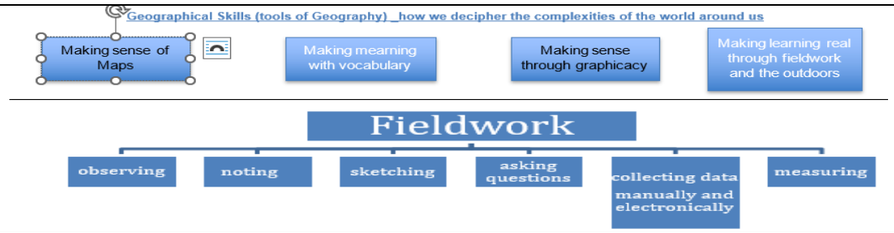
Geography 24-25



	Geographical Skills Geographical Skills and Fieldwork	**Scale:** **How does my view of this place change when I zoom in or out?** **How and why are the places connected?** **What is the local/global story?** Appreciating different scales (from personal and local to national, international, and global)	**Location Space** **Where is this place?** **How does it connect to other places?** **What is special about this location?** **How can it be mapped?** ***GA TW pge 131***	**Place** **What is this place?** **What physical and human features does it have?** **What happens here?** **How does it compare to?** **What do the people do who live there?** **What is similar and different about this place?**	**Cultural understanding and diversity:** Appreciating the differences and similarities between people, places, environments, and cultures	**Interconnection** Understanding the social, economic, environmental, or political connections between places	**Sustainability** Exploring sustainable development and its impact on environmental interaction	**Time Continuity Change** Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies.	**Environment and Earth Systems** **Earth Systems** ideas about physical processes and cycles, dynamic biological, chemical and physical changes, exemplified in a range of landforms, landscapes and environments. **Environment** ideas about interactions between physical and human geography, ecosystems, environmental change and impact, resources and sustainability, again followed up and revealed in a variety of contexts at micro to macro scales. *GA Framework for School Geog Curriculum* ***Human and Physical Geography***

Geography Strands for EYFS (The Natural World)

In reception children will:

- Draw information from a simple map.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

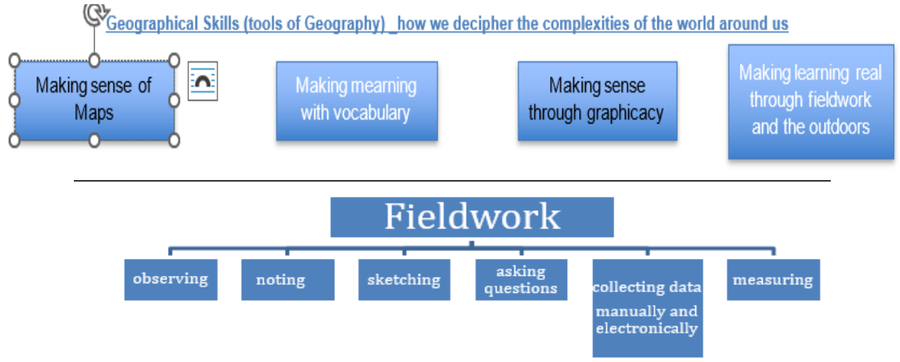
Early learning Goal 'The Natural World':

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- Begin to use geographical vocabulary

Autumn	Vocabulary	Spring	Vocabulary	Summer	Vocabulary
Investigating our school **Our immediate environment (classroom and school)** Locating different parts of the classroom and school and roles within the school What is our school called? Place-What is the address? **Roles within our wider community** People who help us in our community and locality What jobs do people do in school-interview office/cook/caretaker/cleaner/other teachers? **Different Cultures** How different cultures celebrate different festivals around the world **Field Work and Map Skills** Where am I (in the room-what parts of the room do I use -positional language next to above behind in front) Take pictures of class toy in different places and make a photo montage using positional language Create sound maps around school-what different sounds do I hear-kitchen/office/classrooms/hall Map journeys around school to hall/field/home mapping different places in the building can pupil name-hall office kitchen other classrooms ICT room. Who works in these spaces? • explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) • experience different weather conditions and their impact on the environment • examine and discuss natural objects (e.g. leaves, twigs, stones) • explore the immediate local area through walks and visits to selected sites	Address Postcode Community **s**chool classroom familiar people place environment people home family culture (Diwali, Hindu) the 'world' similar different weather jobs community	**Investigating Hot and Cold Places** **Contrasting environments (Geography, Science)** Similarities and differences in the Weather Changing states of matter – water, freezing Observations over time Looking at other countries which are cold-similarities and differences Know the name of the 4 SEASONS Know basic vocabulary for weather Types of clothes needed for cold climates Know that there are hot and cold places in the world Weather in Sheffield/Uk Is it always the same in all part of the UK **Field Work and Map Skills** F2 thermometer-recording temperature (increase/decrease) • explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) • experience different weather conditions and their impact on the environment • examine and discuss natural objects (e.g. leaves, twigs, stones) • explore the immediate local area through walks and visits to selected sites	**H**ot Cold Weather Climate rain sleet snow wind sunny waterproof thermometer conditions Arctic Antarctic 'The world' land and sea snow cold climate place the world differences/ similarities England Adaptation contrasting environment iceberg cold place camouflage animals roads shops living (ways of life in the Arctic)	**Investigating the outside of our school and the school next door** Map skills (linked to topic) – use map skills to locate outside features of school Explore the external world around them, making observations and drawing pictures of animals and plants (linked to garden topic) **Field Work and Map Skills** What words can I use to describe where the garden area is/ animals and plants found, forward backward near far left right? Describe the route from their classroom to the field-positional language-up down left right Use of simple compass directions N/S Our school from above-use aerial map to identify school and the features around the school Which parts of the external school grounds do they use/not use. Label a map of the external areas of the school-writing what they do/don't do there Make simple maps showing play areas/no go areas for the next F2 class. Site visit to Ecc Comp Field-looked down on Coit school what can you see from this position? Visit Ecc Comp-looked down onto the school-what do you notice (school looks smaller) Similarities and Differences between schools? Hot Weather Observations-clouds/temperature/sunlight Winter/Spring – what has changed? Weather Comparing to autumn - what is different? What is the same? Sorting and matching clothing items to seasons • explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) • experience different weather conditions and their impact on the environment • examine and discuss natural objects (e.g. leaves, twigs, stones) • explore the immediate local area through walks and visits to selected sites	Field Building Next to Above Larger Left Right Flat **c**hanges natural plants animals garden outdoors observations similarities and differences maps - aerial map streets, grass, and, houses, and, sea

Overview Autumn Term	Overview Spring Term	Overview Summer Terms
Children will • Learnt to talk about where they live, who with, where and where wider family live nearby further away-place names	Children will • Identify similarities and differences in the weather • Look at other countries which are cold-similarities and differences	**Children will:** • Map skills (linked to topic) – use map skills to locate outside features of school

• Talk about places they have visited with family (events/holidays/special events • Talk about places they visit in their immediate environment and further afield and how places/people might differ Doctors, church, shops • Name and locate parts of classroom/school • Know the name of the school and the road it is on • Find out what jobs people do at school • Investigate seasons and how the weather changes over the Autumn Term •	• Know the name of the 4 SEASONS • Know basic vocabulary for weather • Understand the types of clothes needed for cold climates/temperature • Know that there are hot and cold places in the world • Is the weather always the same in all part of the UK? Weather in Sheffield/Uk • Use an F2 thermometer-recording temperature (increase/decrease) • explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) experience different weather conditions and their impact on the environment • examine and discuss natural objects (e.g. leaves, twigs, stones) • explore the immediate local area through walks and visits to selected sites	• Explore the external world around them, making observations and drawing pictures of animals and plants (linked to garden topic) • Field Work and Map Skills • What words can I use to describe where the garden area is/ animals and plants found, forward backward near far left right? • Describe the route from their classroom to the field-positional language-up down left right • Use of simple compass directions N/S • Our school from above-use aerial map to identify school and the features around the school • Which parts of the external school grounds do they use/not use. • Label a map of the external areas of the school-writing what they do/don't do there • Make simple maps showing play areas/no go areas for the next F2 class. • Site visit to Ecclesfield Comp Field-looked down on Coit school what can you see from this position? • Visit Ecclesfield Comp-looked down onto the school-what do you notice (school looks smaller) • Similarities and Differences between schools? • Hot Weather • Observations-clouds/temperature/sunlight • Winter/Spring – what has changed? • Weather • Comparing to autumn - what is different? What is the same? • Sorting and matching clothing items to seasons • • explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) • • experience different weather conditions and their impact on the environment • • examine and discuss natural objects (e.g. leaves, twigs, stones) • • explore the immediate local area through walks and visits to selected sites



	Geographical Skills Geographical Skills and Fieldwork	**Scale:** How does my view of this place change when I zoom in or out? How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)	**Location** Space: Where is this place? How does it connect to other places? What is special about this location? How can it be mapped?	**Place** What is this place ? What physical and human features does it have? What happens here? How does it compare to..? What do the people do who live there ? Similarities and Differences between places	**Cultural understanding and diversity:** Appreciating the differences and similarities between people, places, environments, and cultures	**Interconnection Understanding** the social, economic, environmental, or political connections between places	**Sustainability**: Exploring sustainable development and its impact on environmental interaction	**Time Continuity Change:** Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies.	**Earth systems and Environments Earth Systems** ideas about physical processes and cycles, dynamic biological, chemical and physical changes, exemplified in a range of landforms, landscapes and environments. **Environmental** ideas about interactions between physical and human geography, ecosystems, environmental change and impact, resources and sustainability, again followed up and revealed in a variety of contexts at micro to macro scales

Y1									
Y1 AUTUMN term: **Where we Live** **Book:** **The Street beneath My Feet** **Fieldwork** **School** **Streets around Coit**	**Geographical Skills and Fieldwork** Observation and Discussion Map Reading Map Making Recording on simple maps Using aerial maps Sketching and annotating Sound Recording	**What is a Village/Town/ City – definitions? What is Chapeltown? What is Sheffield** Compare size of different homes/school/ size of Chapeltown compared to Sheffield	**Where is Chapeltown a district of County/**South Yorkshire **Region/**Yorkshire/ **country** England **/Continent** Europe/ Rural/urban?	**Why did your family choose your house? Place name? Nearby places Revision of** Revise terminology **village/town/city rural/urban/suburb an Human and physical features?**	**What cultural/ethnic groups do we have at Coit?** School population **Do we have different places of worship in our area to reflect our population.** Features that make up a street /neighbourhood-	**What is your neighbourhood like? compare differences. What could be better? How is the land nearby used? What family connections do the children have in**	**What features help to create a safe/happy neighbourhood which ensure families stay?** Audit of children's feelings- **What green spaces are there and how are they used?**	**How has Chapeltown changed over time/why?** Physical/Human changes Focus on housing/shops **around Chapeltown. Is Chapeltown changing- where/why?**	

		Compare size of Chapeltown to Sheffield Relate scale of Chapeltown to Sheffield /London Use of the terms rural urban suburban to define Sheffield/Chapeltown		Features of different types of homes/houses Similarities and differences of houses **Locality Visit** **Define local area on a map** Compare area around Park avenue and main street in Chapeltown House type audit Feelings about places in the local area (good/bad/scary/happy)	**define neighbourhood** **What do the children feel about their neighbourhood?** Belonging? Feelings about neighbourhood Audit of children's feelings- noise/litter/safe/amenities **What do the pupils know about their local community?** identify various activities in the area **Compare to Sheffield town centre-**flats why no high rise in Chapeltown?	C**hapeltown/Sheffield?** family connections Grandparents/aunties/uncles	**Are they used regularly/occasionally?** Mapping opportunities	**New developments/buildings/green spaces**	
Overview Where do we live? Children will learn their address and know what each part of their address means (number/street name/area of Sheffield where they live) locating Sheffield/Chapeltown on a map. Recognise key differences between a village, town, city and relate to Sheffield and Chapeltown using appropriate everyday vocabulary when describing local features. Recognise that they live in Sheffield which is divided into smaller areas and understand that they live in Chapeltown/Ecclesfield which is a town in a city. Identify physical and human features in their local area including (community places) VISIT a Local area. Understand the difference between the terms urban/rural. Recognise that there are different types of homes and identify how they are different: Detached/Semi-detached/Terraced/Flat/Bungalow (materials/roofs old/modern). Explain how land near their house is used, local amenities and discuss the term neighbourhood, Discuss what they like and dislike about their neighbourhood and family connections in the community. A range of geographical skills and fieldwork opportunities will be undertaken.									
Y1 Autumn **Where do we Play?** **Local Area** **Revisit during the year** **Books: Voices in the Park** **Fieldwork** **School** Local Park Sheffield Park	**Geographical Skills and Fieldwork**	**Scale:**	**Location** **Space**	**Place**	**Cultural understanding and diversity:**	**Interconnection**	**Sustainability**:	**Time Continuity** **Change:** .	**Earth Systems and Environment**
	Geographical Skills and Fieldwork Observation and Discussion Map Reading Map Making Recording on simple maps Using aerial maps Sketching and annotating Sound Recording	**Scale of School Park areas** **Compare scale of both areas** **Scale** of park compared to other parks in Sheffield **Water parks comparisons in scale**? Location of water parks NESW from Sheffield	**Where are the play areas located in school- look at the shape of play areas/location/NESW Local area parks?** **Locate** **Local Parks** **Water Parks** in UK Using maps	**What are the physical and human features of the School Play area?** Identify similarities and differences in human /physical features of play areas in school? **Which part of the school play area do you like/not like- why.** School audit **Local Park** **Who looks after it?** **Who works there?** **Is it an inviting place?**	**Who uses the park?** **Age/diversity of groups** **When is it used?** Use of other languages signage in park	**What do we need to maintain a park/improving the school play what would we need to consider?** **Who maintains the park(s)?** Cost Age group that uses it Safety of the park for different age groups	**What issues does the caretaker have to deal with whilst maintaining the play areas?** **What can children do to help?** Write to the local councillor (invite them in) to ask for more…	**How has the school play area changed over time?** **What would pupils choose to change about playtimes/areas and activities and why**	Weather ongoing throughout the year

				How do children play /use it? **How does the weather affect the use of play areas?** playtimes/areas and activities and why **Water Parks** location in UK					

Overview Where do we play?

Children will Identify the location of play areas in school using directional language and simple compass points . Sort and explain what human and physical features are found in the various play areas **using appropriate everyday vocabulary when describing local features. M**ake connections between their investigation of the local area and what they have learned about weather, climate and the UK. They will Audit the use of the various play areas-gender/classes/activities played and Identify problems in the play area (litter, mud/equipment) and discuss with the caretaker how the problems might be resolved. The children will locate parks in the local area and understand different types of parks-scale/amenities/events in the UK. They will learn who might own and look after a park, Visit a park and note the route taken (Chapeltown Park) make use of symbols to identify the journey landmarks on a map. Understand the seasonal use of the park. A range of geographical skills and fieldwork opportunities will also be undertaken. Weather will be an ongoing focus.

Y1 Spring Term **Hot and Cold Places** Handa's Surprise	**Geographical Skills and Fieldwork**	**Scale:**	**Location** **Space**	**Place**	**Cultural understanding and diversity:**	**Interconnection**	**Sustainability:**	**Time Continuity Change:** .	**Earth Systems and Environment**
	Locate on world map Cold/hot places Observation and Discussion Map Reading Map Making Recording on simple maps Using aerial maps	**How big is Antarctica Africa/Rainforest**	**Where are the Hot and Cold places in the world?** (Antarctic/Desert areas) Link to the equator	**How many different weather types do we have in the UK?** **Where is the Uk in relation to the equator.** **Where are the hotter countries/ colder countries** Features of a hot place/cold place Recognising features of Hot/Cold places human and physical Explore Antarctic	**How do people manage to live in very hot/very cold places** Clothes Homes Food Artic/Antarctica/Rainforests/Africa	**How do people animals/plants adapt to hot/cold environments?** Clothes needed for a hot/cold place	**How is the design of a house different in cold/hot places?** Sort houses Shade/location/window placement/roofing/thickness of the walls	**How is the temperature in the world changing over time?** Notice what happens to the world over time and which parts of the world are more noticeably warmer 1884-2022 https://climate.nasa.gov/vital-signs/global-temperature/	**Climate changes**

Overview Hot and Cold Places

Children will identify and list features of hot and cold places. Locate hot/cold places on a map of the world using correct geographical vocabulary (equator, desert Artic Antarctica North South Pole)

Sort hot and cold places based on their physical features/human features. Identify and locate different places around the world using simple world maps. Explain what clothes they would need to wear to adapt to the climate of a hot/cold place and will practice basic vocabulary about the weather and the climate. Make use of the four main compass points when describing the location of these regions, use globes and atlases – and annotate maps – to identify the world's hot and cold regions. Ongoing name countries in UK and seas around UK/address

Y1 Summer Term **Where we get our food from** Books	**Geographical Skills and Fieldwork**	**Scale:**	**Location** **Space**	**Place**	**Cultural understanding and diversity:**	**Interconnection**	**Sustainability:**	**Time Continuity Change:** .	**Earth Systems and Environment**
	Observation and Discussion Map Reading	**How much of the earth's surface is covered by**	**Where can food be grown?** farm/garden/greenh	**The world came to my place story** **What is a farm and what is it like**	**What food comes from different cultures**?	**How do animals support humans with food?**	**What can we grow at home/school?**		**How do the seasons affect the food that we have during the year?**

The world came to my place today **Cocoa beans** **Leon's Lucky Lunch Break** **Fieldwork** **Farm Visit**	Map of uk seas/rivers/lakes/land Map of Sheffield - farmland Map of world -food from story Identify Uk in the World Map of Cawthorne/Cannon Farm Recording on simple maps Photographs Videos	**Seas/rivers/lakes/land?** using globes to see coverage on earth's surface	ouse- **plant/tree/ home** **Where is food caught-fish?** seas/rivers **Where is food reared?** farms/small holdings Locate farms in the local area **Where does our food come from?** **Identify seas/rivers in Yorkshire**	**compared to my home? Similarities and differences** Compare different sorts of farms - arable/pastoral/mixed? **Visit to a farm** Compare similarities and difference between Chap/Bradfield -Our cow Molly Milk Story Types of local shops **grocer/greengrocer butcher newsagent**	Food from different cultures Match the food to the country Find the country on a world map Tasting sessions	Milk Journey-Our cow Molly Visit https://www.youtube.com/watch?v=V64iUpLrE04	**Which areas of school could we use?** **Home?**		Revision of seasons Types of weather

Overview Where does our Food come from?

Children will learn about the origins of food (grown/reared/caught) and locate seas/rivers/farms/etc in the UK where food might come from. Understand the different ways in how food travels to the shops. Know where food can be bought and the different types of shops (greengrocer/florist/newsagent/bakery/ butchers/supermarket/farm). Locate where food comes from in the UK. Locate foods from around the world (Read The world came to my place today identify what foods appeared in the book and identify where those places are in the world using maps of the world). Learn about farming/food production in the local area –what is farmed-grown/reared/caught. Prepare for a farm visit and map the route identifying landmarks they will see on route use compass directions to locate position of farm to school/home. Learn about the scale of farm (Our Cow Molly) compared to the scale of the school. Report on the journey of Milk following the visit. Annotate a simple map of the UK/Local area with some of its key features. look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used; observe, record, discuss and ask questions about the main features of the local area, based on direct experience; Make connections between their investigation of the local area and what they have learned about weather, climate and the UK; use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.

Y2

Y2 Autumn Term **Little Blue Planet** **Books** **Eliza and the Moonchild** **Window by Jeannie Baker** **Fieldwork** **External areas in school patterns in nature/colours in nature**	**Geographical Skills** **Geographical Skills and Fieldwork**	**Scale:** How does my view of this place change when I zoom in or out? How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)	**Location** **Space:** **Where is this place?** **How does it connect to other places?** **What is special about this location?** **How can it be mapped?**	**Place:** **What is this place ?** **What physical and human features does it have?** **What happens here?** **How does it compare to..?** **What do the people do who live?** Similarities and Differences between places	**Cultural understanding and diversity:** Appreciating the differences and similarities between people, places, environments, and cultures	**Interconnection** Understanding the social, economic, environmental, or political connections between places	**Sustainability**: Exploring sustainable development and its impact on environmental interaction	**Time Continuity Change:** Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies.	**Earth systems and Environments** **Earth Systems** ideas about physical processes and cycles, dynamic biological, chemical and physical changes, exemplified in a range of landforms, landscapes and environments. **Environmental** ideas about interactions between physical and human geography, ecosystems, environmental change and impact, resources and sustainability, again followed up and revealed in a variety of contexts at micro to macro scales
	Observation and Discussion Map Reading Use of globes Map of uk seas/rivers/lakes/land Map of Sheffield - Map of world - Identify Uk in the World Photographs Videos Analysing Simple climate graphs Globes Atlases Oblique views of Earth	**How much of the earth's surface is covered by ocean/seas/land?**	**Where is Earth located in planetary system?** **What are the names and locations of the 7 Continents of the world?** **What are the names and locations of the Oceans of the world are they all the same**? (hotter/colder)	**What are the key features of 7 continents?** **Are they similar different?** Landforms Hemispheres Mountain ranges Deserts rivers Climate Zones Define cold, temperate, warm and tropical climates and highlight the relevance of the equator	**What do we use the ocean for?** Leisure Jobs Health "Thank you ocean" poetry	**What family connections do children have across the Earth?** Family links across the world Map families on a large map of the world	**How can the Earth sustain us?** Reminder Y1 work on Food/water	**How is our planet Earth changing over time?** Population changes Landscape and Landform changes **Use the Story "Window" to show how change over time affects our world** Better or worse Advantages/disadvantages	**What is Earth?** **Earth blue/green/ brown areas** **Physical Features**

Overview Our Planet Earth

Children will be able to locate and name 7 continents and 5 oceans and use appropriate vocabulary when talking and writing about continents and oceans; Recall facts about the continents including what countries can be found near or far from the equator/North + South Pole. Begin to discuss climate zones around the world and difference between climate and temperature. Make use of compass directions when describing the location of other countries. Consider how the Earth sustains the human population. How oceans are used by humans. Respond to questions about how human processes change the Earth and how these impact on our daily lives. Consider how we can protect our Earth. Use globes and atlases – and annotate maps – to identify continents and oceans; make use of the four main compass points when describing the location of these continents and oceans.

Y2 Coasts **THEME DAY** Katy goes to the seaside **Fieldwork**	Google Earth Maps seaside resorts Photographs different seaside resorts range of features Aerial Photographs of coastal erosion changes/damage to house Map of uk coastline/popular seaside resorts Road maps-Journeys to seaside	**How much of the Earth's surface is covered by oceans?** Difference between oceans and seas	**Where are coastal areas located in the UK?** Landlocked countries	**What is the seaside?** **How are seaside places different/similar to where we live?** **What is the Coast/coastline?** **Human features** Port/harbour/pier/lighthouse **Physical Features** Beach/cliffs/stacks Settlement differences seaside/local area	**Who goes to the seaside?** Who with? **Do people live differently when they go to the seaside?** **What is a tourist?**	**What jobs can people do at the seaside?** Jobs at the seaside RNLI/Hotels/Shops/ Arcades/ Tourism	**What is done to support/stop coastal erosion and people losing homes/houses?** Sea wall breakwaters	**What happens to the cliffs when the waves and the wind wear them away?** Human impact Physical impact	**What causes the cliffs to erode?**
Overview Coasts **Children will learn** what a coast and a coastline is. Identify features of the UK coastline and how coastlines vary-rocky/beach and use everyday vocabulary when describing the features of a seaside locality. Locate seaside towns in the UK with a focus on the places the children have visited to draw on their first-hand experience. Learn how seaside settlements differ to towns/cities (features/jobs/activities can/cannot do) and use a range of seaside vocabulary-harbour/port lighthouse/beach). Explore what physical and human features might be found in a seaside place and compare to a city/town/village. Learn how the weather and the sea in a seaside place affects the physical landscape – cliff erosion. Trace the UK's coastline on a map and locate the seaside locality within it. Locate the seaside locality on a map of the UK and in relation to their home area.									
Y2 Spring Term **The UK what makes it great** Books Katie In London Paddington **Fieldwork**	**Geographical Skills and Fieldwork** Compass Directions Map of the UK Thematic maps-population across **uk/sparsely populated/heavily populated** **Digimap** -historical images London over time Rainfall graphs different part of the UK Aerial Photographs	**Scale:** **Which UK country is bigger/smaller?** Comparisons of size of each UK country **Scotland** **England** **Wales** **landmass**	**Location** **Space** **Where is the UKs place in Europe/the world?**	**Place** **What are the British Isles?** **What is Great Britain?** **What is the United Kingdom?** **How are these places similar/different?** **Capital cities of UK?** Physical Features - landmarks Human Features - landmarks Compare London with /New Delhi famous landmarks Climate types	**Cultural understanding and diversity:** **What different Cultures/Ethnicities do we have in school?** Population Official Languages Major Religions Famous People Popular Food Festivals **Sheffield/London/New Delhi** Population Official Languages Major Religions Famous People Popular Food Festivals **Tourism why do people visit London?** **Does Edinburgh and Cardiff have as many attractions as possible/visitors?** **New Delhi**	**Interconnection** **Why do so many people live in London?** **New Delhi?** Two cities London/New Delhi **Uk/India** Types of employment both countries farming plays large part in the economy	**Sustainability:** **What benefits do tourists bring to the places they visit?** Jobs Local economy Conservation of the natural environment	**Time Continuity Change:** . **What impact has the increase in population had on the landscape?** **London skyline** **New Delhi** Use of terminology Rural-urban	**Earth Systems and Environment**
Overview What makes the UK Great?									

Children will revise what the UK is and its 4 countries using maps. Review the names of the surrounding seas around UK and UK capital cities (map use). Understand that the United Kingdom is an island and it is surrounded by water Sort well known landmarks (physical and human features) photographs. Understand the United Kingdom is part of the continent of Europe. (world map) and that it is surrounded by different seas. Compare another city in the world New Delhi with London and look differences/similarities: population/physical and human features. Understand more about the UK climate and how temperature changes during the year with the different seasons

Skills Use maps and aerial views of UK including videos discussing main features seen. Annotate a simple map of the UK with some of its key features, including the location of its nations and its capital cities. Look at maps and aerial views of a contrasting locality in India discussing and asking questions about its main features and comparing these with the UK; Make use of the four main compass points when describing the location of these key locations and regions

Y2 Summer Term **Villages Towns Cities and Employment** **To the other side** **Boundless Sky** **Fieldwork** Visit to local Business Park	Interviews and questionnaires (simple) Prior Audit where they go to work Data handling Employment graphs -parents Y2 Chapeltown population statistics Observation and Discussion Map Reading Map of uk Identify Uk in the World maps Photographs Videos	**How does the scale of workspaces differ In a School/local areas?** Fieldwork Visit **Chapeltown** Shops/Asda Business Park unis	**What is a settlement?** Features of a settlement	**What are the Key Features of a village/ town/city?** **List the differences and similarities?** Nearby towns/cities **How are villages the same/different comparisons** Bradfield/MUGURAMENO-Africa **Where can parents work in Chapeltown?** Industry/retail/office	**What do workspaces look like in Chapeltown/Ecclesfield** (School area) Business Park Chapeltown Centre **What types of jobs are done there?** **What do humans need from a settlement?** Shelter Health Education Freedom friends	**What employment types are there in the local area?** Investigate parent place of work/mode of travel to places of work Identify on a map	**How has the business park been made environmentally friendly?** Pond area Reclamation of the land	**How was the land at the Business Park changed use/land development**? Improvements made	

Overview Villages Towns Cities and Employment

Children will

- Learn what a settlement is
- Understand what factors are needed to make a successful settlement
- Recognise differences between villages/towns/cities and identify their key features
- Compare and contrast a UK village with one in Africa
- Investigate the range of employment types in Chapeltown - visit the business park to investigate different employment types
- use appropriate vocabulary when describing Mugurameno and comparing it with their local area;

Skills

- use globes and atlases – and annotate maps – to identify the location of the UK, Europe, Zambia and Africa (including maps of hot and cold regions);
- look at simple maps, aerial views and photographs of Mugurameno, discussing and asking questions about its main features and comparing these with their local area;
- make confident use of the four main compass points when describing the location of the UK, Europe, Zambia and Africa.

Y3

Y3 Autumn 1Term **Egypt** **Orientation for History topic**	**Geographical Skills and Fieldwork**	**Scale:** How does my view of this place change when I zoom in or out? How and why are the places connected?	**Location** **Space:** **Where is this place?** **How does it connect to other places?**	**Place:** **What is this place?** **What physical and human features does it have?** **What happens here?**	**Cultural understanding and diversity:** Appreciating the differences and similarities between people, places,	**Interconnection** Understanding the social, economic, environmental, or political connections between places	**Sustainability**: Exploring sustainable development and its impact on environmental interaction	**Time Continuity Change:** Understanding how sequences of events and activities in the physical and human	**Earth systems and Environments** **Earth Systems** ideas about physical processes and cycles, dynamic biological, chemical and physical changes, exemplified in a

		What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)	**What is special about this location? How can it be mapped?**	**How does it compare to.? What do the people do who live there?** Similarities and Differences between places	environments, and cultures			worlds lead to change in places, landscapes, and societies.	range of landforms, landscapes and environments. **Environmental** ideas about interactions between physical and human geography, ecosystems, environmental change and impact, resources and sustainability, again followed up and revealed in a variety of contexts at micro to macro scales
	Photographs Globe Atlas Recording on maps Map reading Aerial images Responding and making judgements			**Egypt Focus on River Nile Locate- continent/surrounding countries/oceans/seas**	**Importance of the Nile –Nile facts**	**How the Nile supports employment? What does Egypt produce-world trade?**	**How the impact of flooding on the River Nile has improved?** Building of the Aswan Dam	**Building of the Dam benefits**	

Overview Egypt (Mini-Topic) Orientation Lesson
Children will
Locate Egypt using maps and atlases and know which continent it is in/which seas surround it/climate/ physical and human features. Begin to understand the importance of the River Nile where it starts and end, its tributaries and how the Nile was used Identify physical and human features of tourist attractions. **Skills** Locate Egypt using maps and atlases and Use globes and atlases to identify the location of the River Nile where it starts and where it ends.

Y3 Autumn Spring Term **North America** **Native American Creation Stories** **Fieldwork**	Map of North America and its countries Use Globes/Photographs Atlases to locate places in NA Using 4 figure coordinates to locate features Using maps and aerial views to discuss NA Use zoom function to locate places and at different scales Add photographs to specific locations	Size of Jamaica Mexico Canada Alaska	**Where is North America' s place in the world?** Neighbouring countries/states/oceans/continents	**What countries are there in North America? Similarities and differences?** Revisit the Equator line and North/South Pole Predict climate based on position from equator Explore countries of NA Explore **Caribbean - Jamaica/Mexico Canada/Alaska** and **Artic circle** Physical/Human Landmarks **Climate Capital cities New York States USA**	**What do you know about Jamaica/Mexico/Canada/Alaska?** Population Official Languages Major Religions Famous People Popular Food Festivals	**What are the most common Livelihoods in: Mexico Jamaica Canada? How do these jobs affect the environment?** Settlements/people' s lives **(economy)**	**What projects are in place to improve the environment In Mexico/Jamaica?** pollution issues	**How has Mexico changed over time- physical and chemical affects?** Lack of clean water Deforestation Air Pollution Jamaica Coastal waters polluted by sewage/oil spills/industrial waste **Canada** Mining Wildfires Deforestation **Alaska** Thawing permafrost- livelihoods of indigenous people	

Overview North America
Children will locate North America on a map (continent/ocean revision). Identify geographical features of the famous landmarks in North America (explore Rocky Mountains/Niagra Falls Grand Canyon Empire state building) Identify some of the 23 NA countries USA (made up of 50 states) Canada, Jamaica Mexico and Cuba. Locate the Caribbean and its proximity to the equator making links to climate. Learn about the features of the Caribbean and its famous islands-Jamaica. Study Jamaica, what it produces, linking food production to climate. Investigate sustainability to the wildlife in the Caribbean –deforestation, pollution, tourism. Investigate Mexico-terrain/landmarks/culture (food festivals football). Investigate Canada and the natural resources that Canada produces. Explore the environmental issues affecting Canada linked to resource production (mining/oil production). Locate Arctic circle and learn why

it is so called. Investigate the physical features of the Arctic circle and find out more about who lives there. **Skills** use globes, atlases and maps to identify the main human and physical features of North America interpret maps and aerial views of the Americas, at a variety of scales, discussing and asking questions about their main features. Use appropriate vocabulary when describing North America, including place locations and map features**.** Relate the position of NA to equator and temperature/climate.

	Geographical Skills and Fieldwork	**Scale:**	**Location Space**	**Place**	**Cultural understanding and diversity:**	**Interconnection**	**Sustainability**:	**Time Continuity Change:** .	**Earth Systems and Environment**
Y3 Summer Term **Greece** **Mini topic** **Orientation for History**	Atlases Maps		**Where is Greece in the world??** Continent Seas	**What is it like to live in Greece?** **What physical and human features/landmarks can be found in Greece?** **Key Facts** Athens Locate-continent/surrounding countries/oceans/seas Climate/Landscape Living in Greece	**What do you know about the capital of Greece-Athens ?** Population Age of the city Transport	**What does Greece produce-world trade?**	**What is Athens doing about the Pollution issues?**	**What has changed in Athens over time?** **Pollution issues**	

Overview Ancient Greece Mini Topic

Children will

- Locate Greece and identify which hemisphere it is in the continent, nearest oceans/seas and how far/near to the equator.
- Find out what Greece is like-climate/landscape/capital
- What physical/human features are notable?
- How human processes - tourism affects the landscape
- Investigate exports from Greece

Skills

- Locate the world's countries using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

	Geographical Skills and Fieldwork	**Scale:**	**Location Space**	**Place**	**Cultural understanding and diversity:**	**Interconnection**	**Sustainability**:	**Time Continuity Change:** .	**Earth Systems and Environment**
Y3 **Summer Term** **South America And Rainforests** **Books** The Great Kapok Tree The Rainforest Grew all around **Fieldwork**	Map of South America and its countries Use Globes/Photographs Atlases to locate places in NA Using 4 figure coordinates to locate features Using maps and aerial views to discuss NA	**What is the scale of the SA rainforests?** Compare to other rainforests	**Where is South America?** Continent/nearest oceans/countries/states **Where is the SA Rainforest**-country /continen**t/nearest ocean**	**What is Brazil like as a place?** Location Physical and human landmarks	**How are the physical and human features of Brazil different to where we live?** **Brazil** Population Official Languages Major Religions Famous People Popular Food Festivals	**How are climate/ plants and animals interconnected?** **How does the rainforest support Indigenous people's homes/livelihood?** Charities which support Rainforest	**How are the supply chains of resources from Rainforest which provide food and medicine protected?** Demand for crops palm oil and soya Restoration of the damaged	**Who has and what has affected the rainforest over time and why?** Land being cleared to make farmland for crops/cattle poorer communities Destruction of the ecosystem	**What is a climate Zone?** **What is a biome?** **What are rainforest biome characteristics?** **What are the names and functions of the different Rainforest Layers?**

Botanical Garden visit medicinal plants?	Use zoom function to locate places and at different scales Add photographs to specific locations Relate measurement on maps to outdoors Make scale drawings				**Rainforest** **Indigenous people** Population Official Languages Major Religions Famous People Popular Food Festivals		ecosystems by planting tree Establishing parks		

Overview South America and Rainforests

Children will Investigate climate zones and make links to South America countries and their climate. Learn about the location of South America and its key features (how many countries in SA –12) and their names smallest -Suriname/largest -Brazil) top physical features Angel Falls Amazon River and Atacama Desert and Top Human features-Christ the Redeemer statue, Machu Picchu and coffee plantations). Investigate Brazil and Rio De Janeiro human and physical features to learn more about the physical and human features similarities and differences between Brazil and our own country. Find out about daily life in Rio de Janeiro

Rainforests **Children will f**ind out about rainforest biomes and their location in the world. Learn about rainforests and the different layers of a rain forest and their functions. Discover how climate, plants and animals are connected Investigate how the rainforest produces food and medicine for use around the world. Investigate rainforest sustainability how it can be made more sustainable (deforestation) and how life may change for Caboclo people. **Skills**

use globes and atlases to locate rainforests /South-East Brazil and Rio de Janeiro within the South American continent and support their understanding of these places (e.g. within relevant climate and time zones)

interpret maps and aerial views of South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing them with places previously studied.

Y4

	Geographical Skills **Geographical Skills and Fieldwork**	**Scale:** How does my view of this place change when I zoom in or out? How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)	**Location** **Space:** **Where is this place?** **How does it connect to other places?** **What is special about this location?** **How can it be mapped?**	**Place:** **What is this place ?** **What physical and human features does it have?** **What happens here?** **How does it compare to..?** **What do the people do who live there?** Similarities and Differences between places	**Cultural understanding and diversity:** Appreciating the differences and similarities between people, places, environments, and cultures	**Interconnection** Understanding the social, economic, environmental, or political connections between places	**Sustainability**: Exploring sustainable development and its impact on environmental interaction	**Time Continuity Change:** Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies.	**Earth Systems And Environment**
Y4 Autumn Term **Food Farming and Fair Trade** **Books** **Fieldwork**	**Thematic Maps** Drought areas of the world Poverty areas of the world Transport Routes across the world **World Maps** Grid References Atlas/Globe/	**How big are the biggest food producing countries in the world?** **Where are these countries and why do they produce so much food?** **What are the 10 most deprived areas in England?**	**Where are the UK counties and regions and what are regions and counties?** **Where are the top food producing countries and what are the top 4?** **Where are the fair-trade areas of the world?** **What do these areas have in common?** Low income Types of products handicrafts, coffee wine sugar fruit flowers	**Investigate places in the world that produce our food** **Food. What are these places like?** **How are they similar/different to UK?** **Melon Story** Senegal Africa **Green Bean Story** - Kenya Africa	**What foods do we eat from other cultures?** Japan Poland Greece Italy	**How does the Fairtrade initiative support Farmers?** Food prices Decent wages Security of jobs Employment Factors affecting choice of which foods grown • Social • Cultural • Economic • Decision making by farmers **What are Food Miles?**	**What products do Fair Trade farmers make?** What it is **Why was it started?** **How does it work?** Benefits of fair-traded products • Economic • Social • Cultural **Poverty Maps and Poverty Zones in Sheffield?** **World Famine** **Solutions to famine** **Why has there been a rise of Food banks in Yorkshire?** **Is there enough food to go around?** **Is food wasted?**	**Has Fair Trade made life better for Farmers?** Reinvestment in land Land use Better wages Control over crops **What is a drought and what impact does it have on people: hunger, malnutrition, starvation?** **(crops cannot grow)**	**How does climate affects food production?**

Overview Food Farming and Fair Trade

Children will revise the locational knowledge of major cities in the Uk (Sheffield Leeds Manchester Newcastle London). Discuss what a city is and how a settlement becomes a city/compare to coastal cities (Y2 links). Compare data-population data of core cities (12 core cities) with a focus on to Sheffield Leeds Manchester Newcastle London data analysis. Identify differences between counties and regions-identify Yorkshire and all its counties and label major towns/cities in Yorkshire. Link locational knowledge of counties to where our food comes from in the UK. Locate Fair-trade countries. Link climate to food production and how our UK temperate climate prevents growth of some foods. Learn how and why the UK buys and sells food around the world. Discover what food miles are and follow the growth and production of Green Beans/Melons in Africa. Research Fair Trade: Locate Fair-trade countries their climates/products and how fair trade supports farmers. Investigate reasons for hunger and food poverty in the UK and in underdeveloped parts of the world **Skills** Interpret a range of maps and aerial views of apply this information to their understanding of where food is grown /reared/caught (Y1 Links). Use maps to identify countries and regions around England and relate to food sources. Use globes, atlases and maps to locate the world's food production areas.

Interpret a range of maps and aerial views of farms and apply this information to their knowledge of food transport routes. Compare data-population data of core cities (12 core cities) with a focus on to Sheffield Leeds Manchester Newcastle London data analysis.

	Geographical Skillsand Fieldwork	Scale:	Location Space	Place	Cultural understanding and diversity:	Interconnection	Sustainability:	Time Continuity Change: .	Earth Systems and Environment
Y4 Spring Term **Water** **(Short Topic)** **The Drop in My Drink** **The Story of water on our Planet** **Fieldwork** **Water Treatment works**	Hydrology maps Ocean /sea Maps Thematic Maps World Religions Charity Maps of the world	**Oceanic scales** **Seas**	**What fraction of the Earth is covered by oceans/seas?** Oceans Seas Rivers Lakes **Where are reservoirs and dams in Sheffield. Why are they there?** **Man made water bodies** **Reservoirs**		**Is access to water equal across the world?** Drought and impact of drought	**How do water companies support customers?** Clean water/regular water supplies/fixing leaks **Is Water free?** In the UK water can be offered free at venues **How do agencies try to improve water quality and a fair distribution in parts of the world where water is in short supply?**	**How is water distributed?** **Do we have equal access to clean water?** Access to clean water- is it right? **Can dirty water be made usable?** Developing countries **What is lifelike without clean water?** **Charities** (Wateraid/UNICEF) **Why do people in different parts of the world use more or less water?**	**Why do we need reservoirs/dams?** Map the journey of water from reservoir to home	**Where does water come from?** Features of different bodies of water

Overview Water

The children will understand how much of the earth's surface is water. Learn where water comes from in the UK (regional water distribution). Locate reservoirs in Sheffield and Derbyshire and understand how water travels from reservoirs to homes/schools. Learn about the water cycle and the various process (condensation, evaporation, precipitation percolation). Investigate how water travels from reservoirs and is managed and controlled in school/home Understand the importance of clean water and how dirty water can be made more usable. Discuss whether access to clean water is a right and why different people in parts of the world do not have this right currently Learn more about the water agencies and their role in improving water quality and fairer distribution. Find out about the Water Aid charity who support under-developed countries with water provision. Investigate the spiritual significance of water in some cultures (Christianity-Baptism/Sikhism purification). **Skills** Use globes /themed maps of water sources to identify water sources in UK/World and use OS maps to locate reservoirs in Sheffield and consider their scale using 4 figure grid references.

	Geographical Skillsand Fieldwork	Scale:	Location Space	Place	Cultural understanding and diversity:	Interconnection	Sustainability:	Time Continuity Change: .	Earth Systems and Environment
Y4 Summer Term **Mountains** **Cliffhanger** **Fieldwork**	**4 figure Grid References** **Lines of latitude/longitude** **Map of mountains UK/Europe/America** **OS maps contours** **Contour maps**	**What are the scales of the Mountain Ranges in Uk/Europe/World?** **Biggest/smallest?**	**Where are mountain ranges located in the Yorkshire Region/Uk/British Isles/Europe/USA** **In which regions/countries Continents are the mountain ranges found?**	**What is the view like if live on near or in the valley of a mountain?** **Similarities and differences in mountain living**	**What is the cultural significance of mountains?**	**What is it like to live and work on/near a mountain?** Tourism and Mount Snowdon/Alps Farming on a mountain Animals and plants that live on a mountain. **Climate**	**What is the impact of tourism in the Himalayas?** Impact of tourism	**What causes a landslide avalanche?** **What impact does this have on a mountain?** **Human Impact** Pollution on mountains from Tourists Deforestation	**What is a mountain?** **What are the physical features of a mountain?** Definition of a landform >600m Highest /Famous mountains **Mountain formation** **What are the features of Mountains** **Summits/slope/valley**

						Food **Jobs** **Day to day life**			**What are the Zones of a mountain?** Foothills, Alpine, Subalpine, Nival. **How is a mountain formed?** **What are the names of the different types of Mountains?** Fold/Fault block Volcanoes Dome Mountains Does the climate change and Mountains
Overview Mountains **Children will** Learn what a mountain is and understand they are formed over many millions of years. Know the names and locations of the UK/ Europe and world's highest mountains (use of grid references). learn about the different types of mountains (fold fault block volcanoes and dome) and how fold mountains are formed. Find out about the features of a mountain (Summit slope plates mantle valley). Understand that a mountain can be divided into zones and how different plants and animals live in different zones as the altitude increases. Investigate how living on/near a mountain impacts the lives of local people (Mount Snowdon) tourism positive and negative aspects (UK) Find out about mountain farming and how climate and rainfall support farming on a mountain (Africa). Understand more about mountain mythology from different countries **(Mt Everest/Olympus)** **Skills** Use detailed maps OS, contour maps and aerial views of mountains and ranges to inform their understanding of their location, use and features; Use map references to locate some of the world's principal mountains; 4/6 figure grid references Use geographical vocabulary when describing mountains and ranges. Collect mountain data and interpret height/country/continent/name facts									

Y5									
	Geographical Skills Geographical Skills and Fieldwork	**Scale:** How does my view of this place change when I zoom in or out? How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)	**Location Space: Where is this place? How does it connect to other places? What is special about this location? How can it be mapped?**	**Place: What is this place ? What physical and human features does it have? What happens here? How does it compare to..? What do the people do who live there?** Similarities and Differences between places	**Cultural understanding and diversity:** Appreciating the differences and similarities between people, places, environments, and cultures	**Interconnection** Understanding the social, economic, environmental, or political connections between places	**Sustainability**: Exploring sustainable development and its impact on environmental interaction	**Time Continuity Change:** Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies.	**Earth Systems and Environment**
Y5 Autumn Term Settlements Migration and Refugees (short unit) The Other Side My name is not refugee	**Lines of Latitude and Longitude** **Settlement maps** **Migration routes** **6 figure grid references- origins/destination countries**	**What is the scale of migration across the world?** Forest Fires War	**Which areas of the world have increased rates of migration?** **Reasons for increased rates of migration?** **How long did the journey take?** **Are there key Migrations paths in the world?**	**Major settlements in UK. How are they similar/different?**	**Are refugees different to migrants? Migration stories** Slavery/political instability/famine/war/study **Refugee Stories** Nomadic people-farmers Asylum Seekers Cultural changes for migrants/existing communities -	**What is a settlement?** **How do migrants support their new communities? How are they received?** **Migration and employment** Journeys of Famous refugees **Why do people migrate?** choice/forced? **What do settlements need to be successful?** Food Health Housing Schools freedom love) **?**	**How can communities be made more sustainable to support refugees?**	**How is the Landscape changed when communities migrate?** Communities Neighbour hoods	
Overview Migration and Settlements **Children will** revise the term settlement and identify patterns in settlements in the world using a variety of geographical sources (Global cities London, LA, Abu Dhabi). Reference settlement patterns to population/physical features and human features. Learn about the reasons for migration considering choice and necessity push/pull factors-physical processes human features- fires in Canada, drought, flooding). Understand the difference between migration and evacuation and reasons for evacuation. Discuss what a community needs to support its population in terms of human and physical features (food health care housing education, freedom, care, peaceful neighbourhoods). Study famous migration paths across the world (and one in depth (Windrush Oregon Trail, The Great Trek, Atlantic Slave Trade, Australia emigration) and how communities accepted migrants. Understand the human/physical features of places which cause refugees to flee and what happens to these areas once population has decreased (war, oppression, natural disasters and climate change). Understand the reasons why refugees must move quickly and scale of refugee crisis in the world. Find out more about the charities that work with refugees and which parts of the world they work in. **Skills l**ook at maps including satellite maps and aerial views of settlements around the world and locally. Make connections between their investigation of the local area and what they have learned about weather, climate and the UK; Use maps to plot migration journeys calculating distance travelled. Use data to understand scale of refugee crisis in different countries and compare places and discuss how this affects services/amenities.									

	Geographical Skills and Fieldwork	Scale:	Location Space	Place	Cultural understanding and diversity:	Interconnection	Sustainability:	Time Continuity Change: .	Earth Systems and Environment
Y5 Spring Term Disasters Earthquakes and Volcanoes	Lines of Latitude and longitude Thematic maps- volcanoes/fault lines Data on volcanic eruptions/Earthquakes identify patterns	**What is the scale of the most famous volcanoes?** **What is the scale of damage from an Earthquake? /volcanic disasters?**	**Where are the most earthquake-prone places in the world?** **Where do most earthquakes occur?** **Where is the ring of fire?** Earthquakes lines Volcanoes	**How are earthquake and volcanic zones similar/different?**	**How does living in an E/V zone impact life?** Hindu myths about earthquakes Ancient Pagan beliefs	**What happens to the infrastructure of a place destroyed by an E/V**? homes/factories/ farmlands affecting production of goods affects economy. **Why do people choose to live in V/E zones?** damage to an area from E/V	**How can buildings be adapted to withstand an Earthquake?** **How have people adapted to living in E zones?** Oxfam/Save the Children/ UNHCR/ShelterBox	**What are the consequences of an earthquake on land?** **How is the land altered?** **What is the Impact of a Tsunamis on land- trees/plants/animals?** Pollution if chemicals washed into the sea poisoning sea life	**What causes an Earthquake?** **What causes a volcano to erupt?** Features Types of volcanoes Earthquake/Volcano data and pattern analysis

Overview Earthquakes and Volcanoes

Children will study the structure of the Earth to understand how the Earth was formed. Understand what an earthquake is locate the most earth-quake prone places in the world (Around the edges of the Pacific Ocean). Use geographical vocabulary, including some technical terms, when describing the Earth's structure and the features of volcanoes and earthquakes. Research how buildings have been adapted to survive in earthquake zones. Learn how people who live in earthquake zones have had to adapt their lives to survive in these areas (homes/drills). Find out which earthquake prone countries spend more money protecting their citizens than other countries (Japan). Find out about Tsunamis and the consequences to communities when a Tsunami strikes. Use their existing mountain knowledge to learn more about what a volcano is. Locate major active volcanoes around the world (Ring of Fire). Investigate the features of a volcano and the sequence of a volcanic eruption. Find out about the consequences on local communities of an eruption and why people live near one. Research the religious connection between erupting volcanoes and belief systems (Indonesia). Learn more about the charities that support in disaster zones (Oxfam Shelter Box). **Skills** use maps (including thematic maps) and atlases to locate places with significant volcanoes and where significant earthquakes have occurred (e.g. the Pacific 'Ring of Fire). interpret a range of maps and aerial/satellite views of volcanoes, applying this information to their understanding of it and for route planning; use and annotate Ordnance Survey maps, including the use of grid references, to present arguments about change in the local region brought about by volcanic eruptions.

	Geographical Skills and Fieldwork	Scale:	Location Space	Place	Cultural understanding and diversity:	Interconnection	Sustainability:	Time Continuity Change: .	Earth Systems and Environment
Y5 Summer Term Disability access in the local Area Fieldwork Visit Short Topic	OS Local area and map symbols 6 figure grid references	**How much of the world's population is classed as disabled?**	**Which cities/countries support accessibility?**	**How accessible is School?** **What are the physical and human barriers in the local area and in Chapeltown?** **How accessible is the local shopping area of Chapeltown?**	**How does disability affect day to day living?** Interview disabled person -how has life changed?	**How do the children at school support children with a disability?** **Can all disabilities be seen?** **How can school be made more accessible?** **What is meant by accessibility?** **What is meant by disability?** **How can the local area be made more accessible?** Improving surfaces/signage Removing barriers		**How has the local area been adapted to support disabled people?**	

						Parking issues-on the paths			

Overview Accessibility in our Local Area

Children will examine the accessibility of our school/ local routes/ buildings in the local area by gathering information through first hand observation. Identify different types of obstacles to journeys (First hand observation –visit) Identify what we do well and where we could improve our movement around school for wheelchair users. Consider what improvements need to be made for disabled people/parents with pushchairs to improve access to school in the local area.. Consider what the social issues and equality rights are for disabled people and interviews arranged with people who have accessibility issues. **Skills** Use maps of local areas and symbols to identify accessible routes from School to Chapeltown. Analyse disability statistics from around the world and look at how Netherland /USA supports access find out why these countries do this well. Use google maps to locate wheelchair accessible places locally/Sheffield. Use data above to write to councillor re access in Chapeltown and issues found whilst undertaking the walk.

	Geographical Skills and Fieldwork	**Scale:**	**Location Space**	**Place**	**Cultural understanding and diversity:**	**Interconnection**	**Sustainability:**	**Time Continuity Change:** .	**Earth Systems and Environment**
Y5 Summer Term **World Trade (short unit)** **Books** **Fieldwork**	World Map Trade route map Commodity/resource map of the world	**What are the world's biggest supply Chains and transport Routes?**	**Which countries import/export the most?**	**Which countries are the world's biggest importers and exporters? What are these places like?** **Are there patterns to export/import data?**	**How does trade affect changes in culture of a country/area/group /community?** Ideas, methods, technologies	**What are Imports and Exports?** **How we are linked to people in other parts of the world?** **Why do we trade? What do we trade?** **What is a Trade Route?** **What factors affect the choice for trade routes?** **What is the I-Phone Journey?** Air miles **What natural/manufactured resources do we get from around the world?** **Factors affecting production of materials and goods** • **Location Climate Geology History**	**What happens when trade routes go wrong?** International Traffic Jams Evergreen container disaster **How can air pollution be made more sustainable?** aviation fuels	**What impact do the most popular trade routes have on the environment?** Pollution **What factors affect choices for trade routes? And how do these affect the environment?** • **Cost** • **Distance to travel** • **Speed** **Historical Trade Routes**	

Overview World Trade

Children will find out how people are linked to other parts of the world with trade. Understand what an import and export is and identify and locate countries which are the biggest import/exporter of goods. Understand how a global supply chain works by studying how an iPhone transportation footprint works on a global scale. Study transport routes for electronic goods iPhone and understand that transport of goods can involve huge distances (ship/place/lorry) Learn about the factors which affect trade routes-cost speed distance and how international traffic jams severely affect delivery of goods. Understand how trade affects communities (advantages and disadvantages)

Skills Use import and export data to see which country exports /imports the most/least. Using scaled maps of the world identify supply chain routes and transport routes. Using shipping websites identify ships and their routes.

Y6									
	Geographical Skills Geographical Skills and Fieldwork	**Scale:** How does my view of this place change when I zoom in or out? How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)	**Location Space: Where is this place? How does it connect to other places? What is special about this location? How can it be mapped?**	**Place: What is this place? What physical and human features does it have? What happens here? How does it compare to..? What do the people do who live there?** Similarities and Differences between places	**Cultural understanding and diversity:** Appreciating the differences and similarities between people, places, environments, and cultures	**Interconnection** Understanding the social, economic, environmental, or political connections between places	**Sustainability**: Exploring sustainable development and its impact on environmental interaction	**Time Continuity Change:** Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies.	**Earth Systems and Environment**
Y6 Autumn Term **Countries linked to WW2** **Mini topic**	Lines of Longitude and Latitude coordinates for Key countries World Map Locate countries Maps of Europe Maps of Asia		**Continents and Countries Location of WW2 countries Seas/Mountain ranges/rivers**	**What countries were linked to WW2? Physical and Human features/** Key Countries Axis Countries European and non-European countries Main Cities linked to WW2 Population Key Physical features Famous landmarks Rivers Mountains which would support/hinder an invasion	**What do you know about the WW2 countries?** Languages spoken Religions Currency Famous People Popular Food Compare landscape of countries	**How do countries work together now?** European Union Commonwealth United Nations	**How do European countries work together when there is a disaster to protect the area?**	**How is a Landscape altered/affected during a war?** Destruction of land from mass migration settlements	
Overview Countries and Capitals Short Topic Orientation lessons Children will use longitude and latitude knowledge to find locations in Europe. Learn variety of fact about European countries involved in WW1 and 2: physical and human features/famous landmarks/rivers/mountains. Learn about the purpose of the United Nations and the commonwealth countries. Interpret a range of maps of the UK /Europe/World and the local region and apply this information to their understanding of it. **Skills I**nterpret a range of maps of the Europe and apply this information to their understanding of the political landscape at the time of WW1/2.									
	Geographical Skills and Fieldwork	**Scale:**	**Location Space**	**Place**	**Cultural understanding and diversity:**	**Interconnection**	**Sustainability**:	**Time Continuity Change:** .	**Earth Systems and Environment**
Y6 Spring term **Rivers** **Journey to the River Sea**	Lines of Longitude and Latitude coordinates for Key countries UK River Maps World River Maps	**Size of rivers**	**Where in the world is the river xxx? What rivers are found in our local area? Names of rivers in the UK/Europe?**	**Why do people settle near rivers? What are these places like?**	**Why do some rivers have a religious significance?** River Ganges most famous Hinduism	**How might a river support a community/employment?** Homes HEP	**How can flooding be prevented?** Flood prevention Thames Barrier Flood defenses Embankment Damming of a river Litter and Pollution	**How does flooding affect the land temporarily/permanently?** Flooding issues-roads/homes damaged. Disease	**Revision of the water cycle? What is a river? How do rivers/bodies of water play a part in the water cycle?**

			What are the names of the most important major rivers of the world?			Transport-people and goods Growing Crops	Irrigation	Livestock/people affected. Pollution **How has river use changed over time?** Leisure Employment Fish environment	**What are the names/features/stages of a river?** **Why does a river flood?**

Overview Rivers

Children will Revise the water cycle. Learn what a river is and where the rivers are in our local area/UK /World and their names (longest/shortest in UK. Learn the features of a river and use 6 figure grid references to explore a river's journey on an OS map. Explore information about the most important rivers in the world (NILE AMAZON YANGTZE MISSIPPI) and create a fact file debating the reasons why their river is the best. Understand the impact of rivers flooding on communities. Consider why people settle by rivers particularly in cities. Research methods to prevent flooding (Sheffield flood defences)-beavers, use of trees, walls/Global solutions). Find out how river use has changed over time (leisure/transport/hygiene/crop growth. Learn more about pollution in rivers and how human processes are responsible for the pollution. Find out about the religious importance of River Ganges

Skills Use atlas indexes to find rivers. Confidently use globes, atlases and maps to locate the world's principal rivers. Analyse rainfall data/graphs from across the UK and link to flooding patterns. use thematic maps/satellite view of rivers for information gathering. Understand different map projections of rivers and what they show. 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 world rivers. Use their knowledge of rainfall flooding and flood prevention methods to explain how to reduce/stop flooding. Relate maps to each other and to vertical aerial photographs.

	Geographical Skills and Fieldwork	**Scale:**	**Location Space**	**Place**	**Cultural understanding and diversity:**	**Interconnection**	**Sustainability**:	**Time Continuity Change:** .	**Earth Systems and Environment**
Y6 Summer erm **Biomes**	Biome Map of the world Lines of Latitude and Longitude Rainfall graphs Temperature Graphs Climate graphs	**What is the global distribution of biomes?** Scale of different biomes in the world largest/smallest	**Where are the different biomes in the world?** continent nearby oceans/seas	**What are the unique characteristics of each biome?** **Physical features** **Human features**	**How do different cultures adapt to living in different biomes?** Homes/Clothes/food	**How are plants animals and the climate connected?** **How do different biomes support food/medicines/products?**	**How can biomes be made sustainable?**	**How do biomes change over time?**	**What is a biome?** **What are the features of the different biomes?** **How do lines of Lat/Long link to climate?** Difference between weather/climate Climate zones **How does climate change impact biomes?**

Overview Biomes

Children will revise difference between weather and climate. Learn the features of the 6 types of climate zones and list their features. Explore how climate zones vary around the world and how these impacts on vegetation/animals. Find out about biomes (named after main vegetation type) 8 terrestrial biomes arctic rainforest desert Mediterranean tundra grasslands taiga. Understand what an ecosystem is and understand how climates, plants and animals are connected in a biome. Understand how climate change affects a biome and the co-dependency of plants animals humans.

Skills Interpret a range of graphs –temperature/rainfall to identify patterns. interpret a range of maps of the UK /Europe/World and the local region and apply this information to their understanding of it; use thematic maps for information gathering. use a range of viewpoints up to satellite to study biomes. Understand different map projections of biome distributions around the world and what the projections show about changes in biomes. Compare different maps to each other and use vertical aerial photographs of biomes.

Y6 Summer erm **Tourism** **Castleton** **Fieldtrip** **OS maps** **Contour Maps** **Short Topic**	**Fieldtrip** **OS maps** **Contour Maps**	**Scale** **How big is Castleton compared to Chapeltown** **Peak District mountains scale/facts/**	**Location** Where is this place? County? Grid References?	**Place** What happens in the Peak District National Park How is Castleton different to Chapeltown? Why is Castleton a tourist attraction? Do the people that live there feel like tourists?	**Culture** Why has the cultural heritage changed over time?	**Interdependence** What types of employment can be found in the Peak District National Park? What advantages/disadvantages are there to tourism in Castleton?	**Sustainability** the town? What are the Peak District biodiversity partnership doing to support wildlife?	**Change** How has the town adapted to tourism

Children will

- Use a range of maps OS maps contour maps to find out more about the landforms in Peak District/Castleton area.
- Investigate tourism-what it is, who does it benefit. Advantages and disadvantages? Link tourism to issues in the Peak District
- How has Castleton changed to accommodate tourists and find out what Castleton itself has to offer tourists?
- Learn what the National Park rangers do to protect biodiversity and landscape

Skills

- Interpret a range of maps of the UK /Europe/World and the local region and apply this information to their understanding of it;
- use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change;
- 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.
- Use and annotate Ordnance Survey maps, including the use of grid references, to present arguments about change in the local region;
- Follow routes on maps explaining what has been seen
- Use models and maps to talk about contours and slope
- 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.
- Can follow routes on maps explaining what has been seen in detailed using correct vocabulary (physical human features)