



Geography Progression Overview

	Term 1 Identify and Social Justice	Term 2 Power, Leadership and Invasion Nursery	Term 3 Sustainability and the Impact on our World
Unit Title/Enquiry	<p>Topic Title: I wonder... What makes me wonderful?</p> <p>CONCEPT- PLACE & COMMUNITY</p>	<p>Topic Title: I wonder... What adventure awaits?</p> <p>CONCEPT - PLACE & COMMUNITY</p>	<p>Topic Title: I wonder... What might I find down on the farm?</p> <p>CONCEPT - SUSTAINABILITY and WEATHER</p>
Unit Overview	<p>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).</p>	<p>In this unit children will learn about the Golden Rules of Carr Lodge Academy:</p> <ul style="list-style-type: none"> Keep Everyone Included Keep Everyone Safe Keep Everyone Learning Keep Everyone's Property Safe Keep being Honest <p>They will learn why we have rules and why they are important for everyone to have a happy experience.</p>	<p>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.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>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.</p>

			<p>Look at butterflies that would like the plants, then the life cycle so can look at caterpillars</p> <p>Problems with litter in the school playground – litter is a problem on the farm – how can we help the farmer?</p> <p>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?</p> <p>Set up different problems for the children to solve – learning will happen in order to solve the problems.</p> <p>Practical – evolve nursery into their farm.</p> <p>Practical – aerial view (explorations) looking at things up close – view finder to take a close-up view of a part of the ground.</p>
Prior Knowledge	<p>Knowledge of self and family.</p> <p>Birth-3- Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>(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).</p>	<p>Establish their sense of self.</p> <p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Develop friendships with other children.</p>	<p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p>
Future Links to this Unit	<p>Who Am I? (Reception Term 1)</p> <p>Where do I Live? (Year 1 Term 1)</p>	<p>Why do I need rules? (Reception Term 2)</p> <p>Who sets the rules? Why do we have a King or Queen? (Year 1 Term 2)</p>	<p>Food to Fork/Food Miles and Farming- (Year 2 Term 3)</p>
Substantive Knowledge	<p>Understanding the World</p> <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <i>(Celebrate the different ethnicities in the class and relationship make ups in the class).</i> Know that nursery is part of a bigger school in CLA. To understand the map of the school. Know that objects go on a journey. <i>(Children to bring items from home to school – photos, transitional objects)</i> 	<p>PSED</p> <p>Develop their sense of responsibility and membership of a community.</p>	<p>Understanding the World</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>
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
Reception			
Unit Title/Enquiry	Topic Title: I wonder... All about the wider world CONCEPT - PLACE and COMMUNITY	Topic Title: I wonder... Who helps us? CONCEPT - PLACE and COMMUNITY	Topic Title: I Wonder... What we might find at the bottom of the garden? 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 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.	In this unit children will learn about the Golden Rules of Carr Lodge 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 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 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

			<p>Identifying human and physical features Field study- collecting and comparing data</p> <p>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 Year 1 Term 3 Look out for the bumble bee projects at that time of year!</p>
Prior knowledge	Who am I-self and family members (Nursery Term 1)	Making the right choices and sharing (Nursery Term 2)	Food and Farming (Nursery Term 3)
Future Links to this Unit	Where do I Live? (Year 1 Term 1)	Who sets the rules? Why do we have a King or Queen? (Year 1 Term 2)	Pollution (Year 1 Term 3)
Substantive Knowledge	<p>Understanding the World</p> <p>To know the concept of a map is a drawing of a place.</p> <p>To know the concept of a map based on story mapping - Rosie's Walk, Gruffalo,</p> <p>To know the concept of a map is a drawing of a place.</p> <p>To know that a map from above and this is called a bird's eye view</p> <p>To build a map of the journey from home to school – Photos of the journey - home, park, school</p> <p>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</p> <p>To beginning to look at ariel photos of Carr Lodge and start to see that on a map.</p>		<p>Understanding the World</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Explore the natural world around them.</p>

	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	<p>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.</p>		
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
Year 1			
Unit Title/Enquiry	Where do I live? What is it like where we live and how has it changed? CONCEPT - SETTLEMENTS	Who sets our rules? Why do we have a King or Queen? CONCEPT -PLACE	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, Identify seasonal and daily weather patterns in the United Kingdom	Locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries studied at this key stage	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

	<p>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</p> <p>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</p> <p>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</p>		
Unit Overview	<p>History focused unit</p> <p>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.</p> <p>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 the Dominion homes. Children will use aerial photos and maps to understand how the local area has changed.</p>	<p>History focused unit</p> <p>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.</p> <p>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.</p>	<p>The Oceans and Continents that make up our world</p> <p>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</p>
Prior Knowledge	<p>Know about birds eye view (Reception, Term 1)</p> <p>Know where they live. (Reception, Term 1)</p>	<p>Know where they live and about the local area. (Reception, Term 1 and Year 1, Term 1)</p>	<p>Recycling (Reception, Term 3)</p>
Future Links to this Unit	<p>How has transport changed (Year 2, Term 1) - Route to school</p> <p>How has the local area changed (Year 4, Term 1)</p>	<p>Normans-Kings and Queens (Year 2, Term 2)</p> <p>Industrial revolution (Year 4, Term 1)</p> <p>Elizabeth I and Queen Victoria – Slave trade (Year 5, Term 1)</p> <p>Tudors (Year 5, Term 2)</p>	<p>River (Year 3, Term 3)</p> <p>Climate change (Year 6, term 3)</p>
Substantive Knowledge	<p>Place Knowledge</p> <ul style="list-style-type: none"> Know where Carr Lodge is Know the roads around Carr Lodge Know the main differences between city, town and village; Know we live in the United Kingdom which is country 	<p>Locational Knowledge</p> <p>Know the names of the four countries that make up the UK and name the three main seas that surround the UK;</p> <p>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland;</p> <ul style="list-style-type: none"> To know that union means joined together. 	<p>Locational Knowledge-REVISIT from Term 2</p> <p>Know the names of the four countries that make up the UK and name the three main seas that surround the UK;</p> <p>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland;</p> <p>Place Knowledge</p> <p>Know the features of hot and cold places in the world:</p>

	<ul style="list-style-type: none"> • Know that Doncaster is a city in the United Kingdom • Know that until 2022 Doncaster was a town. • Know that Balby is a village in Doncaster. • To know we can use words to compare the location of two different places such as school and home • <p>Skills and fieldwork</p> <ul style="list-style-type: none"> • 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 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. <p>Physical and Human geography Know the main differences between city, town and village;</p>	<ul style="list-style-type: none"> • To know that the United Kingdom is a union of four countries. • 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 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 • <i>To the East -North Sea</i> • <i>To the West- Irish Sea and Atlantic Ocean</i> • <i>To the South- English Channel</i> <p>Place Knowledge- REVISIT from term 1 Know the main differences between city, town and village;</p>	<p><i>Know where the equator, North and South Pole are on a globe.</i></p> <ul style="list-style-type: none"> • 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. • 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. <p>Skills and fieldwork To be able to use simple maps to compare Balby, Doncaster and Cleethorpes. To be able to use aerial photos to compare Balby to Cleethorpes. To use images of beaches to study the impact of plastic and litter on our oceans</p> <p>Linked with Science- apply to Geography To know about different materials. To know about plastic. To know how much plastic we use regularly.</p> <p>Physical and Human geography</p> <ul style="list-style-type: none"> • Know how to Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach; • Know which is the hottest and coldest season in the UK; • Know and recognise main weather symbols;
<p>Disciplinary Knowledge (Geographical Enquiry Skills)</p>	<p>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.</p>	<p>Use Geographical Knowledge to explain- Based on knowledge of the Uk....Why does the Monarchy choose to live In London?</p>	<p>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.</p>

			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 North Pole, South Pole, Northern Southern, Hemisphere beach, cliff, coastline, sea, ocean, globe, United Kingdom, plastic, decompose, pollution Antartica, Polar regions , ice-cap, climate, North Pole, South Pole, Northern Southern, Hemisphere, coastline, habitat, temperature, climateAntartica, air pollution,global warming, fossil fuels, climate,temperature,manufacturing,plastic Northern Southern, Hemisphere, Countries of United Kingdom, pollution, sewage Europe, , Asia, Japan, East Asia., northwest Pacific Ocean, Sea of Japan, Population, Plastic Products, Hygiene ,Landfill pollution
Significant People and Places	Carr Lodge Academy, Woodfield Plantation, Balby, Doncaster,	England, Northern Ireland, Scotland, Wales Union Jack, United Kingdom, London, Edinburgh, Cardiff, Belfast, North Sea, English Channel, Irish Sea	WWF
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
Year 2			
Unit Title/Enquiry	How has transport changed? CONCEPT- TRANSPORT	Who were the Normans, how did they invade Britain and keep power? What is the local area of Conisbrough like? CONCEPT - SETTLEMENTS	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	<i>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.</i> 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 (Palm oil – how many products need palm oil? – what impact is this having on the world. Teachers need to decide which one!!) 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

		<p>-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</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</p> <p>-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</p>	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
Unit Overview	As geographers, the children will carry out a local study about the use of different forms of transport on Grady Drive 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 the Caribbean (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	<p><i>Locational knowledge of where they live and how to use maps and aerial photos. (Year 1, term 1)</i></p> <p><i>To know the four compass points work (from Year 1 Term 1 unit on homes.)</i></p> <p><i>Four countries of the UK (Year 1, Term 2)</i></p> <p><i>Know the 7 continents and 5 oceans (Year 1, Term 3)</i></p>	<p><i>Use maps and aerial photos. (Year 1, term 1)</i></p> <p><i>Knowledge of the four countries of the UK (Year 1, term 2)</i></p>	<p><i>Knowledge of the four countries of the UK (Year 1, term 2)</i></p> <p><i>Know the 7 continents and 5 oceans (Year 1, Term 3)</i></p> <p><i>Knowledge of Doncaster (Year 2, Term 1)</i></p> <p><i>Use maps to find out about places outside of the UK. (Year 2, term 2)</i></p>
Future Links to this Unit	<p><i>Normans – horses - (Year 2, term 2)</i></p> <p><i>Field to fork (Year 2, term 3)</i></p> <p><i>Transport developments in the industrial revolution – (Year 4, Term 1)</i></p> <p><i>Trade routes (Year 4, Term 1 and Year 5, Term 1)</i></p> <p><i>Tudors – horses – (Year 5, Term 2)</i></p>	<p><i>Stone age to Iron age (Year 3, Term 1)</i></p> <p><i>Egyptians (Year 3, Term 2)</i></p> <p><i>Romans (Year 4, Term 2)</i></p> <p><i>Slave Trade (Year 5, Term 1)</i></p> <p><i>Ancient Greek (Year 6, Term 1)</i></p> <p><i>All units will use maps to identify the locations/routes taken during different periods of history.</i></p>	<p><i>Transport (Year 2, Term 1)</i></p> <p><i>Ancient Egyptians (Year 3, Term 2)</i></p> <p><i>Slave trade (Year 5, Term 1)</i></p> <p><i>Deforestations (Year 5, Term 3)</i></p>
Substantive Knowledge	<p>Locational Knowledge-REVISIT from Year 1</p> <ul style="list-style-type: none"> 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; <p>Place Knowledge</p> <ul style="list-style-type: none"> REVISIT-from Y1- Know features of hot and cold places in the world; Know where the equator, North Pole and South Pole are on a globe; 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans. <p>Geographical Skills and fieldwork</p> <ul style="list-style-type: none"> 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 To how some of the key human/physical features appear on a map in comparison to an aerial/digital image. 	<p>Locational Knowledge</p> <p>REVISIT from Term 2- Name and locate the world’s seven continents and five oceans.</p> <p>Place Knowledge</p> <ul style="list-style-type: none"> Know the main differences between a place in England and that of a small place in a non-European country; <p>Environmental, Physical and Human geography</p> <ul style="list-style-type: none"> 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 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 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 in Grady Drive.

- 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 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, Craggs/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.

Geographical Skills and fieldwork

REVISIT Term 2-

Use world maps, atlases and globes;

- 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 the Indonesia.
- To know where Doncaster and the Indonesia are compared to the Equator.
- To identify human geography features for Doncaster, UK.
- To identify human geography features for the Indonesia.

Disciplinary Knowledge	Use Geographical Knowledge to explain- What impact does traffic have on Carr Lodge 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?
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 vegetation Cannon Hall Farm
Significant Places and People	Balby, Doncaster		
Additional Experience	Railway Museum, DGLAM/Sandtoft tram museum / Europort /Air Museum Lakeside		Food Production Site Cannon Hall Farm Create a vegetable bed
Careers	Rail, Bus, Air Travel, Pilot, Train Driver, Rail Engineer		Farmer
Planning resources			https://www.countrysideclassroom.org.uk/resources?audiences=6-7 https://www.foodafactoflife.org.uk/5-7-years/where-food-comes-from/
Year 3			
Unit Title/Enquiry	Year 3 – ADD TITLE CONCEPT - SETTLEMENTS and AGRICULTURE	Year 3 – Why was the River Nile so important for trade to the Ancient Egypt? CONCEPT - TRADE and ECONOMY	Are Rivers a Friend or a Foe? CONCEPT -CLIMATE & SUSTAINABILITY
National Curriculum Link	<i>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.</i>		

	<p>Pupils should be taught to:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> • 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) <p>Place knowledge</p> <ul style="list-style-type: none"> • 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> • 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 <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • 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. 		
<p>Unit Overview</p>	<p>History focused unit</p> <p>In geography, children will develop their understanding 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.</p>	<p>History focused unit</p> <p>This unit allows children to start to build their chronological understanding of different time 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.</p> <p>The children will use their geography skills, to locate the River Nile and talk about the quality of land around the River Nile.</p>	<p>Rivers</p> <p>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 rivers and be able to name a number of major rivers. The children will learn about the water cycle and about the journey of a river from the source to the mouth.</p> <p>Could there be a focus on Bangladesh? Lots of river systems and examples of the impact of water.</p>
<p>Prior Knowledge</p>	<p>Children will know about the four countries of the UK (Year 1, Term 2)</p> <p>Children will know where Balby is located on a map and what the surrounding area is like (Year 1, Term 1 and Year 2, Term 1)</p> <p>Children will know about the 7 continents and the 5 oceans. (Year 1, Term 3)</p>	<p>Farming (Year 2, Term 3)</p>	<p>Four countries of the UK (Year 1, Term 2)</p> <p>Transport - Waterways- (Year 2, Term 1)</p> <p>River Nile-Ancient Egypt- (Year 3 Term 2)</p>
<p>Future Links to this Unit</p>	<p>Transport – Industrial revolution in Doncaster (Year 4, Term 1)</p> <p>Settlement choices – Romans (Year 4, Term 2)</p> <p>Settlement choices – Industrial revolution (Year 4, Term 1)</p>	<p>Rivers (Year 3, Term 3)</p> <p>Trade links (Year 4, Term 1)</p> <p>Romans (Year 4, Term 2)</p> <p>Slavery (Year 5, Term 1)</p> <p>Amazon River (Year 5, Term 3)</p>	<p>Industrial Revolution-canal as transport links (Year 4, Term 1)</p> <p>Amazon River (Year 5, Term 3)</p> <p>Climate change (Year 6, term 3)</p>

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.
- 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.
- To be able to examine population density.
- To know that Skara Brae is one of the biggest Neolithic settlements anywhere in the world. It is

Place Knowledge

- To know about Egypt.
- To locate Egypt on a map.
- To know about 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 the name of and locate a number of the world's longest rivers.
- 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 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

Place Knowledge

- Know at least five differences between living in the UK and **Bangladesh**

Locational Knowledge

- Know the name of and locate a number of the world's longest rivers.
- Know and label the main features of a river;
- 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 Carr Lodge. (The River Don)
- Know the names of some of the world's highest mountains;
- To know that rivers do flood.
- To know the effects of flooding on people and community. (Bentley/Fishlake floods)
- To locate and name some of the major rivers in the UK- (which ones?)
- 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 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

	<p>located on the Orkney Islands, which lie off the North-East coast of Scotland.</p> <ul style="list-style-type: none"> To know why locations for settlements were chosen. <p>Physical and Human geography</p> <ul style="list-style-type: none"> 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. 		<p>Geographical Skills and fieldwork</p> <ul style="list-style-type: none"> Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. Undertake simple fieldwork within school locality-visit to a river Use maps to locate European countries and capitals; Use a globe to gain a better understanding about countries' location (USA and Russia, for example); REVISIT T2-Know and name the eight points of a compass.
Disciplinary Knowledge (Geographical Enquiry Skills)	Use Geographical Knowledge to explain-	Use Geographical Knowledge to explain-	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, Domesticated, Trade, Trader/Merchant Nucleated, isolated, linear, dispersed.	Trade Inundation, Irrigation	springs, mountain, stream, channel, valley, floodplain, lakes, estuary, coastline, mouth, source, meander, waterfall, erosion, deposition, tributary, oxbow lake, delta,
Significant People and Places	Skara Brae	River Nile, Egypt, Africa	Doncaster: River Don England: Thames, Trent, Severn, Tyne, Ouse, Great Ouse, Wye, Tweed, Exe Europe: Volga, Danube, Rhine Asia: Ob, Yellow (Huang He), Yangtze (Chang Jiang), Ganges, Indus, Tigris, Euphrates Africa: Nile, Niger, Congo South America: Amazon, Parana, Orinoco North America: Mississippi, Missouri, Colorado, Rio Grande, Yukon, Visit to the River Don.
Additional Experiences	See History Overview	See History Overview	

			Loosehill Hall – 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. Visit to the coast
Career Links			Meteorologist, Weather presenter British Waterways / Canal and River Trust
Planning resources	Charles Dickens Primary School Knowledge Organiser – Skara Brae Oak Academy – lots of useful resources https://nechellsacademy.e-act.org.uk/wp-content/uploads/sites/12/2021/05/Medium-Term-Plan-Geography-with-EY-1.pdf - Geography medium term plan	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.
Year 4			
Year Group and Title	Why do we export from Yorkshire? CONCEPT - TRADE and ECONOMY	Why, geographically, did the Roman Empire fall? CONCEPT - PLACE, TRADE and SETTLEMENTS	Why do people choose to live in dangerous places? CONCEPT - SUSTAINABILITY and CLIMATE
National Curriculum Link	<p><i>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.</i></p> <p>Pupils should be taught to:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> • 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) <p>Place knowledge</p> <ul style="list-style-type: none"> • 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> • 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 <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • 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	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	Term 2 is a History Focused Term Romans Anglo Saxons, Scots and Vikings	In this unit, the children will initially learn about the Viking and Anglo-Saxon battles for power in the United Kingdom (3 weeks at the start of term).

	<p>compare trade in Doncaster (UK, a developed country) with a developing country.</p>		<p>The geography focus in the remainder of the 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.</p> <p>Story Idea:</p>
<p>Prior Knowledge</p>	<p>Knowledge of transport (Year 2, Term 1) Knowledge of trade routes. (Year 2, Term 3) Knowledge of rivers as a trade route. (Year 3, Term 3) Knowledge of how trade affects the development of settlements (Year 3, Term 1)</p>		<p>Rivers – flooding (Year 3, term 3) Romans – Pompeii and Mount Vesuvius (Year 4, Term 2)</p>
<p>Future Links to this Unit</p>	<p>Romans – Impact on road infrastructure (Year 4, Term 2)</p>		<p>Climate change (Year 6, Term 3)</p>
<p>Substantive Knowledge</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> ● REVISIT Yr 2-Name and locate the world’s seven continents and five oceans ● ● Know the names of and locate at least eight major capital cities across the world-(not including the 4 ok the UK already learnt) : <ul style="list-style-type: none"> ○ China-Beijing (Y6 term 3) ○ Japan -Tokyo- (Y1 term 3) ○ Indonesia -Jakarta- (Year 2 term 3) ○ Australia- Canberra (y1 term 3) ○ France-Paris ○ Germany- Berlin ○ Spain-Madrid ○ Italy-Rome <p>Place Knowledge</p> <ul style="list-style-type: none"> ● To compare Doncaster (UK, a developed country) with a developing country-Peru and it’s main industry- <i>Mining and Refining of Minerals; Steel; Metal Fabrication; Petroleum Extraction and Refining</i> ● Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom- Doncaster and a developing country- ● Know a developing country is a country whose standard of living, income, economic and 		<p>Locational Knowledge</p> <ul style="list-style-type: none"> ● 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 ● Locate Haiti and the Dominican Republic on the map <p>Environmental, Human and Physical Geography</p> <ul style="list-style-type: none"> ● To know what a tectonic plate is. ● To know what causes an earthquake. ● To know what effect earthquakes can have. <ul style="list-style-type: none"> ● To know what a tsunami is. ● To know how a tsunami is different to an earthquake. <ul style="list-style-type: none"> ● Label the different parts of a volcano. ● To know where volcanoes are located. ● To know if the northern or southern hemisphere has more volcanoes. ● To know what causes a volcanic eruption. ● To know what makes an active volcano. ● To know what effect volcanoes can have. ● To know why people choose to live by a volcano. <ul style="list-style-type: none"> ● 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

	<p>industrial development remain more or less below average.</p> <p>Environmental, Physical and Human geography</p> <ul style="list-style-type: none"> • 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. <p>Skills and fieldwork</p> <ul style="list-style-type: none"> • Use Google Earth to locate a country or place of interest- To know where the main industrial areas of Doncaster are on a map. • Know how to plan a journey within the UK, using a road map; to deliver products. 		<p>resources including energy, food, minerals and water for a region of Japan and Haiti</p> <p>Place Knowledge</p> <ul style="list-style-type: none"> • To know where Pompeii is. • To know that Pompeii was preserved due to the eruption of Mount Vesuvius. • To know about other natural disasters- earthquake, tsunami and volcano • To know why people may live near a volcano • 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 Haiti is so susceptible to earthquakes. • To know Haiti 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 North American plate and the Caribbean plate. <p>Geographical Skills and fieldwork</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes; • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian; • Distinguish between the Northern and Southern hemisphere on both a world map and a globe • To draw own maps demonstrating land use- using keys, symbols, compass points and 4 figure grid references
Disciplinary Knowledge (Geographical Enquiry Skills)	Why do we export from Yorkshire?		Use geographical Knowledge to explain- Why do people choose to live in dangerous places? Considering- deprivation, land use, economy, trade, climate
UN Sustainability goal			Sustainability goal 7 – Affordable and clean energy
Example Vocabulary	Economy, industrial revolution, trade links, export, import, distribution, developing country, developed country, supply chain		Aftershock, tsunami, fault, tremor, magnitude, landslide, compression Tectonic plate, Richter, seismometer
Significant People and Places	Doncaster, Peru, Yorkshire		Mount Vesuvius Japan, Ring of Fire
Additional Experiences	See History Overview		One Day Creative workshop –Earthquake and volcanoes https://www.planmyschooltrip.co.uk/1324/Earthquakes-&-Volcanoes.php
Career Links			Seismologists

Year 5			
Unit Title/Enquiry	What is an empire and do people build geographical empires today? Why do countries/leaders build empires? CONCEPT - ECONOMY AND TRADE	Who were the Tudors and what impact did the period in time have on modern Britain? CONCEPT- PLACE and TRADE	What will happen when all the forests are gone? How can we stop deforestation? CONCEPT - CLIMATE and SUSTAINABILITY
National Curriculum Link	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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	
Unit Overview	History focus unit In this unit, the children will continue to develop their knowledge of Britain in the past. The children will use their geography skills to use maps to learn about the growth and demise of the British Empire and the journeys utilised as part of the slave trade.	History focus unit In this unit, the children will live 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.	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.
Prior Knowledge	<i>Know about the UK (Year 1, Term 1)</i> <i>Know about the seven continents and five oceans (Year 1, Term 3)</i> <i>Know the difference between import and export (Year 4, Term 1)</i>	<i>To know during Tudor times how the British Empire was formed. (Year 5, Term 1)</i> <i>Understand what trade is and know the difference between import and export. (Year 4, Term 1)</i>	<i>Transportation of food products (Year 2, Term 3)</i> <i>Knowledge of the Amazon Rivers (Year 3, Term 3)</i> <i>Natural disasters (Year 4, Term 3)</i> <i>Trade links (Year 4, Term 1 and Year 5, term 1)</i>
Future Links to this Unit	<i>Human rights – countries involved in the human rights movement – slave trade (Year 6, Term 1)</i>		<i>Climate change (Year 6, Term 3)</i>
Substantive Knowledge	Locational Knowledge <ul style="list-style-type: none"> REVISIT Y4- Know the names of and locate at least eight major capital cities across the world- (in addition to the 4 ok the UK –Year 1) : China-Beijing (Y6 term 3) Japan -Tokyo- (Y1 term 3) Indonesia -Jakarta- (Year 2 term 3) Australia- Canberra (y1 term 3) France-Paris Germany- Berlin Spain-Madrid Italy-Rome (Y4 Term 2) History Link-	Locational Knowledge To know the names of a number of European Capitals- as a minimum the following: France- Paris –Y5 Term 1 Germany-Berlin-Y5-Term 1 Italy-Rome- Y4 Term 2 Spain-Madrid Poland-Warsaw Belgium-Brussels Netherlands-Amsterdam Portugal-Lisbon (plus 4 countries and capitals ok the UK from Yr 1 Term 2) History link-	Building upon knowledge of rainforests from Year 2 Term 3 study on Palm Oil. Locational Knowledge <ul style="list-style-type: none"> To locate on a map the places ruled by the Benin civilisation. Place Knowledge <ul style="list-style-type: none"> 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.

	<p>Place Knowledge</p> <ul style="list-style-type: none"> To know about the growth of the British Empire in 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 Britain compared to the violence, disease and famine this brought to the people colonised such as India, Jamaica, Australia <p>Locational Knowledge</p> <ul style="list-style-type: none"> To be able to locate the countries in the British Empire on a map. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> 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. Know main human and physical differences between a developed and third world country- India (building on concepts from Year 4 Term 1- Peru) 	<p>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.</p> <p>Geographical Skills and fieldwork Use Google Earth to locate a country or place of interest Use world maps, atlases and globes;</p>	<ul style="list-style-type: none"> To understand the threats facing the rainforests and to think about what can be done to protect them. <p>Environmental, Physical and Human geography</p> <ul style="list-style-type: none"> 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. <p>Geographical Skills and fieldwork</p> <ul style="list-style-type: none"> 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 To know about the lines of longitude and latitude. To use graphs and data to compare the rainforest with other locations.
<p>Geographical Enquiry Skills</p>	<p>What is an empire and do people build geographical empires today? Why do countries/leaders build empires? (Economic Status, Trade Control, Power) To understand in answering key question that – an Empire is a term used to describe a group of territories ruled by one single ruler or state. Empires are built by countries that wish to control lands outside of their borders. Throughout history, empire builders have introduced new people, practices and rules to their 'new' lands and used its resources for their own gain, at the expense of the indigenous people – the people that inhabited the land first. This process is called 'colonialism'.</p>		<p>What will happen when all the forests are gone? How can we stop deforestation?</p> <p>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.</p>
<p>UN Sustainability goals</p>			<p>Sustainability goal 12 – Responsible consumption and production</p>
<p>Example Vocabulary</p>	<p>Atlantic passage trade, slave, ship, Empire, Colony, Trade, Trans-Atlantic, Empire, Triangle trade</p>	<p>New world, exploration, discovery, voyage,</p>	<p>biome, emergent layer, canopy, understory and forest floor, deforestation, endangered, indigenous, biodiversity, extinction, destruction, temperature</p>

Significant People and places	West Africa, America, British Empire, Africa, Europe	America – Brazil, Caribbean	Mesoamerica Amazon rainforest (Brazil), Congo (Africa)
Additional experiences	See History Overview	See History Overview	Leeds – Tropical World – Rainforest biome - https://tropicalworld.leeds.gov.uk/group-visits
Career Links			Farmers, loggers, rubber tapper, conservationist,
Planning resources	Knowledge organiser – British Empire - Map		Blocked curriculum – Rainforests, South America Great resource - https://ypte.org.uk/lesson-plans/rainforests
Year 6			
Unit Title/Enquiry	Which people have fought for my rights? CONCEPT - PLACE and ECONOMY	What are we fighting for? CONCEPT - PLACE and SUSTAINABILITY (early developments)	Why are we fighting for our future? CONCEPT- CLIMATE, TRADE & SUSTAINABILITY
National Curriculum Link	<p><i>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.</i></p> <p>Pupils should be taught to:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> 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) <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> 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. <p>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</p>		
Unit Overview	<p>What are the strengths and weaknesses of the Greek economy?</p> <p>The children will use their geography skills to use maps to see the growth and demise of the Greek Empire.</p>	<p>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.</p>	<p>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.</p>

	<p>They will study modern day Greece and the industry it has now developed and why some of these industries would not be as successful in the UK.</p>		<p>Children will use their previous learning links/different people to justify their response to the following question: Can one person really make a difference?</p>
<p>Prior Knowledge</p>	<p><i>Locations of all the places studied whilst at CLA.</i> <i>Countries within the Roman Empire (Year 4, Term 2)</i> <i>Countries within the British Empire (Year 5, Term 1)</i> <i>Discovery of the New World (Year 5, Term 2)</i> <i>To know about the rainforest biome (Year 5, Term 3)</i></p>	<p><i>Locations of all the places studied whilst at CLA.</i> <i>Know the seven continents and five oceans (Year 2, Term 3)</i> <i>Growth of the Roman Empire (Year 4, Term 2)</i> <i>Growth of the British Empire (Year 5, Term 1)</i> <i>Discovery of the New World (Year 5, Term 2)</i> <i>Growth of the Greek Empire (Year 6, Term 1)</i></p>	<p><i>Know about food production and transportation (Year 2, Term 3)</i> <i>Know about rivers and flooding (Year 3, Term 3)</i> <i>Know about developing countries (Year 4, Term 1)</i> <i>Know about natural disasters and the impact of climate change (Year 4, Term 3)</i> <i>Know about rainforests and the impact deforestation (Year 5, term 3)</i> <i>Knowledge of biomes (Year 5, Term 3)</i></p>
<p>Substantive Knowledge</p>	<p>Locational Knowledge To know where Greece is on a map (Y3 term 1) To know where the Greek Empire expanded to and locate the countries on a map. Know about time zones and work out differences</p> <p>Environmental, Human and Physical Geography REVISIT-Y5 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.</p> <p>Place Knowledge-Greece Topographical Features- Mountains, coasts, hills and rivers To know at least five differences between living in the UK and Greece To know at least five differences between living in the UK and Greece</p> <p>Human and Physical Geography Know why industrial areas and ports are important to Greece Know Greece's main industries are tourism, shipping, industrial products, food and tobacco processing, textiles, chemicals, metal products, mining and petroleum.</p>	<p>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- Finland-Helsinki Estonia-Talin</p> <p>(SPORCLE useful tool for this)</p> <p>Environmental, Physical and Human Geography To know about post war development of nuclear energy.</p>	<p>Locational Knowledge- Know a growing number of Capital Cities around the World building on knowledge in Year 4 and 5 and countries studies through KS1 and KS2:</p> <ul style="list-style-type: none"> ○ England-London ○ Wales- Cardiff ○ China-Beijing ○ Japan-Tokyo (links to Y1) ○ Indonesia- Jakarta (links to Y2) ○ Australia- Canberra (Y1) ○ France-Paris ○ Germany- Berlin ○ Spain-Madrid ○ Italy-Rome (links to Y4 Term 2) ○ Egypt- Cairo (Year 3 Term 2) ○ Bangladesh- Dhaka ○ Haiti- Port-au-Prince (Year 5 term 3) <p>Environmental, Human and Physical Geography</p> <ul style="list-style-type: none"> • To understand the meaning of climate change. • To know the difference between climate and weather. • To know about carbon footprint. • 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 fair trade. • To know how fair-trade impacts on people's lives. • To know about deserts. • To locate the world's largest deserts on a map.

			Geographical skills and fieldwork: <ul style="list-style-type: none"> To know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Know how to use the eight points of a compass, 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 Know what most of the Ordnance Survey symbols stand for Know how to 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.
Disciplinary Knowledge (Geographical Enquiry Skills)	What are the strengths and weaknesses of the Greek economy?		Can one person really make a difference?
UN sustainability goal			Sustainability goal – 13 climate change
Example Vocabulary	Expansion Biomes, arid, fertile, densely, craggy, Tundra, Taiga, Steppe, Desert, Mixed forest, Tropical, Savann, Montane Trade links, Natural resources	See History Overview	Off-setting, climate, weather, climate change, fair trade Green tariff
Significant People and Places	Athens,	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/

Geography Themes Overview

	Term 1 Identity and Social Justice	Term 2 Power, Leadership and Invasion	Term 3 Sustainability and the Impact on our World
Nursery	Place and Community	Place and Community	Sustainability and Weather
Reception	Place and Community	Place and Community	Sustainability and Weather

Year 1	Settlements	Place	Sustainability and Climate
Year 2	Transport	Settlements	Trade, Climate and Sustainability
Year 3	Settlements and Agriculture	Trade and Economy	Sustainability and Climate
Year 4	Trade and Economy	Place, Trade and Settlements	Sustainability and Climate
Year 5	Trade and Economy	Place and Trade	Sustainability and Climate
Year 6	Place and Economy	Place and Sustainability	Sustainability, Climate and Trade

Geography Mapping Progression

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Introducing positional directional language	Using positional and directional language	Introduction of 4 compass points	Using 4 point compass	Introducing 8 point compass	Using 8 point compass	Using 8 point compass	Using 8 point compass
				Introducing 4 figure grid references	Using 4 figure grid references	Introducing 6 figure grid references	Using 6 figure grid references
		Continents on a simple world map	Continents and oceans on a world map- countries outlined.	Different types of base map. Tectonic Map	Different types of base maps. Overlays	Overlays, Economics/Resource Maps	Overlays, Economics/Resource Maps
		Equator	Equator Northern/Southern Hemisphere	Equator Northern/Southern Hemisphere	Equator Northern/Southern Hemisphere	Latitude/Longitude/Tropics of Cancer/Capricorn	Time Zones
				Introducing Scale	Using Scale	Using Scale	Using Scale
		Basic Key Symbols	Basic Key Symbols	Basic Key Symbols	Introduce new key symbols	Introduce new OS Maps symbols	OS Maps Symbols Introduce Contour lines

Geography Concepts Overview

	Term 1 Identity and Social Justice	Term 2 Power, Leadership and Invasion	Term 3 Sustainability and the Impact on our World
Nursery	Place and Community	Place and Community	Sustainability and Weather
Reception	Place and Community	Place and Community	Sustainability and Weather

Year 1	Settlements	Place	Sustainability and Climate
Year 2	Transport	Settlements	Trade, Climate and Sustainability
Year 3	Settlements and Agriculture	Trade and Economy	Sustainability and Climate
Year 4	Trade and Economy	Place, Trade and Settlements	Sustainability and Climate
Year 5	Trade and Economy	Place and Trade	Sustainability and Climate
Year 6	Place and Economy	Place and Sustainability	Sustainability, Climate and Trade