



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	My Local Area	Toys in Time	Transport and Travel		The United Kingdom	Our Seaside: Now and Then
Year 2	Kings and Queens	The Great Fire of London	Planet Earth		Life in Kenya	They Made a Difference
Year 3	Settlement and Land Use in the United Kingdom	Stone, Bronze and Iron Age Britain	Europe (Case study: Italy)		Climate Zones and Biomes	Ancient Greeks
Year 4	Roman Invasions	Roman Britain	Amazon: Rivers and Rainforests		Maya Civilization	The USA
Year 5	Anglo-Saxons and Scots	Vikings	Asia: Volcanoes and Earthquakes		Baghdad and the Middle East	The Industrial Revolution
Year 6	Ancient Egyptians	Global Challenges	Conflict and Resolution		Mapping the World	Making Our Mark


History
Mastery

Geography
Mastery

Geography

Pre School (Understanding the World)	Ongoing throughout the year. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Similar Different Country World
Reception (Understanding the World)	Ongoing throughout the year. Draw information from a simple map.	Local area = the place around where you live and go to school Map Road City School Building Open space Aerial view
	Explore the natural world around them (seasons and the outdoor environment in the local area)	Environment Senses (touch, smell, hear) Animals Plants local area = the place around where you live and go to school
	Recognise some environments which are different to the one in which they live.	Natural Man made

	Recognise some similarities and differences between life in this country and life in other countries.	Similar Different Country World
Y1	My Local Area (Autumn 1) Exploring the geography of their school grounds and locality before widening their lens to a national, international or global picture	local area = the place around where you live and go to school aerial map bungalow caravan cottage detached house houses flat houseboat journey key map route semi-detached house symbol terraced house
	The United Kingdom (Spring 2) Pupils go beyond their local area for the first time, widening their knowledge to include the whole of the United Kingdom.	address capital city city countryside lake mountain parliament rural
Y2	Planet Earth (Spring Term) An introduction to the seven continents, what they are called and where they are in relation to one another. Pupils need to be able to recognise the shape of each continent so they can recognise and locate them on a world map. Pupils are introduced to the five oceans, what they are called and where they are in relation to one another. Pupils are taught the difference between an ocean and a sea and how to locate them on the world map. They also learn about the animal life that exists in each of the five oceans. Then the focus is on each of the seven continents in turn, beginning with the continent that the pupils live in – Europe. During each of these lessons, pupils learn about countries, capital cities, famous landmarks, landscapes, climate and native animals, in each continent. Each of these lessons begins with a discussion on how	ocean continent Europe Asia Africa North America South America Oceania Antarctica

	<p>you would travel to each of these continents from your local area. After pupils have 'visited' each continent, they complete a page of their 'passport' to demonstrate what they have learnt.</p> <p>To conclude, lesson 10 then brings the seven continents back together by discussing why some places are hot and some places are cold. Pupils learn about the Equator, the Northern and Southern Hemispheres and the different climate zones. They revise where the seven continents and five oceans are in relation to one another and which climate zones they fall into.</p>	
	<p>Life in Kenya (Summer 1)</p> <p>Pupils study the human and physical geography of Kenya, comparing it to that of the UK. The unit begins by revising some of the key knowledge from the previous geography unit 'Planet Earth.' Pupils are asked to recap the seven continents, what they are called and where they are in relation to one another. They then go on to learn that Kenya is a country in the continent of Africa. They learn about Kenya's location and borders, how far away Kenya is from the UK and how they might travel there.</p>	border climate continent country desert Equator humid Maasai nomads port rainfall rural savannah temperature urban valley
Y3	<p>Settlement and land use in the United Kingdom (Autumn 1)</p> <p>Pupils explore the physical landscape and surrounding seas and ocean of the UK. Lesson 1 explores the mountains and hills in the United Kingdom, identifying the key difference between them and giving pupils the opportunity to use a relief map to observe the types of land in the UK and where you might find mountains and hills. Lesson 2 explores the seas and coasts surrounding the UK understanding how coasts are formed and how they have changed in the UK. In lesson 3, pupils learn about what rivers are, exploring their role in the water cycle and following its journey from source to mouth. Pupils will investigate a range of rivers and in this</p>	built up city coast county countryside farming hamlet hill land use mountain national park peak population river sea/ocean settlement town village

	<p>lesson, there is an opportunity for fieldwork.</p> <p>In lesson 4, pupils learn about the different types of settlement and where and why people have chosen to settle in certain locations.</p> <p>In lesson 5, pupils find out about the different counties of the UK and how the land is both countryside and built up and how it is used. The final lesson shows pupils how land is used in the UK with regards to countryside and built up land. Pupils will learn about how people choose to live in these areas because of the way the land is used.</p>	
	<p>Europe, Case Study Italy (Spring Term)</p> <p>Pupils begin the unit by using maps to focus on Europe. They identify regions, key physical and human characteristics, countries and major cities. Pupils look at Europe as a whole before diving into the regions of Northern, Southern, Eastern and Western Europe. A key theme throughout this unit is 'geographical similarities and differences' and during lessons based on each region of Europe, pupils are given the opportunity to research and compare different countries to the United Kingdom. Whilst learning about countries within each region of Europe, pupils consider the weather and climate and begin to understand the significance of proximity to the Arctic Circle and the Equator.</p> <p>Once pupils have an overview of the human and physical geography of Europe and of some of the regions and countries within Europe, they focus in on Italy in more depth.</p>	<p>Europe</p> <p>continent</p> <p>country</p> <p>transcontinental</p> <p>physical feature</p> <p>human feature</p> <p>border</p> <p>peninsula</p> <p>mainland</p> <p>island</p> <p>coastline</p> <p>government</p> <p>capital city</p> <p>region</p> <p>population</p> <p>religion</p> <p>currency</p> <p>climate</p> <p>monarchy</p> <p>traditional</p>
	<p>Climate Zones and Biomes (Summer 1)</p> <p>This geography unit begins with ensuring pupils understand what climate is before moving onto biomes. In lesson 1, pupils learn the names of the different climate zones, their positioning around the world and their positions in relation to the Equator and tropics. Pupils consider which climate zones are found in each continent and learn to describe the typical climate of each zone. In lesson 2, pupils are introduced to biomes and the vocabulary of flora and fauna. They first think about whether the same plants and animals are found across the world – they know they are not, but can they begin to explain why? By the end of lesson 2, pupils understand the position of different biomes around the world and the typical climatic conditions of each.</p>	<p>adaptation</p> <p>biome</p> <p>camouflage</p> <p>climate</p> <p>climate zone</p> <p>deforestation</p> <p>drought</p> <p>fauna</p> <p>flooding</p> <p>flora</p> <p>food</p> <p>hibernate</p> <p>migrate</p> <p>predator</p> <p>prey</p>

	<p>In lessons 3 and 4, pupils are introduced to the flora and fauna of different biomes and the characteristics they have which allow them to survive. Pupils make clear links between the conditions and the characteristics of the flora and fauna. Lesson 5 then looks at the positives and negatives of each biome for humans. Pupils consider how the conditions make life easier or more difficult and then order the biomes accordingly. The final lesson in this unit explores the idea that humans do not need to adapt to a biome, they can adapt the biome itself instead. Pupils do this by exploring utilisation of the deciduous forest in the UK.</p>	<p>rainfall resources wood shelter survive temperature</p>
Y4	<p>The Amazon: Rivers and Rainforests (Spring)</p> <p>This unit builds on pupil knowledge of all strands of geography: place knowledge, locational knowledge and human and physical geography. Pupils begin this unit by locating South America in the context of the wider world before they then discover the countries within South America their population sizes and some of the main languages spoken by those populations. Once pupils understand the human geography, they will explore the physical geography – they will look at the varying landforms and the huge range in climate zones. After this, pupils will locate the tropical rainforests of the world and find out why they are so important. They will then look closely at the four layers of the rainforest – they key features of each in terms of sunlight, rainfall, plants and animals. Pupils will also discover that there are some cities and towns in the Amazon Rainforest but there are also many indigenous tribes living there too. They find out about some of these tribes and compare the lives of the tribes to their own. The final session on the rainforest teaches the pupils what is happening to it. Pupils will learn about deforestation, why it is happening (reasons for and against) and the negative impact it is having directly but also globally. After focusing on the rainforest, pupils move onto studying rivers, revisiting the water cycle and then looking closely at the features of a river.</p>	<p>South America Amazonia climate rainfall rainforest river oxygen forest floor understory layer canopy layer emergent layer indigenous tribe tributary confluence meander estuary erosion deposition deforestation</p>
	<p>The USA (Summer 2)</p> <p>The unit begins by providing pupils with knowledge of North America as a whole. They revisit the location of the continents before finding exploring the location of</p>	<p>border climate coastline human feature landmark</p>

	<p>North America in relation to the Equator and the countries within it. Once pupils have explored North America, they explore the location of and climate across the USA. Pupils next discover that the USA has 50 different states – each with its own flag, state capital, laws and systems. They learn the names and locations of those 50 states and discover how the population of the USA is spread unevenly across them. Pupils discover the names and locations of the states early in the unit so that they can use this knowledge when they are looking at physical and human features. They first look at some of the key physical features of the USA – exploring the different land and water formations and the different locations they are found in. The use of a digital mapping tool helps to bring the features to life. Pupils next look at some of the key man-made features from across the USA – the locations of the landmarks, when they were built and why they were built. The use of a digital mapping tool also helps to bring these features to life.</p> <p>The unit then moves to more state focussed studies. Firstly, pupils learn about the state of California. This state has been chosen because it has the largest population of all US states but also because the land across the state is very varied. Once pupils have a secure understanding of California and its key human and physical features, they are given the opportunity to research an additional state and compare this state with California. Pupils then study the state of New York and in particular, New York City. New York City was chosen as a location because the city has the highest population out of all cities across the whole of the USA. Pupils learn that due to this and the fact there is little land in the city, the people there needed to build upwards and so started to build skyscrapers. The pupils explore how the New York City skyline has changed over time and could compare this back to the skyline in Sheffield.</p>	<p>land mass land use mainland national park natural feature North America population president skyline skyscraper state state capital state governor tourist USA</p>
Y5	<p>Asia: Volcanoes and Earthquakes (Spring)</p> <p>Pupils will start by looking at the physical geography of Asia as a whole exploring the different types of land and climate across</p>	<p>physical feature human feature border Alfred Wegener</p>

	<p>Asia. Pupils will then look at the human geography of Asia as whole identifying the countries that are within Asia and the diverse range of people and cultures within them. Pupils will then explore some of the most significant borders of Asia recognising that some are manmade, and some are natural. As the unit progresses, pupils will learn about tectonic plates, identifying the four layers that make up the Earth, how continental drift created the continents and the different plate boundaries and their movements. Understanding the movement of the plate boundaries creates the foundation for understanding how mountains and volcanoes form and how earthquakes occur. Pupils begin by exploring mountain formation. This lesson explores the different types of mountains and focuses on the Himalayas: how they were formed, their features and who lives there. Then pupils explore how volcanoes are formed: their features, the different types and where to find them. The following lesson explores how volcanoes erupt and how eruptions effect the local area. Pupils will then learn about earthquakes: their features, how they are measured and where they can be found. Towards the end of the unit, pupils explore the Nepal earthquake in 2015 as a case study. They will then learn about how people recover from earthquakes and how buildings are made to be earthquake proof. Finally, the unit ends with an exploration in the secondary consequences of volcanic eruptions and earthquakes. This lesson focuses on tsunamis. Pupils learn about how Anak Krakatoa in 2018 and the Japan earthquake in 2011 triggered tsunamis, their effects and how people are supported after natural disasters.</p>	<p>lithosphere Inner core outer core mantle crust summit magma chamber main vent secondary vent crater lava hypocentre epicentre seismic waves seismograph aftershock</p>
Y6	<p>Global Challenges (Autumn 2)</p> <p>The unit begins with an exploration of land use. Pupils will gain an understanding of how climate zones effect how land is used and start to gain an understanding that if climate change occurs there are serious consequences. Pupils will have some prior knowledge of land use from the unit in Year 3. Pupils will then learn about natural resources – identifying what they are, where</p>	<p>Climate change natural resource consumption renewable non-renewable emissions trade import export</p>

	<p>we find them and how they are distributed around the world. Pupils will begin to understand that the distribution of resources is unfair in the first instance because some countries naturally have more. This links with the following session as we look at how the world trades. Pupils will start to develop their understanding that wealthy countries are able to buy natural resources from other countries even if they do not have them. Whereas some countries such as Mozambique are abundant in natural resources but do not have the necessary money to process them and create highly desired products that ultimately promote economic growth. Pupils learn about the UK's imports and exports and gain an awareness of what we rely on. As they uncover that our largest import is fruit and veg, pupils will then explore sustainability and how one thing we could do is grow/use more local produce. Pupils become more aware of renewable and non-renewable resources and how we can make local, national, and global choices to become more sustainable. As the unit progresses two more global challenges are investigated. Pupils learn about climate change – gaining an understanding of the greenhouse effect and how this causes global warming. They will also research the effects of climate change and what individuals are doing to try and make a change. In the final session, pupils will learn about what a border is and how they vary in severity. Borders have changed throughout historical mostly due to political reasons such as wars, treaties, and trade. They will explore a variety of different borders and can discuss the types of borders they may have crossed. This leads into migration and the reasons why people move around the world. The terms migrant, immigrant and refugee will be defined, and pupils will recognise the push and pull factors for migration. They will then look in more detail at what the refugee crisis is and how we aim to help. This session highlights environmental refugees and how there are more today than refugees from war highlighting the severity of the global challenges we face.</p>	<p>fair trade biodegrade fossil fuels sustainable atmosphere greenhouse gases global warming migration border refugee displaced people</p>
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	<p>Mapping the World (Summer 1)</p> <p>The unit begins by exploring what maps can tell us about the world. Pupils will learn about the different types of maps such as physical, political, topographic, and thematic and they will learn about their different purposes. As pupils explore the maps, they will discover that they provide lots of information about the world around us. However, lesson one highlights an important issue with maps and that is representation. Pupils will explore how cartographers have tried to create equal area maps over the years and they should be encouraged to question and not accept thematic maps at face value. Lesson two explores how a location might be found on a map: beginning with understanding the eight points of a compass and how to use them, then understanding what latitude and longitude are and how we can use them to locate a place accurately on Earth. Lesson three builds on lesson two as pupils learn how to read an Ordnance Survey (OS) Map. This lesson enables pupils to build on their geographical skills and fieldwork through understanding and using four and six-figure grid references. The unit is designed so that pupils have the opportunity to explore OS maps in detail and understand and explain their purpose. Lessons four – six allow pupils to plan, carry out and present fieldwork on their local area. During the fieldwork, pupils will be able to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>border cartographer compass elevation Equator human feature landmass latitude longitude physical feature Prime Meridian projection satellite</p>
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