Long Term Geography Coverage

Intent

The Geography curriculum at Athersley North Primary aims to develop pupil's geographical skills such as collecting and analysing data and interpreting a range of sources such as maps, diagrams, globes and aerial photos. Pupils will develop their enquiry skills to a high standard and deepen their understanding of geographical concepts by developing key questioning skills.

The Geography curriculum sets out to develop independent thinkers who take responsibility for their learning and aspire to overcome obstacles in order to become critical learners. Pupils will develop their knowledge of the local area and develop strong relationships within the local community. Pupils will also develop their understanding of wider communities within Barnsley and South Yorkshire and in turn develop a strong understanding of key events in the wider world.

At Athersley North, we want to engage pupils in the Geography curriculum, so they are able to see that there are many exciting opportunities to go out and explore. We want pupils to aspire to travel and see the world for themselves one day and have the skills needed to navigate through adult life.

At Athersley North Primary, we have chosen seven areas of Geography which we believe will engage pupils in their Geography learning. We have developed these into progression stands and believe that these four progression areas will enable pupils to embed a strong understanding of the Geography curriculum and in turn leave Athersley North as "geographers".

Progression areas:
- Place knowledge
- Location knowledge
- Human and physical geography (parts 1 and 2)
- Geographical enquiry

At Athersley North, we believe that the geography curriculum is also driven by our eight key concepts of substantive knowledge. We believe that these key substantive concepts act as the "golden nuggets" of geography and will also help to develop pupils' citizenship. A strong understanding of these eight substantive concepts will also help pupils make strong connections and links between a range of geographical events. Our key substantive concepts are: Sustainability, Environment, Climate, Inequality, Diversity, Development, Settlement and Location.

	Reception	KS1	KS2
National Curriculum Objectives	**People, Culture and Communities.** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	**Locational knowledge** 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 **Place knowledge** 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 **Human and physical geography** identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South **Poles** use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** use 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 use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	**Locational knowledge** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geography – key stages 1 and 2 4 **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Autumn Term

	Reception	Y1/2 (cycle a)	Y1/2 (cycle b)	Y3/4 (cycle a)	Y3/4 (cycle b)	Y5/6 (cycle a)	Y5/6 (cycle b)
Topic	To know that there are many countries around the world. (Au1) To know that people in other countries may speak different languages. (Au1)	Our Local Area	Our Country	Settlement and Land Use	What's it like in Sheffield?	The Amazing Americas	Magnificent Mountains
Objective		**Place knowledge** understand geographical similarities and differences through studying the human and physical geography **Human and Physical Geography** use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and Fieldwork** 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	**Place knowledge** 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 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather **Locational Knowledge** Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	**Human and physical geography** To describe and understand key aspects of human geography including land use in the context of using sketch maps. **Geography skills and fieldwork** 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 in the context of drawing a sketch map. Use maps and atlases to describe land use in the context of thinking about urban and rural areas. To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Coverage for this needs some thought.	**Locational Knowledge** To 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 in the context of locating Sheffield	**Geographical skills and fieldwork** To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of North and South America. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies in the context of undertaking fieldwork to identify human and physical features of the local area. **Human and physical geography** Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of comparing how weather and climate across America is affected by geographical location. **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America in the context of comparing human and physical features of the local area with a region of North America **Locational Knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities in the context of learning about the wonders of the world and where they are located (specifically those of the Americas). To 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	**Geographical skills and fieldwork** To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of mountain ranges. and climates. **Human and physical geography** To 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 in the context of mountain tourism. To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountains. **Locational Knowledge** To 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 in the context of mountain ranges. To 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) in the context of hills and mountain ranges.
Coverage		**Key questions: How is our community seen by the people who live here? 1. What Is Our Local Area Like? Start with ANPS. Find ANPS on Google Maps. Treasure hunt around school. Use school's map to mark out the treasure hunt. They will follow the map to different places- inside and out to find different pictures of the school. Identify different places in the school from the pictures and follow the map to find where they need to go next. As children are walking around the school, discuss different things that we can see. Children to take photos on the iPad. Move back to class and show ANPS and AN on Google maps. What different places can we see on the aerial view? Where have you been? What are the important places in our local area? Why? What is our local area called? What do you know about our local area? What do you like/ dislike? Children to work in teams to label three important places in their local area. 2. Out and About Fieldwork-Give a guided walk of the local area, point out significant places, landmarks, human and physical features, types of land use relevant; open space, businesses, facilities, places of worship, services, children's houses. Children use a draft street map or simple aerial plan to label points of interest along the way. E.g. Point 1 = School Point 2= Community Shop Point 3= Local playground. Can children interview different people from the local area? (Community shop, Lindhurst Lodge) What do they like about our area? What would like to see improve? What is important to them in the local area? NOTE- THROUGHOUT ALLOW CHILDREN TO TAKE PHOTOS ON IPADS OF THE IMPORTANT PLACES THEY SEE. 3. Fieldwork Follow Up - Ts to prepare photos of the children's journey prior to the lesson. Display photos and children to create their own linear journey map. Children to order the photos from start of the walk to the end. Children to then describe the walk and what they saw/ who they spoke to. Then show on an aerial view. Can children locate key points on an aerial view of the local area? Draw the routes we took on the walk. Introduce compass points at this stage. Discuss the different buildings we could see- e.g. shops and homes. What different types of homes were there? Summarise by showing Geography website and quiz the children. Can they identify the different places in AN on the pictures? Add on to a large map of AN. 4. What parts of our community are important to different people? NOTE- prior to the session, interview three people. Elderly, teenager, mum. See if they will be recorded answering a couple of questions about AN. Can children identify where in the community is important and why. Choose 3 places for children to write about. E.g. Lindhurst Lodge, Community Shop, Library. 5. Hook for apply- Barnsley council have written to the school to ask for their ideas. Barnsley council want to develop three different places in Athersley North. 1- a place for elderly. 2-a place for young families. 3- a place for teenagers. Children to identify where a specific area can go on a map giving reasons why. Why will it go there? E.g. close to Lindhurst Lodge/in the middle of AN. Close to the fields. Children to begin to design their area on a design sheet. Children to identify why they would include specific features in specific places. E.g. bird watching hunt/ pond dipping close to the woodland areas. Relaxing garden close to Lindhurst Lodge. Session 6 Apply: Community in a box- children to create a box that focuses on a part of Athersley "to be developed" for different members of the community. Different groups complete box for different age ranges. E.g. elderly, teenagers, young families and children. It may focus on a peaceful garden for elderly/playground with lots of equipment for younger children. Children map out where the area will go on the map.**	**Key question: What makes our country special? Why do people want to visit?** Session 1- Where do we live? Children identify where they live- Barnsley. Children pin point on a map. Children to identify the country that we live in- England. Children look at a range of places in England. Use aerial and land views. Children to discuss the difference between these places on the map. Children to then study differences between town and country. Link to human and physical geography. Session 2- In depth study of England and capital city and flag. Discuss important landmarks. Discuss city features and coast/ country side features. What makes England special? What do you want to visit? Why? Session 3- In depth study of Northern Island and capital city and flag. Discuss important landmarks. Discuss city features and coast/ country side features. What makes NI special? What do you want to visit? Why? Session 4-In depth study of Scotland and capital city and flag. Discuss important landmarks. Discuss city features and coast/ country side features. What makes Scotland special? What do you want to visit? Why? Session 5-In depth study of Wales and capital city and flag. Discuss important landmarks. Discuss city features and coast/ country side features. What makes Wales special? What do you want to visit? Why? **Session 6- Apply- Children to create their own "visit X" advertisement. Children to showcase everything they have learnt about their chosen country. Then children summarise by playing quiz- landmarks/ flags match up. Answer key question and record observations.**	**Key question: Why are there more shops and services available as settlements get bigger?** Session 1- How and why do settlements grow? Children learn about language relating to settlement type- town, city, village, hamlet. Children will learn about the factors that effect the growth of settlements- rivers, flat land (build and grown crops), natural resources. What might be a good place for a settlement? E.g. A place that is close to... Session 2- Use of Digi Maps to compare and contrast the development and growth of Barnsley. 1890s, 1950s to present day. Look at maps from Digi Maps. What can we see? What can't we see? When did the biggest change happen? How did it change? When/How did it grown more quickly? Activity- 3 maps over time. Can they recognise what has changed and what is different? Session 3- Shops and services. Compare Athersley and Barnsley. Answer the question- why does Barnsley have more shops and services than Athersley? Complete Venn diagram for comparison. Session 4- Investigate- correct or incorrect? "With higher numbers of population, there are more shops and services available" what do we need to do to investigate that question? Plan an investigation- find out information to prove the statement correct/incorrect. Firstly compare Athersley and Barnsley. Population from the census. Compare transport links. Land use survey- walk down streets and classify different shops. Tally up. Collate data. Can children visit Barnsley or complete a virtual field work? Session 5- Presentation of findings from session 4. **Session 6 Apply- Revisit past and talk about present. Discuss how Barnsley might change in the future? Link to new developments in Barnsley.**	**Key question: How and why is Sheffield changing? What will it look like in the future??** Session 1- What is Sheffield like? Children will identify Sheffield on a map and study images of Sheffield using maps- Google Maps aerial and satellite view. Where about is Sheffield? What places are near Sheffield? How would we get there? What type of settlement is it? (city) Children to identify buildings/ facilities/ natural landscapes. Plot Sheffield on a map and mind map findings. Session 2- What Is the Landscape Like? Children refer back to previous lesson. Develop their understanding of Sheffield by mapping out the landscape. Children to identify specific features. E.g. industrial areas/ natural areas Can children map out specific areas of Sheffield on a map? Use a colour coded key for industrial, green spaces etc. Discuss where there might be more people and why. Session 3- Use of Digi Maps to compare and contrast the development and growth of Sheffield. 1890s, 1950s to present day. Look at maps from Digi Maps. What can we see? What can't we see? When did the biggest change happen? How did it change? When/How did it grown more quickly? Session 4- What different types of land-use can we find? Are there any green spaces? What are they used for? Children to discuss human/ physical geography children to label key areas of Sheffield (use pictures) with human/physical features. Encourage children to identify physical features in built up areas. Session 5- What areas of Sheffield are under development? How and why is Sheffield changing? How will these developments benefit the people of Sheffield? Research current developments in Sheffield and reasons why they are happening. E.g. housing- population growth. Possibly find interviews/ radio broadcasts of people explaining developments. Map out where these developments are happening. Session 6-What will Sheffield look like in the future? Children to predict what Sheffield may look like in the future giving reasons. Children to create a map of Sheffield for the future. Children will add specific areas to appropriate places on the map. E.g. nature space close to river. Faster railway. Children will use map symbols. Children will present their maps and be able to explain why they have developed Sheffield in such a way. Answer key question during this session.	**Key Question: How do people live and work within different natural environments?** Kenai Fords national park in Alaska USA. Bryce Canyon Utah. Amazonia - Ecuador South America. Kenai- preservation. Bryce- tourism. Ecuador- indigenous communities. Session 1- Introduce children to key places mentioned above. Children to identify continent they are in, identify if they are in the Northern or Southern Hemisphere. Make predictions about what the climate is like. Give reasons and "prove it" using knowledge of world map. Locate where places are on map. reference latitude/ longitude and time zones. Session 2- research and learn about Kenai Fjords national park in Alaska. Use the internet, Google maps and atlases to locate and plot on a map. Children research climate, terrain, why it is a significant place, what you would do there and what people do for work there. What is the environment like? How do people live and work within this environment? What are the benefits? Session 3- Research Byrce Canyon. What is the environment like? How do people live and work within this environment? What are the benefits? Compare similarities and differences between Byrce Canyon and Kenai Fjords. Session 4- Research Amazonia - Ecuador South America. What is the environment like? How do people live and work within this environment? What are the benefits? How do indigenous communities live within this environment? How do they earn money? What is their culture like? Compare similarities and difference between Bryce Canyon and Ecuador. (NOTE LESSONS 2-3 use the website for a virtual tour:https://artsandculture.withgoogle.com/en-us/national-parks-service/parks) Session 5- Children learn about the threats to a specific place. What does the future hold for X? Kenai Fjords- climate change. Bryce Canyon- air pollution affecting ecosystems. Ecuador- pesticide in water, COVID 19 state of emergency and Oil spill in ocean. If this is not stopped, what might happen to these places? What could be done to stop this? Session 6- Apply session. Can children work together to research how they might combat one of the issued highlighted in session 5? Children work in groups to put together a "support plan" to help the people living and working within these places. Children present their findings and ideas. NOTE- may be useful to book out laptops for these sessions.	**Key question: How and why are mountanis formed?** Note all lessons specified on LTP has planning and resources to adapt. Follow link: https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/ Session 1- Mount Everest. Children will answer the questions… Where is Mount Everest located? How high is Mount Everest?What is the landscape like? How do the features of the landscape change at altitude? What is the weather like? How does this change? What are conditions like for people climbing the mountain? Who were Edmund Hillary and Tenzing Norgay? How did they reach the summit of Mount Everest? What did they experience during their ascent? What did they do when they reached the summit? Session 2- Mapping mountains. Name and locate the seven highest peaks in each continent. Children will name and locate the mountains of the UK, understand what an OS map represents, locate Snowdon on an OS map and understand the key features of an OS map including: compass directions, the key, 4 and 6 figure grid references, grid squares and scale. They will interpret an OS map to answer questions about a locality: Snowdon. Children will answer the questions… What is a mountain? Is all high land a mountain? Session 3- The formation of mountains.Children will understand more about the structure of the earth, the role of plate tectonics in forming mountains, that mountains can be formed in different ways, the formation of three types of mountain: Fold Mountains, Fault Block Mountains and Dome Mountains. Children will be able to name mountains exemplifying each formation and understand that mountains change over time. Session 4-Volcanoes. Children will understand more about the structure of the earth and the role of plate tectonics in forming volcanoes. Children will understand that volcanoes come in many shapes and sizes, but primarily occur at the boundary between tectonic plates. They will understand the difference between Constructive, Destructive and Transform plate boundaries and understand why and how a volcanic eruption happens. Children will understand the structure of a volcano and be able to recognise this in cross section and be able to name and locate some of major volcanoes in North and South America and the UK and Ireland. Session 5- Volcanoes. A suitable home? Children will understand why people live on or near volcanoes and understand that volcanoes produce useful minerals and that these can be extracted. Children will understand that volcanic soils are fertile and good for agriculture and understand the importance of geothermal energy. Children will understand that the volcanic landscape and environment can be important for tourism and understand the dangers of living on or near volcanoes. Session 6- Earthquakes. What is an earthquake Children understand where earthquakes happen and understand the role of plate tectonics in the formation of earthquakes. Children will understand that earthquakes have different magnitudes and these impact differentl and they will be able to locate California and the San Andreas Fault. Children will understand the significance of the San Andreas Fault on the landscape and people of California and understand the potential dangers of the San Andreas Fault in the future. Additional Extension: To understand the events of the 2011 earthquake and tsunami in Japan. **Apply- Children will answer the key question. Complete class quiz and create a poster/ model show casing how mountains are formed.**
Key Knowledge and Skills		Knowlege - children will develop a sense of place within their community and will be able to identify physical and human characteristics of their local environment as a result of local field work. Children will begin to consider what community means and how a sense of community can be supported for a range of people. Skills- The children will learn to use an aerial view map of the local area. Children will map out a journey using a linear map. Children will also be able to create a route of the local area.	Knowledge- Children will learn about the 4 countries of the UK. They will learn about their capital cities and they will be able to identify their flag.Children will learn about important landmarks and will be able to explain what country they belong to. Skills-Children will be able to read a map of the UK and be able to pin point the 4 countries on the map.	Knowledge- Children will develop their understanding of what a settlement is. They will learn about the features a place needs in order for people to settle their. Children will learn about the changes to their local area over time and they will learn about how their immediate local area (Athersley) and the wider area (Barnsley) are similar and different. Children will make predictions of what Barnsley may look like in the future. Skills- Children will develop their understanding of map work to make observations. They will complete an investigation and complete a land use survery, tally chart and collate data.	Knowledge- Children will developed their understanding of where abouts the city of Sheffield is. Children will develop a sense of place and understand where Barnsley is in relation to Sheffield and other surrounding areas. Children will understand how Sheffield has developed over time and what specific parts of Sheffield are used for. Skills-Children will develop their understanding of map work to make observations. They will develop their research skills and also their understanding of specific map symbols.	Knowledge- Children will understand what the environment of three contrasting places in North and South America are like. They will be able to describe the features of key places and explain why a specific place is like it is. Children will learn about the lives of people who live and work in these places and be able to describe similarities and differences. The children will also learn about threats to an area and what can be done to combat these threats. Skills- Children will embed map work skills. They will be able to plot specific places on a map. Children will be able to pick out key features of a place by analysing a map and reading map symbols.	Knowledge- Children will learn about how mountains are formed and why it happens. They will develop their understanding of tectonic plates, volcanoes and earthquakes. They will embed their learning on volcanoes and earthquakes from their previous learning in LKS2. Skills- Children will be able to identify mountains on a map and read and OS map, understanding the key and symbols.
Progression	EYFS: Location Knowledge, Place knowledge, Human and physical geography,Geographical Enquiry	KS1: Place knowledge: A,B Geographical enquiry: B, C, D	KS1: Place knowledge: A, B, C Locational Knowledge A, B. Human and Physical 1: B, C. Geographical Enquiry: A	LKS2: Location knowledge: B. Human and Physical Geography 2: A. Geographical Enquiry: C	LKS2: Location knowledge: A, B Geographical Enquiry: A, B	UKS2 Place knowledge: A, B Location knowledge: C.Human and physical geography 1: A Human and physical geography 2: A	UKS2 Place knowledge: A, B. Human and physical geography 1: B, C
Substantive Concepts		Location, Development, Settlement	Location, Development, Settlement	Settlement, development, location	Settlement, development, location	Climate, environment, inequality, settlement, location, development	Location, environment, climate, development
Vocabulary	local, coast, land, ocean, map, atlas	Local, map, direction, compass, route, housing, country, village, town, city.	United Kingdom, , Europe, Seas, oceans, country, continent, capital city, map, equator, aerial view	feature, annotation, landmark, distance. Key, symbol. land use, urban, rural, population. Agriculture, forestry, coastal, freshwater	Sheffield city, Yorkshire, physical features, human features. Landscape retail, leisure, housing, business, industrial	Continent, North America, South America, Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone, Climate zone, climate, polar, arctic, temperate, tropical	Mountain, range, height, peak, contour, altitude,slopes, valley, summit, snow line, tree line, ridge, plateau. Fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain.
Cultural Capital	Children will use globes, atlases and Google Maps software to experience a range of countries around the world.	Children will experience a trip around their local area. Children will talk to a range of adults with different job roles in the local area to find out what are the most important parts of the local area.	Children will use Google Maps to experience a virtual tour of London. They will use webcam live software to view London in real time.	Children will take part in a local area study around Athersley North and also use Google Maps to experience a virtual tour of Barnsley town centre.	Children will visit Sheffield on the train and look at a range of buildings in Sheffield town centre.	Children will experience three different places in America. Children will complete a virtual tour of different areas in the Americas. https://artsandculture.withgoogle.com/en-us/national-parks-service/parks	Children will experience a virtual tour of a range of mountain ranges. Children will use Google Maps and Digi map software. https://www.virtualmountains.co.uk/

Spring Term

	Reception	Y1/2 (cycle a)	Y1/2 (cycle b)	Y3/4 (cycle a)	Y3/4 (cycle b)	Y5/6 (cycle a)	Y5/6 (cycle b)
Topic	To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Sp1) To know about David Attenborough (Sp1) To be able to look after the environment (Sp2) To know what to do to protect the environment (Sp2)	Wonderful Weather	Magical Mapping	Extreme Earth	Water	Raging Rivers	Our Changing World
Objective		**Human and physical geography** identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use 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	**Geographical skills and fieldwork** 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 **Locational knowledge** name and locate the world's 7 continents and 5 oceans	**Human and physical geography** To describe and understand key aspects of physical geography in the context of what is under the Earth's surface, volcanoes, tsunamis, tornadoes and earthquakes.	**Human and physical geography** Describe and understand key aspects of the water cycle in the context of learning about water pollution, learning about water pollution, treating process, about clouds and rain, changing states of matter. explaining the water cycle.	**Human and physical geography** To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the water cycle. To 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 in the context of rivers/ in the context of dams **Place Knowledge** To 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 in the context of rivers. To 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 in the context of rivers of the world. **Geographical Skills and Fieldwork** To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rivers.	**Human and Physical Geography** To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering/ context of coastal features/ context of coastal features./ in the context of erosion and weathering. To 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 by looking at how landscapes change over time. **Locational knowledge** To 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 in the context of coastal features/ in the context of the changing make-up of the United Kingdom. To 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 in the context of the changing international borders of Europe.
Coverage		**Key question: How does the weather affect people and places in different parts of the world? NOTE- Throughout the weeks, children to create a weather chart and discuss findings. What was the weather like this week? Why? What season does this link to?** 1. What is Weather? Children will learn about what weather and climate is and the difference between weather and climate. Children will sort the different types of weather we most likely get in the UK and compare to weather we don't usually get- e.g. tornadoes. Children sort weather cards and discuss if they have experienced these types of weather and what we do. E.g. when it is sunny we can go in the paddling pool. When it is raining we put our wellies on and jump in puddles. Children learn about climate. Look at map of UK and discuss what type of climate we have and why. 2. How Does the Weather Affect Us? Children will learn about the four seasons. Children will discuss the weather in different seasons. Children work in teams to create an outfit a person would wear in the four seasons and explain why. E.g. We need to wear a hat in summer to protect ourselves from the sun. 3. What is the weather like in the Arctic? Find the Arctic on a map. Children will learn about what the weather is like in a cold place. Children will learn about why the weather is like that (Is it close or further away from the sun?). Children research animals in that area and why the may need thick fur/blubber.How do people living in the Arctic survive? 4. What is the weather like in Africa? Find Africa on a world map. Children will learn about what the weather is like in a hot place (Is is close or far away from the sun?). Children will learn about why the weather is like that. Children research animals in that area and what they do to stay cool (come out at night, live underground). How do people living in the Africa survive? 5. Hot and Cold Weather- Children are set the challenge of planning a trip to a hot/cold place. Children firstly learn about why different places are hotter/colder. Link to the Equator and North and South Poles. Then, children to plan what they would pack if they were going to a hot place and what they would pack if they were going to a cold place. Challenge children to think about how the climate of different places can be affected by climate change. What can we do to combat climate change? Link to reduce, reuse, recycle. **6. Apply: Choose a couple of places from around the world. E.g. Kenya, UK, Sweden. Match images to the place. E.g. a winter coat- children to match to cold place and UK. Can they explain why? Refer back to key question. Children reflect and share their ideas about the key question. Teachers to record observations.**	**Key question: Why are maps an important tool?** Session 1-Children will develop their understanding of what a map is. Children will look at a range of maps and identify common features. E.g. key/compass. Children look at a map of Athersley North can they identify any areas they know? Then look at aerial view satellite version. What is the same? What is different? Which map do you prefer? Why? Session 2- Children to create a sketch map of their local area using compass directions and a key. Children plot human and physical features. Session 3. Viewing from Above - Children will develop their understanding of aerial views. Children to compare aerial views to land views. Can children map out a route using an aerial view? Use compass directions as a reference. What can children recognise? Can children identify human/physical features. Session 4- Children to continue to learn about aerial views. Children to move on from local area and look at costal places and city places. Discuss human and physical features. Can children match land view to aerial view? Session 5- Children to showcase what they have learnt in the session by working in teams to create of a Map for a Bee Bot to follow. Children to create their map with specific locations- human and physical. Children to create a key. Children to programme the Bee Bot and use specific language linking to compass directions etc. Session 6- Can children follow a map to get from one place to another? Map out a route to take in the local area. Children to use a map, plot routes and undertake their local area walk. Refer back to key question. Record observations.	**Key question: Why do people choose to live in dangerous environments?** Session 1- Children will be introduced to the topic by firstly understanding what is underneath the Earth's surface. Create models of what is underneath the Earth and how it has been formed over time. Can children name the layers of the Earth? (Practical activities) Session 2- Link back to first session. Focus on Volcanoes. What are they? How were they formed? What happens when a volcano erupts? (Possible project- to make a volcano). Session 3- Pros and cons of living close to a volcano. Children debate if they would live next to a volcano or not. Research why and how people live. Session 4 -Children will learn about what Earthquakes are and how they occur. Children create a model to represent an Earthquake. Link to tectonic plates. Discuss why people live in Earthquake zones and how they are prepared. What are the buildings like? What are the benefits of living here? Session 5- Children will learn about what can happen after an Earthquake- Tsunamis. What is a Tsunami? How do people prepare? How has it affected people? Discuss low risks and debate if children would/wouldn't live in these places. Session 6-Children to learn about Tornadoes. Children learn about what they are, how they are formed and how people prepare for these events. Children to learn about the safety precautions people undertake in order to stay safe. Can children create their own tornado-proof home? **Session 7- Apply Would you rather live X or X? Why? Children to compare two "extreme" places. Children to way up pros and cons of living in both places. Debate if they would rather live in one place or another and explain why. Link back to key question.**	**Key question: How does the water cycle work?** Session 1- Children will learn about Changing State. Act out different parts of changing state. Create diagrams/ models to demonstrate. Session 2. Children will learn about the water cycle. Children will learn about the different parts of the water cycle. Diagrams/ models. Complete an experiment as a class. (Google water cycle model). Session 3. Making Clouds and Rain Describe and understand key aspects of the water cycle in the context of learning about clouds and rain. Session 4. Treating Water Describe and understand key aspects of the water cycle in the context of learning about the water treating process. Video clips. Complete a water filtration experiment. Session 5. Floods Describe and understand key aspects of the water cycle in the context of learning about flooding. Children will learn about local flooding- most recent floods in Doncaster. How did it affect people? What happened as a result? Why did it happen? Find interviews about local floods. How did the people living in those area react? feel? Plot areas on a map. Discuss possible causes for the flooding linking to the maps. Use Digimaps to support. Session 6. Water Pollution Describe and understand key aspects of the water cycle in the context of learning about water pollution. Research places worst hit by water pollution. Plot on a map. Highlight using Digimap software, What are they close to? How can we combat water pollution? Posters. Session 7. Children will have the opportunity to reflect on their learning and apply what they have learnt to a final piece. Children could create a model/ show case/ poster of the part of the Water Cycle they found the most interesting and explain why. Children could recreate the Water Cycle, write a report etc. Teacher's choice.	**Key question: How can rivers impact on people's lives?** NOTE- BEFORE TEACHING THE TOPIC ON RIVERS. ORGANISE A TRIP TO CROWDEN- THE TEAM TALKS CHILDREN THROUGH RIVER SYSTEMS. https://www.peakdistrict.gov.uk/__data/assets/pdf_file/0017/75140/New-River-Study-Teachers-Notes.pdf All lessons specified on LTP has planning and resources to adapt. Saved on shared drive. Session 1- Journey of a river- Children will understand how rivers are formed. Children will understand that the features of a river and the surrounding landscape change from source to mouth. Session 2-Flooding. Children will understand the factors that cause rivers to flood. Children will understand what happens to the physical environment when flooding occurs. Children will understand the human impact of a major flood event. Children will understand how to prepare for flooding. Session 3-Mapping the River Thames. To name and locate the five longest rivers in the UK. Children will understand the key features of an OS map including: Compass directions, the key, four and six-figure grid references, grid squares, scale, contour lines. Children will interpret an OS map to answer questions about a locality: the River Thames. Session 4-The River Thames. Children will answer the following questions... What are the physical characteristics of the River Thames? How does the River Thames shape the surrounding landscape? How does the River Thames change throughout its course? How do people interact with the River Thames and surrounding landscape? Why is the River Thames liable to flooding? What is the role of the Thames Flood Barrier in preventing flooding? How does the Thames Flood Barrier work? Session 5- Waterfalls. Children will answer the following questions... In what course are waterfalls a feature? How are waterfalls formed? What physical processes are involved in their formation? What features are characteristic of waterfalls? How do humans use waterfalls? (With an emphasis on tourism and hydro-electric power). Which waterfalls have global significance? (Angel Falls in South America- the highest waterfall in the world, Niagara Falls in North America- which attracts 12 million tourists every year). Which waterfalls are significant in the UK? (Gaping Gill the highest in England and High Force- with significant gorge development). Session 6- Pros and cons for living close to a river. Children to answer key question. Create pros/ cons report and complete class debate.	**Key Questions: How has our world changed over time? What might our world look like in the future?** (Note- use TWINKL unit of work and adapt to suit the needs of classes. Also use Digimaps to support T and L) Session 1-Weathering and erosion. Children will explain how water and weather can change the landscape. Complete weathering and erosion experiment. Session 2. Coastal Features. Children will understand how costal features are formed and how to identify costal features of the UK. 3. Changing Coastlines. Children will embed how costal features are formed and how to identify costal features of the UK. Use Digimaps to research how costal towns have changed between three different points in time. What is the same/ different? How much has changed? Why? 4. Changing Boundaries Children will explain how the make up of the United Kingdom has changed over time and how the international borders of Europe have changed over time. Digimaps to compare changes of different places over specific periods in time. 5. Weathering and Erosion Children will explain how and why landscapes change over time. 6. (Apply lesson) What Does the Future Hold? Making predictions about what the future will look like. Children will predict how physical factors might change the landscape in the future and embed and identify identify coastal features of the UK. Children answer key question. Create a double page spread of their learning.
Key Knowledge and Skills		Knowledge- Children will develop an understanding of the four seasons. They will learn about what they weather is like in the UK and what we need to wear in different types of weather. Children will also learn about the weather in different countries and what clothes we would wear if we were to visit. They will begin to understand what the Equator, North and South pole are. Skills- Children will develop their map work skills. Children will be able to pick out a continent on a map. Children will also be able to identify the Equator, North and South Pole on a world map.	Knowledge- Children will develop their understanding of what specific maps symbols mean. They will develop their understanding of compass directions and different human and physical features of a place. Skills- Children will develop map work skills. They will analyse a range of maps and be able to read maps symbols confidently. They will plot routes and be able to create their own maps using compass directions confidently.	Knowledge- Children will learn about different types of extreme weather. They will learn about where in the world these events take place but also be able to understand why these events happen. Children will develop a good understanding of how the Earth has been formed. Skills- Children will develop their research and debating skills.	Knowledge- Children will develop their understanding of different states of matter. They will be able to describe what happens when water changes state. Children will apply this knowledge to understanding the different stages of the water cycle. Children will also learn about flooding and water pollution. Skills- Children will be plot key places on a map. They will be able to identify specific features of a map and describe what they can see.	Knowledge- Children will learn that rivers and river systems, are dynamic; changing the landscape in visible and at times dramatic ways. While only a fraction of the world's fresh water is visible in lakes and rivers, river systems can have a fundamental impact on peoples' lives. Children will develop their understanding of how rivers are formed and the different rivers in the UK and wider world. Skills- Children will develop their field work skills during their trip to Crowden. Children will identify the key features of a river and will be able to create their own geographical enquiry questions and complete their own investigations.	Knowledge- children will discover some of the many ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. Children will learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. Using an online database of photographs, children can explore how landscapes change. Children have the chance to predict the future and look at which might change again in their lifetimes. Skills- Children will embed their understanding of map work by using Digimap software. They will compare a range of maps in order to understand the changes that have happened to a landscape over a set period of time.
Progression	EYFS: Location Knowledge, Place knowledge, Human and physical geography, Geographical Enquiry	KS1: Human and Physical Geography 1: A Geographical Enquiry A, D	KS1: Place knowledge: A, B, C Human and physical geography 1: B, C. Geographical Enquiry: B.	LKS2: Location knowledge: A, B Human and physical 1: C Geographical Enquiry: A	LKS2: Human and physical 1:B	UKS2 Location knowledge: B, C. Human and physical geography 1: B Geographical enquiry: B, C	UKS2 Place knowledge: A, B. Location knowledge: A, B, C, D Human and physical geography 1: B Geographical enquiry: A
Substantive Concepts		Climate, sustainability	Location, settlement, environment	Climate, environment, sustainability	Climate, environment, sustainability	Climate, environment, location	climate, environment, settlement, diversity, location
Vocabulary	land, habitat, environment, soil, same, different, evaluate	Weather, changes, seasons, temperature/ thermometer, autumn, winter, spring, summer, flooding, drought, hurricane, blizzards, heat wave, protect.	Sketch map, key, title, compass rose, direction, aerial (bird's eye) view, map symbols.	Topsoil, subsoil, bedrock, crust, mantle, outer core, inner core, magma, volcano, eruption, main vent, crater, magma chamber. Active, dormant, extinct, epicentre, shock wave, magnitude (power/ strength), Tsunami, Tornado.	Solid, liquid, gas, melt, boiling, freezing, evaporation, cooling, condensation. Water cycle, evaporation, precipitation, groundwater	Water cycle, evaporation, condensation, precipitation, source, mouth, tributary, discharge, upper course, middle course, lower course, valley, channel, waterfall, erosion, transportation, deposition, leisure, industry, conservation, pollution, dam, reservoir, hydroelectric power, renewable energy.	Weathering, physical weathering, chemical weathering, acid, dissolve, minerals, biological weathering, erosion, coast, bay, headland, beach, dune, cave, cliff, deposition.
Cultural Capital	Children will watch a documentary linking to David Attenborough	Children will experience a welly walk in the local area. Children will observe changes to weather in the local area.	Children will experience aerial view mapping. Children will look at views from above in a range of areas in the local area and around the world. Children will use Google Maps to complete virtual tours of a range of places and Digimap software to develop their knowledge of maps.	Children will watch a range of video clips linking to extreme weather (age appropriate).	Children will create their own water cycle dioramas.	Children will go on a school trip to Crowden to learn about Rivers and embed the water cycle from the previous key stage.	Children will experience a trip to the coast and learn about coastal erosion.

Summer Term

	Reception	Y1/2 (cycle a)	Y1/2 (cycle b)	Y3/4 (cycle a)	Y3/4 (cycle b)	Y5/6 (cycle a)	Y5/6 (cycle b)
Topic	To talk about the features of our local area (Su1) To know about the local area (Su1) Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. (Su2) To read maps and know the features of them (Su2) To know about hot and cold countries (map work) (Su2) To know the features of a map (Su2)	What a Wonderful World	Sensational Safari	Rainforests	All around the world	Trade	Climate Change and Sustainability
Objective		**Locational knowledge** name and locate the world's 7 continents and 5 oceans **Human and Physical Geography** 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 **Geographical skills and fieldwork** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	**Human and Physical Geography** 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 **Place knowledge** 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 **Geographical skills and fieldwork** 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	**Locational Knowledge** To 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 in the context of rainforests. To 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) in the context of rainforests. **Place Knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America by comparing the Amazon rainforest and Sherwood Forest. **Human and physical geography** To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate. **Geographical skills and fieldwork** To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests.	**Locational Geography** To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres/ of latitude and longitude in the context of using co-ordinates to read maps/ of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK/ of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK/ of the Prime/ Greenwich Meridian by exploring countries/ of time zones (including day and night) by comparing times in different countries. To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK.	**Human Geography** To 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 in the context of UK imports and exports. To 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 in the context of fair trade/ in the context of the global supply chain/ in the context of changing trade links. **Place knowledge** To 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 in the context of exports from El Salvador. **Locational Geography** To 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 in the context of UK imports and exports.	**Locational knowledge** 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 **Human and physical geography** describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Coverage		Key question: How can we investigate the world using maps? Session 1- Where are we? Children to use a map of the UK to identify where they live. Children to then pin point which part of the UK we live in and then expand to the continent. Use Google Maps (satellite), a large A3 map of the world and an atlas. Children explore using them in groups. Can children find Barnsley, England, UK and Europe? Then begin to introduce the children to the 7 continents. Session 2-Children will develop an understanding of the 7 continents. Use world maps to help them locate. NOTE- Ts to share own experiences and photographs about visiting different continents (All staff in Key stage to create a presentation slide of where they have been in the world or where they want to go.) Children use maps to pin point specific continents. Introduce globes. Children to make the link between flat maps and 3D maps. Class work together to create a messy continent map. Use large paper. Plot where specific teachers want to go/have been on to the map using pictures from the PP slide. Study aerial views to identify specific landmarks. Session 3-Children will learn about the 5 oceans that surround the continents. Children will research the 5 oceans using Google Maps and satellite view. Children will plot the 5 oceans on to their class messy map. Children will identify what continents the oceans are close to using the messy map for reference. Session 4- Where shall I go? How will I get there? T to support children to plot out journeys from one place to another using compass directions and journey lines. Children will use maps and globes to support their understanding. Children to think about the modes of transport that they could use to get to different places Link places to where the Ts wanted to visit in the previous session. Study aerial views to discuss what children might see when they reach a destination. Session 5-Where would you like to go? Children will identify a specific continent that they would like to visit. Children to create a journey line of how they would get there. Children to identify different landmarks they would see. Children use Google Maps and aerial views to support. Session 6- Apply: Children will use a range of maps to identify similarities and difference between different places around the world. E.g. what is different about the North Pole and Africa? One is close to the Equator. This means that it will be hotter. Can children match landmarks to specific places? E.g. The London Eye- London/ Europe. Refer back to the key question. Children answer. Record onto observation sheets.	**Key question: Why do tourists visit Kenya?** Session 1. Where is Kenya?Children to identify where Kenya is. Find on a map of the world. Identify continent. Children to discuss what type of place they think Kenya is and why. Is it hot or cold? What do we already know about continents and the Equator to help us answer? How would we get there? What would we pack? Session 2- Let's Explore Kenya. Children to learn about different parts of Kenya. City/Rural/Grasslands/ Desert etc. What could we do in these different places? Plot on a map. Session 3 and 4- What is a national park? What can we find in a national park? Create our own! What human/physical features are in a national park? What are different national parks like? compare contrasting ones. E.g. savannah to mountains. Plot different national parks on a map with animals that live there. Session 5 Marvellous Maasai Children will learn about who the Maasai are, where they live, how they live (human and physical) and compare and contrast a day in the life of a child in the Massai tribe to a child in the UK. Focus on how a child might get to school in Athersley North and how a child might get to school in Kenya. What would they see?-human/physical features. **Session 6 Apply lesson- create an advertisement for Kenya. Sharing all the key information that they have learnt. Refer back to key question and answer. Record observations.**	**Key Question: Why are rainforests important places? What can we do to protect them?** Session 1 Where are the rainforests? Children will understand what a rainforest is. Children will be able to identify rainforests on a map. Children will embed their understanding of the continents of the world where rainforests are. Children will use Digi Map software for this. Children will describe what they notice about rainforests and where they are in the world. Session 2- What is the climate like in a rainforest? Children will research the climate of 2 rainforests. Children will investigate why a rainforest climate is like it is. Children will use maps and globes and link this to the position of the sun. Children create posters showing what the weather and climate is like in a rainforest. Session 3- Layers of the rainforest. Children will be able to describe the different layers of the rainforest. Fact file. Children will research the physical geography of a rainforest. Session 4- Life in the rainforest. What type of people live in/ live near the rainforest? What type of animals live in the rainforest? Why is it an important place? How do people use the rainforest to survive? Session 5-The Amazon. What is the Amazon Rainforest? What is the Amazon River? How is the Amazon Rainforest similar/ different to Sherwood Forest? Making comparisons. Session 6-Protecting the rainforest. To 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 in the context of rainforest conservation. Children will understand how and why people use rainforests to live/ work. They will also research ways in which we can protect the rainforest. Session 7- Children will apply their learning in order to create a poster showcasing all the important natural resources a rainforest provides. They will also show how people can help protect the rainforest.	**Key question: What is it like in different parts of the world? (Use of Twinkl planning)** 1. North or South? To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres. 2. Over and Around To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps. To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations. 3. Top and Bottom To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK. 4. In the Tropics To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK. 5. On the Line To identify the position and significance of the Prime/ Greenwich Meridian by exploring countries on the Meridian Line. 6. All the Time in the World To identify the position and significance of time zones (including day and night) by comparing times in different countries. **Apply- Children to create an advertisement for a specific place in the world. Children to include key information that they have learnt. Summing up- children to match a range of pictures/ statements of places that they have studied around the world to the place. E.g. cold climate, Northern Hemisphere=North Pole. Children work in teams. T assess children who need extra support/ more challenge.**	**Key Question: What impact has trade had on our lives? NOTE- All lessons specified on LTP has planning and resources to adapt. Saved on shared drive or use link: https://www.rgs.org/schools/teaching-resources/global-trade/. Session 1- How did trade become global? Children will answer the questions… What is 'trade'? Could you live without trade? What different scales can goods be exchanged at? What makes trade 'global'? How and why has trade changed through time to become global? What was trade like during each time period? Where do the products we buy come from? Session 2-Import and export- food and global trade. Children will answer the questions… What resources do different regions have? Where do the food products we buy come from? Why do we import food? What are imports and exports? What do different countries import and export? Locate different countries that export goods- Russian- oil and gas, South America- coffee. Session 3- The global supply chain. Children will answer the questions... What different stages do manufactured goods go through on their journey from source to sale? Do these stages take place at different locations around the globe? Why? Who is involved with the production at each stage and what is their job role? Session 4- What does the UK export and to where? Children will answer the questions... What products does the UK export to other countries? What are 'trade links' and 'trade partners'? Which countries does the UK export the most to? Does the UK export raw materials or manufactured goods? Why does the UK export this type of goods? Session 5- Investigating fair trade. Children will answer the questions... What is Fairtrade? Do Fairtrade products cost more to produce and purchase than non-Fairtrade products? Why might Fairtrade products cost the consumer more? Why should we pay more for Fairtrade products? What is the benefit? Session 6- Part one: What is each country's most profitable export? Part two: Assessment Quiz and Fairtrade Tea Party Apply- during this session, children will answer the key question. Create mind map and present information to peers.**	**Key Question: What is climate change? How are humans impacting on the world around us? What can we do to help stop climate change?** Note- Teaching resources saved on shared drive. Use resources to support planning and resources. Prior to the first session, arrange a school talk. Virtual/ visitor: https://ypte.org.uk/content/free-school-talks/ Session 1- Climate change. What is climate? What is climate change? How are humans causing climate change? Map out continents of the world and their climates. Research how their climates are changing. Complete climate change experiment (https://ypte.org.uk/videos/climate-change-in-a-bottle-how-to-set-up-the-experiment). Session 2- Recap how climate change is happening. What is our role in climate change? What are the effects of climate change? Focus on changing weather and what is happening to humans. E.g. farming/ droughts/ storms/ floods/ Extreme weather. Map out key places of significance on a map. Focus on how these places have changed. Use aerial views/Digimaps and make comparisons. Session 3- What are the effects of climate change? Focus on animals. Habitat, deforestation, Amazon and the Arctic. Why are animals becoming endangered? Map out key places of significance on a map. Focus on how these places have changed. Use aerial views/Digimaps and make comparisons Session 4- Sustainable development. What does sustainable development mean and how can we live more sustainably? Session 5 What environmental issues are facing our planet and what are the solutions? Pollution – water, air and land. Session 6- Over-use of natural resources – overpopulation, deforestation, water shortage and overfishing. Climate change and alternative energies. **Apply**- children create a presentation/ poster showcasing how we can live more sustainably. Present to parents in an assembly on climate change. Useful websites: https://ypte.org.uk/lesson-plans/climate-change https://ypte.org.uk/content/free-school-talks/ https://www.wwf.org.uk/climate-change-and-global-warming
Key Knowledge and Skills		Knowledge- Children will firstly learn about where they live, the country they live in and the continent they live on. Children will then expand this knowledge and develop an understanding of what the 7 continents of the world are. They will be able to locate the continents on a map. Children will begin to learn about the 5 oceans and learn about what continents they are close to. Children will also learn about a range of landmarks that are important to different continents. Skills- Children will develop their map work skills. They will be able to read a map and identify specific places on a map. Children will also transfer their map reading skills to reading a globe. Children will use aerial views to help them recognise landmarks.	Knowledge- Children will learn about where the continent of Africa is, they will identify the country Kenya and learn about its climate and weather. Children will learn about the different habitats and places in Kenya. Children will develop their understanding of what a national park is and why they are needed. They will learn about animals that live in different habitats. Children will also develop their understanding of the culture of a place and make comparisons between Massai ways of life and our own. Skills- children will develop their map work skills. They will plot key continents on a world map and also identify specific countries within a continent. Children will be able to locate the Equator on a world map.	Knowledge- Children will learn about where in the world the rainforests are and in which continents and countries. Children will learn about the layers of the rainforest and the animals and plant life there. Children will learn about the threats to the rainforest and what we can do in order to conserve the rainforest. Skills- Children will plot the places where the rainforests are on a map. Children will be able to explain why the rainforests have a specific climate and use the map to explain why the climate is like it is. Children will use a globe to identify the rainforest and which continents they are in.	Knowledge- Children will learn about the Equator, Northern Hemisphere, Southern Hemisphere and be able to identify on a globe. Children will also develop their understanding of longitude and latitude and be able to describe position. Children will learn about different regions and make comparisons between the UK and cold/hot places. Children will learn about time zones and the reasons for them. Skills- Children will continue to develop their map work skills. Children will plot key places on a map and be able to identify where specific places are straight away.	Knowledge- Children will develop their understanding of what trade is and how it has developed over time. Children will understand where products that they buy come from and why we import and export goods. Children will understand what fair trade is and its importance. Children will develop their understanding of what trade links are. Skills- Children will be able to plot different countries and continents around the world that the UK imports goods from and exports goods to. They will develop confident map work skills.	Knowledge- Children Will be able to explain what climate change is and why it is happening. Children will understand the impact that humans have had on the Earth. Children will develop an understanding of how they can combat climate change and what sustainability is. Skills- Children will be able to map out key places on a map. They will be able to investigate how a place has changed over time using map work and aerial views and Digimap software.
Progression	EYFS: Location Knowledge, Place knowledge, Human and physical geography, Geographical Enquiry	KS1: Place Knowledge: A Location knowledge: A Geographical enquiry: A, B, C	KS1: Place knowledge: A, B, C Locational knowledge: A Human and physical knowledge 1: B, C	LKS2: Place Knowledge: A Location Knowledge: A, B, C, D. Human and physical geography 1: A, B. Human and physical geography 2: B Geographical Enquiry: A	LKS2: Place knowledge: A Location knowledge: A, C, D Human and physical 1: A	UKS2 Place knowledge: A, B Location knowledge: C. Human and physical geography 2: B, C	UKS2 Place knowledge: A, B Location knowledge: B Human and physical geography 2: C, D Geographical enquiry: A
Substantive Concepts		Climate, diversity, environment, inequality	Climate, diversity, inequality	Sustainability, environment, climate, inequality, diversity	Sustainability, environment, climate, inequality, diversity, development	Inequality, sustainability, environment, location, diversity, settlement	Sustainability, inequality, environment, climate, location, diversity, settlement
Vocabulary	local, land, ocean, seasons, weather, environment, map, atlas	World map, continent, ocean, equator, ocean, land, sea, sphere.	Africa, continent, country, capital city, Indian Ocean, flag, equator, weather, climate, atlas, population, equator	Temperate, tropical, deciduous, coniferous, climate, tropical, forecast, forest floor, understory layer, canopy layer, emergent layer, habitat, Amazon rainforest, Sherwood Forest, Amazon river, species, natives, tribes, woodland, heathland, deforestation, soil erosion, impact.	Equator, Northern Hemisphere, Southern Hemisphere. Latitude, longitude, coordinates, polar region, Antarctica, Tropic of Cancer, Tropic of Capricorn, Prime Meridian, Greenwich Meridian, Greenwich Mean Time, time zone.	Trade, import, export, key, El Salvador. fair trade, globalisation, Tudor, Victorian, British Empire.	Atmosphere, Carbon dioxide, climate change, fossil fuel, Flood, drought, electricity, energy, global warming, greenhouse effect, Non-renewable energy, renewable energy, solar energy, wind energy, weather, sustainability.