towns and cities including the vast human features: <ul style="list-style-type: none"> o Buckingham Palace o Houses of Parliament o The Tower of London o Big Ben o London Eye o Tower Bridge o The British Museum
Disciplinary knowledge	<p>Location</p> <p>Name and locate the four countries that make up the UK.</p>			<p>Fieldwork</p> <p>Use senses to explore local environments (sight, sound, smell).</p> <p>Identify features in the immediate environment (e.g., buildings, roads, natural features).</p>	<p>Location</p> <p>Name and locate the four countries that make up the UK.</p>

				<p>Recognize basic maps and aerial photos (e.g., looking at a simple map of the school). Talk about what they see using basic geographical language (e.g., near/far, left/right). Follow a simple route and note changes in the environment. Compare places based on fieldwork (e.g., quiet vs. busy streets).</p>	
Vocabulary	<p>United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburg, Cardiff, Belfast, capital city, north, south, east, west, left right,</p>			<p>North, South, East, West, far, near, human features, physical features, town, village, house, church, park, railway, road, canal, bus station, amenities, hospital, post office, leisure centre, River Don, valley, vegetation, wetlands</p>	<p>United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburg, Cardiff, Belfast, capital city, town, village, rural, River Thames, river, river bed, transport, tourist, tourism, buildings, differences, similarities,</p>
Enrichment experiences				<p>Walk around the local area to identify physical and human features</p>	<p>Links with history Tourists guide to London</p>
Resources					<p>What is life like in London? KS1 Y2 Geography Lesson Resources Oak National Academy</p>

Lower Key Stage Two: Cycle A			
Topic/ Question	<i>What did the Romans do for Doncaster?</i>	<i>Would you rather live in Italy or the UK?</i>	<i>What is a rainforest?</i>
Unit overview		Theme: Location & Physical and Human Geography	Theme: Physical geography & fieldwork
National Curriculum		<p>locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p>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,</p> <p>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</p>	<p>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)</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America</p>
Prior knowledge		<p>KS1 – London (attractions and reasons people visit)</p> <p>KS1 – developing understanding of continents & seas</p>	<p>KS1 – developing understanding of continents & places, including South America</p>
Links to future topics		<p>UKS2 – Water (rivers, coasts & lakes)</p> <p>UKS2 – Location of countries beyond Europe (North America/ Mexico)</p>	<p>UKS2 – Water (rivers, coasts & lakes)</p> <p>UKS2 – Location of countries beyond Europe (North America/ Mexico)</p>
Substantive knowledge		<ul style="list-style-type: none"> • Use 4 figure grid references • Know key geographical language including: <ul style="list-style-type: none"> – all 7 continents names – Equator – Northern and southern hemisphere – Tropics of Cancer and Capricorn • Know where Italy and UK are positioned on a map of Europe and know the countries and seas that surround or board them (including Russia) • Know some of the main cities of UK and Italy including: <ul style="list-style-type: none"> – London – Doncaster 	<ul style="list-style-type: none"> • Know key geographical language to describe key features including: <ul style="list-style-type: none"> – Equator – Northern and southern hemisphere – Tropics of Cancer and Capricorn. – Arctic and Antarctic Circle, – Prime/Greenwich Meridian – Location of South America • Know that the forest biome can be split into boreal, temperate (deciduous and coniferous) and tropical. • Know where each type of forest is found in a specific region of the world (between certain lines of latitude)

		<ul style="list-style-type: none"> - Rome - Milan - Naples • Know how the proximity to the equator impacts on the climate for UK and Italy • Know that human features are represented by symbols on a map • Locate and compare the physical geographical features including: <ul style="list-style-type: none"> - Rivers - Lakes - Seas - Hills - Mountains (mountain ranges) • Know that tourism is important for all countries because it helps the economy grow • Know some of the reasons people visit particular places, including Italy: <ul style="list-style-type: none"> - To experience different cultures - To see natural attractions - For entertainment • Know some of the main landmarks in Italy including: <ul style="list-style-type: none"> - The Leaning Tower of Pisa - Trevi Fountain - Colosseum - Pantheon - Lake Como - Canals in Venice - Dolomites • Know some of the main landmarks in UK including: <ul style="list-style-type: none"> - The Tower of London - Buckingham Palace - Edinburgh Castle - The Roman Baths - The Yorkshire Dales/ Lake District • Know about some of the other cultural similarities and differences between Italy and UK: <ul style="list-style-type: none"> - Food - Sports and leisure - Fashion 	<ul style="list-style-type: none"> • Find the Amazon Rainforest on a world map and describe its location referring to the continent and countries it covers, surrounding oceans and the lines of longitude and latitude in which it is found. • Identify the Amazon River and understand its importance to the ecosystem. • Know about the layers of the rainforest (Emergent, canopy, understory, forest floor). • Know how each layer differs with the vegetation and animal life (species) found there • Understand the ways that animals and plants have adapted to survive in the rainforest. • Find out the ways humans use the rainforest (business, farming/agriculture, tourism, forestry/logging, scientific research, mining roads, dam building, fuel wood, cattle ranching, medicines) and the reliance on the Amazon River for settlements etc. - Use google maps to see the scale of impact. • Understand why the rainforest needs protecting and ways the rainforest can be protected including: selective logging, replanting, environmental laws, national parks, eco-tourism, sustainable farming, conservation. • Know how humans are trying to overcome these impacts and make changes so the rainforest is used in a more sustainable way.
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Disciplinary knowledge		<p>Physical & Human geography Compare two places using correct geographical terms, such as climate, population, land use, and terrain. Use maps, photos, and other sources to describe similarities and differences between places.</p> <p>Location Name and locate the following countries in Europe including their capitals (UK, France, Spain, Italy, Greece, Germany, Rep. of Ireland, Russia & nationalities of pupils). Name other major cities of the UK (Sheffield, York, Leeds). Identify the position of the Northern and Southern Hemisphere, Tropics of Cancer and Capricorn & Arctic and Antarctic Circle. Understand and use the 8 points of a compass and four figure grid reference.</p>	<p>Physical & Human geography Use maps, photos, and other sources to describe similarities and differences between places. Explain how human and physical features affect each other, like how a river might influence where people build towns. Identify and describe key physical and human features in different regions using photos and maps.</p> <p>Fieldwork Collect basic data linked to weather. Rain gauge, temperature, observation. Record data more systematically, including using tables and bar charts.</p>
Vocabulary		Hemisphere, equator, continents, Europe, Italy, United Kingdom, location, human geography, physical geography, population, tourism, lake, river, climate, trade, economic activity, land use, map key, Mediterranean, landmarks, culture, mountain (range), grid reference,	Equator, latitude, longitude, Northern and southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/ Greenwich Meridian, climate, biomes, weather, boreal, temperate, tropical, rainforest, Amazon Rainforest, ecosystem, layers, emergent, canopy, understory, forest floor, vegetation, species, adapted, business, farming/agriculture, tourism, forestry/logging, scientific research, mining roads, dam building, fuel wood, cattle ranching, medicines, settlements, sustainable, selective logging, replanting, environmental laws, national parks, eco-tourism, sustainable farming, conservation
Enrichment experiences		Persuasive argument/ debate: Would you rather live in the UK or Italy? Drop-down day with Italian focus workshops: languages, pizza making	Meet the Creature workshop 'Save the Rainforest' protest
Resources		Europe: what is it like to live in northern Italy? KS2 Y4 Geography Lesson Resources Oak National Academy	South America: why does the Amazon matter? KS2 Y5 Geography Lesson Resources Oak National Academy

Lower Key Stage Two: Cycle B			
Topic/ Question	<i>Who was Tutankhamun? Ancient Greece</i>	<i>How did Early Man survive?</i>	<i>Why do climates differ across Earth?</i>
Unit overview			Theme: Physical geography & Location
National Curriculum			<p>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)</p> <p>physical geography, including: climate zones, biomes</p>
Prior knowledge			<p>KS1 - When winter comes and around the world</p> <p>KS1 – seasons and weather patterns in the UK</p> <p>KS1/ LKS2 – Human and physical features</p>
Links to future topics			<p>UKS2 – volcanoes, earthquakes</p> <p>UKS2 – Rivers & Coasts (including flooding)</p>
Substantive knowledge			<ul style="list-style-type: none"> ● To know key geographical language to describe key features including: <ul style="list-style-type: none"> - Equator (and other significant lines of latitude e.g., Tropic of Cancer and Tropic of Capricorn) - Northern and southern hemisphere - Tropics of Cancer and Capricorn. - Arctic and Antarctic Circle, - Prime/Greenwich Meridian ● Know that lines of longitude and latitude help us to locate places around the world. ● Know and use 4 figure grid references ● Know that there are different time zone (linking to learning on longitude and latitude) ● Know what a biome is (areas of the planet with similar climates, landscapes, animals and plants) and be able to name all of the different biomes: <ul style="list-style-type: none"> - Aquatic

			<ul style="list-style-type: none"> - Grassland - Forest - Desert, - Tundra <ul style="list-style-type: none"> ● Know some of the differences between the biomes with a particular focus on the differences specifically between Tundra and Desert (cold and hot) - in relation to plants, animals etc. ● Know that climate change and global warming is the result of changes in the Earth's weather condition over many years caused by things humans are doing like burning lots of fossil fuels, cutting down too many trees and over-farming crops and animals. ● Know that climate change and global warming is affecting the planet because the world is getting hotter (extreme weather), the ice caps are melting and the seas are rising. This is destroying the homes of humans and animals and also impacting the growth of food crops, access to clean drinking water and is increasing the spread of diseases. ● Know that global warming refers to the rise in global temperatures due mainly to the increase of greenhouse gases in the atmosphere. These gases trap heat from the sun, causing the Earth to warm up. ● Know that the floods that happened in recent years is the result of climate change along with the very hot days we occasionally have in the summer
Disciplinary knowledge			<p>Physical & Human geography</p> <p>Identify and describe key physical and human features in different regions using photos and maps.</p> <p>Compare two places using correct geographical terms, such as climate, population, land use, and terrain.</p> <p>Use maps, photos, and other sources to describe similarities and differences between places.</p> <p>Explain how human and physical features affect each other, like how a river might influence where people build towns.</p>

			<p>Fieldwork</p> <p>Create different mini biomes (ecosystems) and observe changes over a term. Change one factor of each biome. Make simple comparisons and draw conclusions between the different biomes.</p> <p>Present findings in short written reports, with maps, charts, or diagrams to support their explanation.</p>
Vocabulary			<p>Longitude, latitude, grid reference, equator, Prime Meridian, Greenwich Meridian, horizon, up, down, across, Tropic of Cancer, Tropic of Capricorn, northern/ southern hemisphere, Arctic Circle, Antarctic Circle, time zone, biomes, Aquatic, Grassland, Forest, Desert, Tundra, global warming, climate change, fossil fuels, planet, impact, greenhouse gases,</p>
Enrichment experiences			<p>Create a model ecosystem using resources and plants from the school grounds. Consider placement of ecosystem in different conditions. Consider interruptions to the ecosystem (litter, moving the plant life, too much water etc.): How To Make an Enclosed Ecosystem in a Plastic Water Bottle for Free #bioactiveterrarium</p>
Resources			<p>Climate zones: what are they and why do they matter? KS2 Y3 Geography Lesson Resources Oak National Academy</p>

Upper Key Stage Two: Cycle A			
Topic/ Question	<i>Tudors: What impact did the Tudor Monarchy have on Britain?</i>	<i>Natural Disasters: Why is the Earth so explosive?</i>	<i>Rivers and Coasts: How does water shape the world we live in?</i>
Unit overview		Theme: Physical geography	Theme: Physical Geography & Fieldwork
National Curriculum		describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes	describe and understand key aspects of: physical geography, including: rivers and the water cycle 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
Prior knowledge		LKS2 – Extreme planet KS1 – different continents around the world	KS1 – Seaside & visit to Filey LKS2 – Climates (flooding)
Links to future topics		KS3 National Curriculum	KS3 National Curriculum
Substantive knowledge		<p><u>Earth Structure:</u></p> <ul style="list-style-type: none"> • Know the structure of the Earth including: <ul style="list-style-type: none"> ○ Crust (solid rock) ○ Mantle (mostly solid but can flow slowly, made from hot dense rock) ○ Outer core (liquid made of iron and nickel) ○ Inner core (solid made from iron and nickel) • Know that tectonic plates (pieces of the rocky outer layer crust) have changed over time to create the position of the world's continents • Know that Pangea was a supercontinent that existed over 3.5 billion years ago • Know that tectonic plates are constantly moving due to continental drift and plate boundaries form where the plates meet • Know that there are different types of plate boundaries including: <ul style="list-style-type: none"> ○ Destructive (convergent/ tensional) ○ Collision ○ Constructive 	<p><u>Water Cycle:</u></p> <ul style="list-style-type: none"> • Know the water cycle process including: <ul style="list-style-type: none"> ○ Water vapour ○ Evaporation ○ Rises ○ Cools ○ Condenses ○ Water droplets ○ Clouds ○ Snow ○ Hail ○ Rain ○ Precipitation ○ Transportation ○ Collection ○ Surface run off ○ Recycled • Know that water is valuable

		<ul style="list-style-type: none"> • Know that mountains, volcanoes and earthquakes are found at plate boundaries due to convection currents in the mantle • Use maps, globes and atlases to identify major mountain regions and the location of famous volcanoes/ where earthquakes have occurred <p><u>Volcanoes:</u></p> <ul style="list-style-type: none"> • Know the location of famous volcanoes/ earthquakes (describe the location using the terms equator, northern and southern hemisphere, Arctic and Antarctic circles, Tropic of Cancer and Capricorn, 6-figure grid references, lines of latitude and meridian of longitude and time zones) including: <ul style="list-style-type: none"> ○ Earthquake – Chile 26.05.1960 ○ Earthquake – San Francisco 18.04.1906 ○ Earthquake – Sumatra, Indonesia 26.12.2004 ○ Earthquake – Tohoku, Japan 11.03.2011 ○ Mount Vesuvius – Italy, Europe ○ Mount Etna – Italy, Europe ○ Mount St. Helens – USA, Northern America ○ Mauna Loa – Hawaii, USA ○ Krakatoa – Indonesia, Asia • Know that the ‘Ring of Fire’ refers to a chain of volcanoes around the Pacific Ocean. It is a region where tectonic plates collide, causing frequent earthquakes and volcanic eruptions. • Compare the location of the UK, focusing on the proximity to the plate boundaries, with The Bay of Naples in Europe and consider the implications this has on the physical features • Know how volcanoes are formed using: <ul style="list-style-type: none"> ○ Magma chamber ○ Lava ○ Crater ○ Vent ○ Secondary cones ○ Ash ○ Steam ○ Gas ○ Volcanic bombs 	<p><u>Rivers:</u></p> <ul style="list-style-type: none"> • Know that a river is a moving body of water which flows from a source on high ground (upland areas) and flows downhill because of gravity • Know that lakes, bogs, marshes and springs are river sources • Know that small rivers are usually known as streams, brooks or creeks • Know that the journey of a river is called the course and the river’s course is split into three main sections – the upper course, the middle course and the lower course • Know that a river flows across land, meanders to the river mouth before reaching the estuary (where saltwater meets fresh water) before going into another body of water – lake, sea, ocean or another river (tributary) • Name and locate some of the world’s famous rivers including: <ul style="list-style-type: none"> ○ Amazon River ○ River Thames ○ River Nile ○ River Ganges ○ Mississippi River <p><u>Erosion:</u></p> <ul style="list-style-type: none"> • Know that as a river flow, they erode the land. Over a long period of time rivers create valley or gorges and canyons if the river is strong enough to erode rock. They take the sediment and carry it along with them. • Know the formation of V-shaped valleys, waterfalls, meanders and oxbow lakes <p><u>Flooding: (in the local area)</u></p> <ul style="list-style-type: none"> • Know that a river flows along a channel, as banks on both sides and a river bed on the bottom. • Know that when a river rises above/ floods the banks, they flow into floodplains at either side • Know some factors/ causes which may encourage flooding and appropriate river managements and defences which can be put in place including: <ul style="list-style-type: none"> ○ Hard and soft engineering ○ Dams
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Disciplinary knowledge		<p>Physical & Human geography</p> <p>Explain how physical geography (like mountains or rivers) influences human activity (e.g., farming, settlement). Compare and contrast the geography of region (South Yorkshire) in the UK and abroad, explaining how human and physical features interact.</p>	<p>Physical & Human geography</p> <p>Use data, maps, and case studies to support comparisons and contrasts. Reflect on how different environments meet human needs, and how people adapt to their surroundings.</p> <p>Fieldwork</p> <p>Begin to decide what needs to be measured, recorded, or observed with guidance. (River study/habitats (through science))</p> <p>Use simple equipment (e.g., measuring tapes, stop watches) with increasing accuracy</p> <p>Record findings in labelled diagrams.</p>
Vocabulary		<p>Earth, structure, crust, mantle, outer core, inner core, tectonic plate, Pangea, supercontinent, continental drift, plate boundaries, destructive, collision, constructive, currents, mountain regions, volcanoes, equator, northern/ southern hemisphere, arctic and Antarctic circles, Tropic of Cancer and Capricorn, latitude, longitude, Ring of Fire, physical features, human features, The Bay of Naples, Europe, magma chamber, lava, crater, vent, secondary cones, ash, steam, gas, volcanic bombs, eruption, dormant, active, fault lines, focus, epicentre, seismic waves, plate movement, natural disaster</p>	<p>Water vapour, Evaporation, Rises, Cools, Condenses, Water droplets, Clouds, Snow, Hail, Rain, Precipitation, Transportation, Collection, Surface run off, Recycled, source, gravity, lakes, bogs, marshes, springs, streams, brooks, creeks, meandering, estuary, lake, sea, ocean, tributary, Amazon, Thames, Nile, Ganges, Mississippi, cross-section, channel, banks, river-bed, flood, floodplains, flooding, river management, defences, erode, erosion, valleys, gorges, canyons, V-shaped valleys, sediment, waterfalls, meanders, oxbow lakes, Holderness Cast, Humber Estuary, cave, stack, arch, stump, wave power, hard and soft erosion, sea defences, plastic pollution</p>
Enrichment experiences		<p>Create a small-scale weather investigation. Create and trial a weather instrument</p>	<p>Visit to Hornsea/ Flamborough Head to collect information about the sea defences in place.</p>
Resources		<p>Mountains and volcanoes: what, where and why? KS2 Y4 Geography Lesson Resources Oak National Academy</p> <p>Earthquakes: how do they change the world? KS2 Y6 Geography Lesson Resources Oak National Academy</p>	<p>Primary Geography: The water cycle - BBC Teach</p> <p>The water cycle: why is it important? KS2 Y3 Geography Lesson Resources Oak National Academy</p> <p>Coasts: what happens where the land meets the sea? KS2 Y6 Geography Lesson Resources Oak National Academy</p> <p>Rivers: what's special about them? KS2 Y3 Geography Lesson Resources Oak National Academy</p>

Upper Key Stage Two: Cycle B			
Topic/ Question	<i>How advanced were the Maya for their time?</i>	<i>Why were the Vikings successful invaders?</i>	<i>What happened to all the coal mines?</i>
Unit overview	Theme: Location		Theme: Location & fieldwork
National Curriculum	<p>locate the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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)</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region within North or South America</p>		<p>name and locate counties and cities of the United Kingdom,</p> <p>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</p>
Prior knowledge	Tropics, Equator, longitude and latitude, seven continents, rainforests, climate, hemispheres, understanding of human and physical geography, understand what tourism and culture is.		KS1 – Mexborough in the past
Links to future topics	KS3 National Curriculum		KS3 National Curriculum
Substantive knowledge	<ul style="list-style-type: none"> • Recap previous locational learning: <ul style="list-style-type: none"> - Know and identify the location of: the equator, northern hemisphere, southern hemisphere, tropic of cancer, tropic of Capricorn - Know that countries located between the tropics have a higher temperature and higher humidity. • Know what lines of latitude (east to west) and lines of longitude (north to south) are. • Know where the prime meridian (GMT) - through the UK. • Know how to use these to locate places on a map (grid references) • Understand and identify the time zones – UK, Egypt, Mexico, Brazil, Italy and Australia. • Know that Mexico is in North America and the countries, seas and oceans around Mexico: USA, Belize, Guatemala, Gulf of Mexico, Pacific Ocean and Caribbean Sea 		<ul style="list-style-type: none"> • Know where UK is on a map of the world and know the countries that make up the UK • Know the difference between a village, town and a city in the UK • Know where some cities within the UK are found on a map including: <ul style="list-style-type: none"> ○ Doncaster ○ Sheffield ○ London ○ Edinburgh ○ Manchester ○ Belfast ○ Swansea • Know what a county is and name and locate some counties within the UK • Know that Yorkshire is a county made up of:

	<ul style="list-style-type: none"> Use the directional language: north, east, south, west, north-east, south-east, south-west and north-west to describe the above countries, seas and oceans in relation to Mexico. Know that time zones vary across Mexico. Know the main physical features in Mexico: rivers (Rio Grande), mountain ranges (Sierra Madre Occidental, Sierra Madre Oriental, Sierra Madre del Sur), deserts (Chihuahua, Sonaran) and jungles (Lacandón) and The Copper Canyon. Know how to use 6-figure grid references to locate the 5 largest cities in Mexico: Iztapalapa, Ecatepec de Morelos, Guadalajara, Puebla, Mexico City. 		<ul style="list-style-type: none"> South Yorkshire North Yorkshire West Yorkshire East Riding <p>and locate these on a map using 4/ 6 figure grid references</p> <ul style="list-style-type: none"> Locate the local area on a map – Mexborough, Wath, Denaby Use OS symbols to create a key showing where coals mines were located in South Yorkshire Know that railways, rivers and canals tended to be located close to mines
Disciplinary knowledge	<p>Location Name and locate the following countries in North America (Mexico, USA, Canada). Name and locate the region of South Yorkshire. To identify the position and significance of latitude and longitude. Know and explain how time zones work. Understand and use 4 & 6 figure grid references.</p> <p>Fieldwork Independently interpret results, draw conclusions, and suggest reasons or hypotheses (weather graphs Mexico) Identify simple patterns or trends in data with help. (Mexico weather)</p>		<p>Physical & Human geography Analyse changes over time (e.g., how land use has changed in an area). Reflect on how different environments meet human needs, and how people adapt to their surroundings.</p> <p>Location Name and locate the region of South Yorkshire. Understand and use 4 & 6 figure grid references.</p>
Vocabulary	Equator, northern hemisphere, southern hemisphere, Tropic of Cancer, Tropic of Capricorn, lines of longitude and latitude, time zone, Greenwich Meridian Time (GMT), mountain range, mountains, volcanoes, coasts, lakes, rivers, 6-figure grid reference, climate, weather, population, settlement, trade		Atlas, map, town, village, city, colliery, local area, county, Ordnance Survey, 4/ 6 figure grid reference, position, symbols,
Enrichment experiences			Fieldwork visit to the location of a local mine Visit to The National Coal Mining Museum
Resources	North and South America: how diverse are their places and landscapes? KS2 Y5 Geography Lesson Resources Oak National Academy		