How Our Geography Curriculum is Organised

Substantive Knowledge and Core Concepts

Subject Knowledge (NC)

Knowing about:

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

Substantive Concepts (GA)

Knowing about:

- Space
- Place
- Earth Systems
- Environment

Disciplinary Knowledge and Skills – Thinking and Working Like a Geographer

Geographical Practice

'Knowing how'
How geographers find out – working like a geographer.

Geographical Key Concepts

'Knowing that'
Place and space, scale and connection, physical and human, environment and sustainability, culture and diversity.

Geographical Application

'Knowing how to apply'
How geographers apply knowledge – making use of geography

Rationale

Geography speaks directly to young people's curiosity, wonder and concern for the world around them. Our geography curriculum is organised to reflect this, and also challenge and meet the needs of our small, mixed-age cohorts. Pupil numbers and classing structures change year-on-year, requiring a rigorous structure of knowledge building, but with enough flexibility to adapt as cohorts change. We ensure children's learning in geography begins locally, but their learning expands to their understanding of the wider world. Wherever possible and meaningful, the topics are linked to history and other subject areas. Most years, our EYFS are in the same classroom as KS1 and follow the same topics within 'Understanding of the World'. KS1 work on a two-year rolling programme of disciplinary concepts, knowledge and skills,

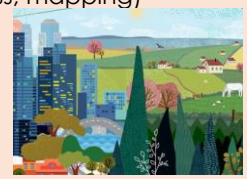
Geography Four-Year Rolling Plan

EYFS/KS1 Topics and Conceptual Overview

	Autumn	Spring	Summer
Year A	**Here I am**	**Great Big Britain**	**Amazing Rainforests**
	LQ: Home sweet home: How do I find my way? Place (local mapping)	LQ: Britain: Do we like to be beside the seaside? Place/Earth Systems	LQ: Rainforest adventure: Why is it wet? Environment
Year B	**Where am I?**	**Let's Explore London**	**Around the World**
	LQ: Finding Home: Where do I live? (PB) Place	LQ: Big city: Would you like to live there? Place/Space	LQ: Our world: What can you see from above? Place/Environment
Year C	**Map Makers**	**Weather Patterns**	**Animals Around the World**
	LQ: What is a map and how can I follow one? Place (local mapping)	LQ: What is a weather forecast? Place/Earth Systems	LQ: Where do animals live and why? Environment
Year D	**At the Farm**	**Life in the City**	**Africa**
	LQ: What might we find on the farm? Place/Space	LQ: What might you see in a city? Place/Space	LQ: What does it mean to go on Safari? Place/Environment

Geography Four-Year Rolling Plan

KS2 Topics and Conceptual Overview

	Autumn	Spring	Summer
Year A	**A Local Dilemma**	**From Source to Sea**	**Amazonia**
	LQ: Ravensworth/Barton/East Cowton: What's the problem? Place/Space/Environment	LQ: Water: How does it know the way? (Rivers, canals, human, manmade, local, Victorian, industry) Earth Systems/ Environment	LQ: The Brazilian Rainforest: Who cares? Earth systems/Environment
Year B	**The Geography of War**	**Frozen Lands**	**Around the World**
	LQ: Evacuation: Where will you go? (Counties, Uk focus, compass, mapping)  Place/space	LQ: Freeze: Where are the coldest places on earth? (Arctic, Antarctic, Scandinavia) Place/environment	LQ: Fragile Earth: What can we learn from above? Earth systems/environment
Year C	**Nature's Resources**	**The Angry Earth**	**Round Europe**
	LQ: Sustainability: Why does it matter? Space/environment	LQ: Wild and wonderful planet: How do humans adapt? Earth systems	LQ: Separated by sea: How does the UK compare to its European neighbours? Place/Space
Year D	**People Problems**	**Coasting Around**	**Africa**
	LQ: This is our town: who should live here? Place/Space	LQ: Turning tides: do we need to change how we think about the sea? Earth Systems/Environment	LQ: Africa: a land of contrasts? Space/Place

	Autumn		Spring		Summer	
Year A EYFS and KS1 Topic	**Here I Am** LQ: Home sweet home: How do I know the way?		**Great Big Britain** LQ: Britain: Do we like to be beside the seaside?		**Amazing Rainforests** LQ: Rainforest adventure: Why is it wet?!	
EYFS Knowledge Blocks	**Age 3/4** • **I know what a map is.** • I know how to make physical maps using pictures and objects. • I know and recognise things I can see in my environment.	**EYFS** • I know how to talk about and names things in my local environment. • I know and recognise some environments that are different to the one in which I live. • **I know how to draw information on a simple map**.	**Age 3/4** • **I know that my country is called Great Britain** • **I know about the seaside from books or personal experience** • **I know it is important to care for nature and living things** •	**EYFS** • **I know that Great Britain is an island** • **I know some similarities and differences in the natural world around me.** • **I know and can name some things I might expect to find at the seaside.** • I know the shape of Great Britain.	**Age 3/4** • **I know about some things I do in different seasons from personal experience.** • I know some names of different places in the world. • I know and can recognise a rainforest.	**EYFS** • **I know how to talk about different experiences associated with different seasons.** • I know and can recognise different types of weather. • I know some environments that are different to the one I live in • I know there are different countries in the world. • I **know how to recognise a rainforest.** • I know how to talk about rainforests including plants and animals.
Core Concept	**Substantive Concept: Place**		**Substantive Concept: Place/Earth Systems**		**Substantive Concept: Environment**	
KS1 Vocabulary	Map, way, direction, follow, compass, north, south, east, west, symbol, key, observe, aerial, 2d, 3d, towards, straight ahead, right, left, key, above, community, local, navigate, locate		UK, Great Britain, island, North Sea, English Channel, Irish Sea, Pacific, Atlantic, Indian, Southern, Arctic, beach, coast, holiday, cliff, sand, waves, holiday, tourist, similarities, differences, erosion, sea level, ocean, pollution.		Rainforest, tropical, season, weather, climate, cloud forest, Brazil, woodland, compare, similarities, differences, protect, climate change, seasonal, cloud forest, canopy, forest floor, understory, environment.	

Rationale	This is one of the children's first experiences of geography as a discipline of study at our school. It introduces them to a sense of place, how they find their way around and the language they might use to do that. Beginning with their home, school and other familiar places in their local environment, children are introduced the magic of maps and a love and curiosity for finding ways to explore the world around them. Geography becomes a lesson they look forward to and opens their minds to the wider world and how to navigate it.	Building on last term's topic, children step back from their familiar local environment to see the UK as a whole. They begin to recognise where they live in broader terms in the world and see how we live on an island surrounded by sea. They are immersed in learning about the seaside and explore different things that pose threat to these treasured holiday destinations. This unit of work instils an early passion for protecting our natural world.	Children take an even further step back from their familiar locality and country and see the bigger picture of the world. They explore the new and unfamiliar territory of the rainforest, and are immersed in the mystery of cloud forests, hot rainy seasons and incredible plants and undergrowth. They develop a sense of awe and wonder about these rainy places, and begin to think of ways to help save them as they become under threat.
Key Text	Martha Maps it Out by Leigh Hodgkinson	The Sea Book (Conservation for Kids) by Charlotte Milner The Blue Giant – great book in to introduce children to pollution and protecting the sea.	Greta and the Giants by Zoe Tucker
Fieldwork, trip or memorable experience	Village observations and fieldwork, map making of their homes, school, garden and locality.	Trip to the seaside (Saltburn) next term – children will be able to see and apply all they have learnt (with better weather!). A winter beach in school?!	Immersive Rainforest Day – animal focus. Visit from tropical animals. Visit to a pet shop? Parrot in school? Link to forest school – compare woodland to rainforest. Trip to seaside (see last term)
KS1 Knowledge Blocks	• **I know how to use compass points to navigate a map using locational and navigational language.** • **I know how to use aerial photographs and plans to locate landmarks** • **I know how to use simple fieldwork and observational skills to study the geography of my school and surroundings.** • **I know how to devise a simple map and use and construct basic symbols in a key.** • I know how to design a map. • I know how to create a 3D map using my own design. https://www.bandceducational.com/post/how-to-practise-ks1-geography-fieldwork-and-observational-skills	• **I know that Great Britain is an island and can name the seas that surround it** • **I know the names of the five oceans of the world.** • **I know and can name some places in Britain that are by the sea.** • **I know and can name some physical and human features of coasts** • **I can explain some of the similarities and differences between a beach in Britain and a beach in Australia** • I know some basic risk factors of coasts eg erosion (sea wearing away the cliffs), pollution, sea levels. • I know and can explain why, it is important to take care of our seas.	• **I know the names of the seven continents.** • **I know where the Equator, North Pole and South Pole are on a globe and world map.** • **I know the location of some hot and cold areas of the world (desert, tropical, Savannah, temperate, Mediterranean and polar)** • **I know Brazil is in South America** • **I know where the Brazilian rainforest is on a world map** • **I know the similarities and differences between a British woodland and a tropical rainforest.** • I know what a rainforest is and can describe it in detail, including 'cloud forests', plants and animals. • I know and can explain why it is important to protect the rainforest.
Year A KS2 Topic	**A Local Dilemma** LQ: (School specific) Ravensworth, East Cowton, Kirkby Fleetham, Barton: What's the problem?	**From Source to Sea** LQ: Water: How does it know the way?	**Amazonia** LQ: The Brazilian Rainforest: Who cares?
Core Concept	**Substantive Concept: Place/Space/Environment**	**Substantive Concept: Earth Systems/Environment**	**Substantive Concept: Earth Systems/Environment**

KS2 Vocabulary	Environmental issue, enquiry, community, ordnance survey, geographical feature, grid reference, symbol, locality, community impact, human geography, physical geography, survey.	Source, rivulet, stream, meander, oxbow lake, gorge, tributary, estuary, condensation, transpiration, precipitation, evaporation, water cycle, deposition, delta, erosion, canal, pollution transport, V-shape valley.	Climate, deforestation, logging, physical features, landscape , urban, urbanisation, debate, critical, diverse, habitat, positive/negative, impact, equatorial, global, Amazon.
Rationale	Beginning close to home, children will use fieldwork skills, begun in KS1 to investigate a local issue (specific to each school's local area). Children will delve into their local area and get to know it as a geographer – exploring maps which will then be useful as they continue their geography journey.	Following on from learning about the local area, children now look at rivers – linking it to our local rivers (Swale or Tees). Children will have used maps of the local area which then can build on when looking at where rivers are located in the UK. Children learn about the water cycle which will prepare them for understanding jhow the rainforests function in the next term.	Having learned about the local area and begun to understand about Britain, we move further afield to South America. Children will be able to make links between British rivers and the Amazon and then build their knowledge on the same features that may look very different further afield. The knowledge of the water cycle is key to understanding why a rainforest is just that.
Key Text		Rhythm of the Rain by Grahame Baker-Smith Rivers: An incredible journey from source to sea by Simoon Chapman	Up in the canopy: Explore the canopy layer by layer by James Aldred
Fieldwork, trip or memorable experience	Questionnaires in the community, mapping outside, traffic surveys	Visiting the river Swale or Tees to find features that they have learn about in this unit of work. VR Workshop Rivers Trust Workshop	School Visits - British Wildlife Centre Mini-beat visit with a focus on S American animals
KS2 Knowledge Block	**Substantive Knowledge** • **I can use an OS map to locate places local to me and some geographical features.** • I can use 4 and 6 figure grid references, symbols and keys. • **I know an issue that is specific to our locality.** • I understand the impact this will have on both humans and the physical geography of the area • I know how gather first hand evidence (eg by conducting a survey) • **I know how to evaluate my research and draw conclusions.** R – A66 B – designer outlet EC – new housing development	**Substantive Knowledge** • **I understand and can explain the water cycle** • **I know that rivers erode, transport and deposit materials** • **I know how a river finds its way from source to sea** • **I know that rivers are important for humans and animals** • **I know what causes river pollution and the impact on the environment** • I know about the river Swale/or Tees and how it is important in our local area	**Substantive Knowledge** • **I know some of the countries which are in North and South America** • **I know key physical characteristics of the North and South American continents (environmental regions, mountains and highlands, river basins, and coastal plains)** • **I know the location of Brazil and where it is in relation the equator and other significant lines of latitude.** • **I know the climates and biomes found in Brazil** • **I know the key geographical features of Brazil and some of the similarities and differences between Brazil and the UK.** • I know why the rainforests are so important • I know what urbanisation is and why this is happening is Brazil • I know that there are some positive impacts of deforestation
Year B KS1 and EYFS Topic	**My Village** LQ: KF/B/R/EC: What can I do and where can I go?	**Let's Explore London** LQ: Big City: Would you like to live there?	**Around the World** LQ: Our World: What can you see from above?

EYFS Knowledge Blocks	**Age 3/4** • I know some words to describe where I live. • I know the name of the village I live in. • I know the names of some places in my village – eg shop, stream, park, woods, green. • I know the names of some places I have visited nearby.	**EYFS** • **I know the name of my village and some surrounding villages and towns.** • **I know that a village is smaller than a town.** • I know my address. • I can explain some ways villages and towns are different. • I know some places are big and some are small.	**Age 3/4** • I know that a city is bigger than my village • I know that London is an important big city. • I can name some places in London	**EYFS** • **I know that London is the capital city** • I know that people travel around London on underground trains as well as busses, taxis and cars, • **I know that a city has lots of shops, buildings, houses and offices.**	**Age 3/4** • I know that the world is divided into land and sea • I know that some places are different to where I live. • I know some animals that live in different places.	**EYFS** • **Know that the world is a globe** • **Know that there are hot places, cold places and can describe some of these.** • I can name some different environments in the world and the different animals and people who live there.
Core Concept	**Substantive Concept: Place**		**Substantive Concept: Place/Space**		**Substantive Concept: Place/Environment**	
KS1 Vocabulary	Village, town, shop, bus, church, playground, transport, services, public transport, compare, similarities, differences, travel, pictogram, Barton, Ravensworth, Kirkby Fleetham, East Cowton, Richmond, Darlington, convenience, regular, amenity.		London, capital city, population, built up, suburb, sky scraper, landmarks, aerial, birds-eye view, transportation, compass, north, south, east, west, compare, contrast, similarities, differences, Newcastle, Middlesbrough, Leeds,		Polar, dessert, mountain, mountainous, forest, equator, tropics, hurricane, satellite image, climate activist, diversity, fragility, courageous advocate, global citizen, exploration, opening horizons.	
Rationale	Building on the map work completed last year, children look in more depth at their local area and what amenities are available in their village. They will conduct fieldwork to explore where people go to shop or have fun. They will understand the difference in size between their village and local towns and cities. This will prepare them for the next term's work on big cities.		Following on from the learning about our village and amenities that are available, children move on to learning about a city and the vast differences in how people get about, the amenities available and the types of buildings. They will be able to build on their understanding of transport and shops and expand this knowledge – beginning to appreciate why people would choose to live in a city.		This term children build an awareness and excitement about their place in the wider world. Drawing on their knowledge and enthusiasm for the rainforest last summer term, children will explore and identify deserts, mountains, and hot and cold climates. They will investigate what it might be like to live in these places and instil a sense of awe and wonder about contrasting places. This unit develops an inquisitive mindset about the diversity and fragility of the world, ready to embark on the challenging KS2 curriculum.	

Fieldwork, trip or memorable experience.	Local field work – watch the bus stop, interview the shop keeper/pub landlord, counting cars	Visit a city – Newcastle. Link to English – trip to Seven stories.	Visitor into school who has experience of the poles, or dessert or mountains – an explorer
Key Text	Town and Country by Craig Shuttleworth	A Walk in London by Salvatorre Rubbino	You are Stardust by Elin Kelsey
KS1 Knowledge Block	• I know that I live in a village and a village is smaller than a town or a city. • I know some of the things that I can do in my village and what I need to travel for. • I know how people travel to other places from my village • I know some different ways to find out about my village. • I can present what I have found out in different ways eg pictogram • I know some ways my village could be made better.	• I know London is the capital city of the UK and can locate it on a UK and world map. • I know and can describe some London landmarks from pictures and aerial photos. • I know how to locate London landmarks on a map and use compass points and positional language. • I know how people travel around London and can compare with my own village.	• I know what the polar regions look like from above and what it is like to live there. • I know what a desert is, where it is located on a map and what it is like to live there. • I know what a forest is, where some of the biggest forests are around the world and what it is like to live there. • I know where some mountain ranges are and how people live in mountainous regions • I know what it is to work at sea and how people earn a living at sea. • I know what the weather looks like from above
Year B KS2 Topic	**The Geography of War** LQ: Evacuation: Where will you go?	**Frozen Lands** LQ: Freeze: What are the coldest places on earth?	**Around the World** LQ: Fragile Earth: What can we learn from above?
Core Concept	**Substantive Concept: Place/Space**	**Substantive Concept: Place/Environment**	**Substantive Concept: Earth Systems/Environment**
KS2 Vocabulary	Hamlet, village, town, city, conurbation, settlement, population, amenities, Norway, Norwegian, Vinstra, Nord Fron Kommune, Gudbrandsdalen conscientious objector, twinning, Green Howards, evacualtion.	Tropic of cancer, tropic of Capricorn, equator, polar region, north and south pole, Scandinavia, national identity,	
Rationale	This year's learning begins close to home, exploring the locality of their village and Richmond through the concept of settlement. Linked to their history topic about WW2 and evacuation, children will then learn the counties and cities of the UK and why some areas were targeted during the war more than others. Children will go on to explore and draw comparisons between Richmond and their twinned town Vinstra in Norway – a long-standing connection that was established during the war.	Building on children's knowledge of Norway from last term and different climates (eg rainforest) they will investigate the diverse and fascinating sub region of Scandinavia. They will address some interesting questions such as why it is always dark at certain times of the year and how the human and physical geographical features contribute to their national identity. This unit of work helps lay foundations for the history curriculum to come in Year D about the Vikings.	Moving out from the polar regions and looking from the earth from space. Children will be able to use their knowledge of regions on the planet to understand why the different areas look like they do. They will recognise rivers, deltas and forest regions.

<table>
<tr><td>Key text</td><td colspan="2">Local history stories.</td><td colspan="2"></td><td colspan="2">Old Enough to Save the Planet</td></tr>
<tr><td>Fieldwork, trip or memorable experience.</td><td colspan="2">Make a connection to a Norwegian school in Vinstra</td><td colspan="2">Continue the connection with Vinstra -</td><td colspan="2"></td></tr>
<tr><td>KS2 Key Learning</td><td colspan="2">I know different types of settlements in the UK – hamlet, village, town, city and conurbation and can identify features on a variety of maps.
I know the names of local villages, towns and cities, and some reasons why my village and Richmond established and grew.
I know and can identify the different cities and counties of the UK and can relate this to evacuation in WWII
I know why certain areas of Britain were targeted during WWII
I can compare North Yorkshire to Vinstra, Nord Fron Kommune, Gudbrandsdalen, Norway and make historical and geographical connections.</td><td colspan="2">To know and be able to locate Scandinavia's countries and major cities on a world map.
I know about the climate of Scandinavia and why they have no sunlight through parts of winter and no darkness thorough parts of summer.
I know and can describe some of the physical features of Scandinavia
I know and can describe a variety of human geographical features in Scandinavia and how they contribute to national identity.
To plan a tourist visit to Scandinavia and advertise it as a holiday destination.</td><td colspan="2">I can use aerial images to compare environments eg – the Amazonian rainforest, desert and polar ice caps and seas and explain why some of these may be under threat.
I know and can explain climate zones, biomes and vegetation belts.
I know some causes of climate change and can consider reasons why some people do not believe in climate change or do not take action.
I can identify some effects of climate change on people at home and abroad
I know about ‘green careers’ which are related to action on climate change and improving the environment.</td></tr>
<tr><td>Year C KS1 and EYFS Topic</td><td colspan="2">Map makers
LQ: How can I make a map?</td><td colspan="2">Weather Patterns
LQ: What is a weather forecast?</td><td colspan="2">Animals Around the World
LQ: Where do animals live and why?</td></tr>
<tr><td>EYFS Knowledge Blocks</td><td>Age 3/4
I know what a map is.
I know how to make physical maps using pictures and objects.
I know and recognise things I can see in my environment.</td><td>EYFS
I know how to talk about and names things in my local environment.
I know and recognise some environments that are different to the one in which I live.
I know how to draw information on a simple map.</td><td>Age 3 /4
I know about some things I do in different seasons from personal experience.
I know there are different countries in the world.
I know some names of different places in the world.
I know and can recognise hot and cold places</td><td>EYFS
I know how to talk about different experiences associated with different seasons.
I know and can recognise different types of weather.
I know some environments that are different to the one I live in</td><td>Age 3 /4
I know the names of some animals
I know animals live in different places
I know that living things are important</td><td>EYFS
I know the names of animals from different countries.
I know why some animals live in different places.
I know its important to look after animals and where they live.</td></tr>
<tr><td>Core Concept</td><td colspan="2">Substantive Concept: Place</td><td colspan="2">Substantive Concept: Place/Earth Systems</td><td colspan="2">Substantive Concept: Environment</td></tr>
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KS1 Vocabulary	Map, way, direction, follow, compass, north, south, east, west, symbol, key, observe, aerial, 2d, 3d.	Weather, patterns, change, time, inland, coastal, predictions, forecast, equator, equatorial, polar, north pole, south pole.	Continent, ocean, sea, season, climate, environment, threat, various animal species including unusual ones.
Rationale	This unit starts in children's familiar environment in homes and villages and uses these as a starting point for learning about the concept of maps and mapping. It revisits the concept of place and how children might find their way from one place to another and the language they might use to do that. Children conduct some simple fieldwork and observations in their locality before designing and creaing maps of their own.	Building on children's familiar experiences of weather in daily life, this unit of work encourages them to think and work like geographers as they explore different weather phenomenons. Children develop specialist language to describe, observe and predict the weather and develop an understanding of how and why it changes in relation to equatorial and polar regions. This unit embeds important comparative geographical skills, as they examine why the UK is different to other areas and regions of the world. It also sews a seed for their curiosity about climate change and how weather patterns are change.	Building on their knowledge of weather patterns and contrasting from last term, this unit encourages children to take a step back and examine the world as a whole. Through the lens of the animal kingdom, children explore the new and unfamiliar territory of both cold and hot places, feeding into awe and wonder about the planet and the need to protect the living world as it comes under threat.
Key Texts	Martha Maps it Out by Leigh Hodgkinson		Greta and the Giants by Zoe Tucker
Fieldwork, trip or memorable experience	Make a large-scale class 3D map.	Make a TV studio where children get to present the weather.	Trip to an animal park
KS1 Key Learning	• I know how to use compass points to navigate around a map. • I know how to use an aerial photograph and plan perspectives to recognise and create landmarks • I know how to use simple fieldwork and observational skills to study the geography of their school and surroundings. • I know basic key symbols and can use these to create my own simple map. • I know some human features and can use these to design a map. • I know how to create a 3D map using my own town designs.	• I know differences between seasonal and daily weather patterns, and can observe and describe daily weather patterns. • I know how to describe how daily weather patterns change over time, and how weather may be different in inland/coastal areas. • I know different ways we learn about the weather, then make predictions about the weather which are helpful. • I know some of the ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom. • I know some of the ways seasonal weather in an equatorial region is different to the weather in the UK. • I know some of the ways seasonal weather in a polar region is different to the weather in the United Kingdom.	• I know the names of the seven continents and can locate them. • I know key vocabulary linked to the world's seas and oceans. • I know about some hot and cold places in relation to the Earth's equator. • I know about animals in different seasons • I know the national animals of various countries. • I know how and why some animals species are under threat and why. • I know some things I can do to help protect the living world.
Year C KS2 Topic	**Nature's Resources** LQ: Sustainability: Why does it matter?	**The Angry Earth** LQ: Wild and Wonderful Planet: How do humans adapt?	**Connections** LQ: There are seven billion people living on planet earth. How do they connect?

Core Concept	Substantive Concept: Space/Environment	Substantive Concept: Earth Systems	Substantive Concept: Place/Space
Vocabulary	Sustainable, sustainability, natural resources, land use, abundant, electricity, national grid, energy, renewable, clean, import, export, steel, glass, concrete, exploitation	Continent, country, globe, world, Europe, capital cities, UK, Italy, topological, political, climate, population, government, Vatican, crust, tectonic plates, erosion, earthquake, volcano, fold, fault-back, dome, volcanic, plateau, magma, crater, molten rock, lava, ash, Mount Vesuvius, Pompei, tornado, hurricane, tsunamis.	Globalisation, Olympics, World Cup, election, trade, fast fashion, tourism, communication, media, equality, inequality, fair trade.
Rationale	Following on from the work in the summer on climate change and their enthusiasm, curiosity and interest in climate change and making a difference, children tackle this challenging and contemporary topic about renewable energy and sustaining the future of the planet. Focussing on a trip to the Sunderland Glass centre, children will explore different renewable resources and how they could contribute to a cleaner planet.	This unit links to our main history topic about the Romans, and begins with consolidating map work and locational knowledge about the countries of Europe. Children will make comparisons between the human and physical geography of a region of the UK and a region of Italy, and then focus on mountains and how these were formed over time. Using Mount Vesuvius as an example, children will go on to explore volcanoes and how they change and impact on both the landscape and humans.	This unit of work is deliberately open-ended to account for different world events happening at the time. For example, during an Olympic year or World Cup year , this unit will focus on sporting connections between people across the world. Other years it might be important elections in UK or USA. If there are no specific events when the four year rolling programme comes round, the unit will focus on globalisation, trade links, communication, internet, media, food, equality/inequality across the globe.
Key Text	Climate Action by Georgina Stevens.	**Hike by Pete Oswald**	**If the World Were a Village**
Fieldwork, trip or memorable experience	Trip to the Sunderland Glass centre	Paper mache, vinegar and bicarb volcano	A mini Olympics, a mini football tournament with a global focus, a fast fashion show.
KS2 Key Learning	• I know some of Britian's natural resources and can explain how they are used. • I know some ways natural resources are used to produce energy eg. Electricity via the national grid. • I know and can explain some clean and renewable natural resources and some of their pros and cons • I know parts of the world where wood is produced and some of it's associated problems • I know where and how steel is produced • I know where and how glass and concrete are produced	• I know and can locate the main cities of Europe, including Italy • I can make human and physical geographical comparisons between the Aosta Valley in Italy and the Lake District. • I know some of the highest mountains in the world and can explain how mountains are formed • I know and can explain how volcanoes are formed • I know and can use geographical terminology for natural disasters and describe how humans adapt to their threat	• I know and can explain what globalisation is. • I know how globalisation has changed the way we communicate. • I know how globalisation effects trade. • I know and can explain globalisation's impact on fashion. • I know and can explain globalisation's impact on food. • I know and can describe some of the ways globalisation effects, myself, others and the future of the world.

Year D KS1 and EYFS Topic	**At the Farm** LQ: What might we find at the farm?		**Life in the City** LQ: What is it like to live in a city?		**Africa** LQ: What does it mean to go on Safari?	
EYFS Knowledge Blocks	**Age 3/4** • **I know some words to describe a farm.** • I know what animals might live on a farm • I know some things I might find on a farm.	**EYFS** • I know some basic features of a farm. • **I know what farms are for** • I know some ways country life is different to life in a town.	**Age 3/4** • **I know that a city is bigger than my village** • I know that London is an important big city. • I can name some things I might find in a city	**EYFS** • **I know that London is the capital city** • I know how people travel round the city • I know that a city has lots of shops, buildings, houses and offices.	**Age 3/4** • I know there are different countries in the world. • I know and can identify the shape of Africa. • **I know some animals that live in Africa**	EYFS • I know that the land is divided into continents • **I can name Europe and Africa** • I know some of the things I might find in Kenya • I **know some differences between the people of our country and Africa.**
Core Concept	**Substantive Concept: Place**		**Substantive Concept: Place/Space**		**Substantive Concept: Place/Environment**	
KS1 vocabulary	Farm, cows, sheep, chickens, cattle, flock, crop, barn, tractor, seasons, symbol, key, navigate, country, town, rural, countryside.		City, capital, London, Edinburgh, Leeds, York, Newcastle, population, built up, suburb, sky scraper, landmarks, transportation, urban, contrast.		Africa, Kenya, safari, climate, compass, map, navigate, landscape, culture, similarities, differences.	
Rationale	Building on prior knowledge and personal experience of their village and rural locality, children will be immersed in life on the farm, including animals, ways of life and why farms are important. They will make first		This unit offers children an opportunity to draw contrasts, similarities and differences between their own rural localities studied last term and cities. Children will identify and be able to name some major capital cities of the		Africa is our whole school topic this term and children in KS1 will be able to create stimulating learning environments in school with older children on an African theme. In this unit children explore the country	

	hand observations from fieldwork, including a trip to the farm and navigating their way around. Finally children will apply their prior knowledge of the seasons to consider how these effect life on the farm and how life in the country differs to life in the town.	world, and explain some of the key features of cities. They will then focus on one city (chosen by school/teacher) to focus on in depth, ideally somewhere they can visit to make observations and carry out simple fieldwork about amenities and the types of buildings. They will be able to build on their understanding of transport and shops and expand this knowledge, beginning to appreciate why people would choose to live in a city.	of Kenya and what it's like to go on Safari. They have opportunity to apply key geographical prior knowledge and skills about climate, weather and landscape to a new and stimulating country of study. By the end of this unit children will be able to talk about the country and people of Kenya with passion and interest and be able to compare and contrast it to life in the UK.
Key Texts	Town and Country by Craig Shuttleworth	A Walk in London/A Walk in Paris by Salvatorre Rubbino	Africa is not a country
Fieldwork, trip or memorable experience	Local field work – a visit to a farm	Visit a city – Newcastle/Leeds/York	Visitor into school who has experience of Africa. A whole school African celebration linked to KS2 learning.
KS1 Learning	• I know what farms are and why they are important. • **I know some of the features of a farm.** • I know how to use fieldwork and observation to develop knowledge about farms. • I know how to use a map and symbols to navigate around a farm. • **I know some of the ways the seasons affect life on a farm.** • **I know some of the differences between life on a farm and life in a town**.	• **I know what a city is and can identify some major capital cities** • I know some of the features of a city. • **I know and can identify some physical features of a city I will visit (Newcastle, Leeds, York) – choose one to focus on, or if no visit, choose Edinburgh.** • To know and can identify some human features of a city I will visit (Newcastle, Leeds, York) – choose one to focus on, or if no visit, choose Edinburgh. • **I know how to use symbols and patterns to create maps.**	• **I know how to locate Africa on a world map and identify the country of Kenya.** • I know how to explain the climate and weather of Kenya. • I know some of the animals I might find on safari • **I know how to use compass points to navigate around a map.** • I know how to explain the landscapes of Kenya. • I know and can talk about the people and culture of Kenya. • **I know and can identify similarities and differences between Kenya and the UK.**
Year D KS2 Topic	**People Problems** LQ: This is our town: Who should live here?	**Coasting Around** LQ: Turning tides: Do we need to change how we think about the sea?	**Africa** LQ: Africa: A land of contrasts?
Core Concept	**Substantive Concept: Place/Space**	**Substantive Concept: Earth Systems/Environment**	**Substantive Concept: Space/Place**
KS2 Vocabulary	Migration, immigration, parish council, voluntary force, push, pull factors, host, source countries, economic migration, refugee, immigrant, controversy	Sea, ocean, estuary, pollution, erosion, topographical, sea defences, cliffs, caves, stacks, arches, gabions, groins, revetments, coastal management, sea levels, advocacy, climate	Continent, country, Nigeria, Morocco, Central African Republic, Tanzania, South Africa, biomes

Rationale	This unit tackles controversial issues such as diversity and inclusion and is linked to our English text 'The Arrival' Building on their prior knowledge about the locality, children will expand on their fieldwork investigations from year A to explore the impact of migration and immigration both locally and globally. They will investigate who the decision makers are in their local community eg parish councillors, town councillors and local government.	This unit links directly to the physical geography learnt in year C (earth's natural resources and sustainability). Children will use their knowledge of earth's systems to challenge their thinking about the sea and the environment. Focussing on Holy Island, children will learn about topographical features of coasts, how they have changed over time and what factors need to be considered for the future – eg pollution, rising sea levels etc.	Building on year C where children compared the UK to Europe, this unit will expand children's horizons to the cultural and geographical diversity of the continent of Africa. This whole school geography topic will lend itself to a rich and immersive learning environment, exploring the vast contrasts in this incredible continent, feeding children's curiosity for people and how they interact with the physical land.
Key Texts		Town is by the Sea	Africa is not a Country
Fieldwork, trip or memorable experience	Local area fieldwork – interviewing parish and town councillors.	Trip to Holy Island/Northumberland	Visitor to scbool (possibly Yolanda or Wendy Arrowsmith)
KS2 Learning	• **To know what migration is and some of the different types eg voluntary, forced, short term, long term, national and international** • To know how migration effects people and places and some of the advantages and disadvantages • **To know what economic migration is and some of the push and pull factors** • **I know what a refugee is and can explain why some people are refugees** • To explain some of the reasons why people chose to live in my locality from first hand research • To know who some of the decision makers are and what policies are in place about migration and can link this to a national agenda.	• **To know what coastal erosion is and why it happens.** • To know and be able to explain the physical features of coastlines • **To know and be able to explain the necessity of coastal defences** • To know about Holy Island and the geographical factors affecting the people and the landscape. • **To know the factors affecting the future of the sea globally eg climate change, rising sea levels, pollution, plant and sea life** • To know what we can do in order to protect the sea and how to advocate for this.	• **To identify some African countries and their capital cities and can locate them on a map.** • **I know how to identify some of the physical and human features of Nigeria** • I know how to identify some of the physical and human features of Morocco • I know some of the geographical features of the Central Africa Republic and can explain issues around political unrest and poor economy • I know how to use photographs to learn about a country eg Tanzania • I know some of the facts about the history and politics of South Africa • **I know and can describe some of the different biomes within South Africa and some of the flora and fauna** (Plan bee)