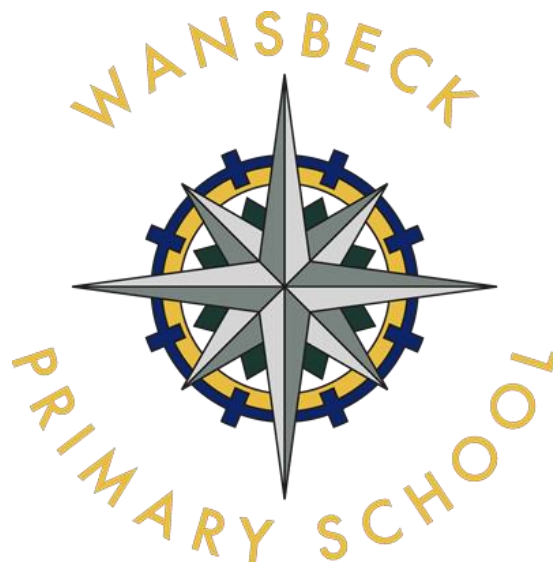


Wansbeck Primary School

Sequenced Unit Plans

Geography



EYFS

In EYFS, children begin to learn the skills to be geographers by developing their understanding of the world.


The children will be taught skills discretely and have access to a variety of activities that they can explore in continuous provision. They will learn about how their world is culturally, socially and ecologically diverse. They are able to develop their understanding and make sense of their physical world and their community, increasing their knowledge and sense of the world and people around them. They will do this through a variety of ways, including direct teaching, exploring the immediate area around the school building, out of school trips to other areas such as parks and the seaside, through books including stories and non-fiction, rhymes and poems, exploring maps and atlases, images of different countries, role play. Through these activities, children will develop substantive and disciplinary. In the EYFS, substantive knowledge in Geography is taught sequentially through adult-led teaching and those which also naturally arise through child-initiated learning. Development of the substantive knowledge is achieved through deliberate practice so that children develop fluency in their knowledge and understanding. Disciplinary knowledge In the EYFS, is the interpretation and independent use of learnt knowledge and skills. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. Disciplinary knowledge is also represented by children's independent use and application of the prime and specific areas of learning. By being able to explore freely and taught discretely, children will be able to develop their interest in the People, Culture and Communities and the natural world, building foundations so that they are ready to develop their locational awareness, geographical skills, including map skills, and knowledge of physical and human geography in KS1.

The following statements from Mathematics and Understanding the world will support the children in developing geographical skills.

	F1 - 3 - 4 year old	F2 - 4 - 5 year old
Mathematics	<ul style="list-style-type: none"> Understand position through words alone. For example, "The bag is under the table," - with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' 	
Understanding the World	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live
ELG		
Understanding the World	People, Culture and Communities <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	
	The Natural World <ul style="list-style-type: none"> 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. 	




Key Stage 1 Cycle 1

Fossil Hunters – Year 1: All about the local area [Our school from above \(geography.org.uk\)](http://geography.org.uk) Year 2: All about the U.K Year 1 – locality Year 2 UK Lyme Regis

Substantive Knowledge – Sequence of Learning								
Year 1 Sticky Knowledge	Know the location of the school in their community Know the location of Longhill	Know what a geographical feature is	Explore the school and surrounding areas Know what a geographical feature is	Know the difference between a human and a physical feature	Explore Longhill Identify human and physical features on Longhill	Know that the UK is made up of the north and south Know where Hull, Lyme Regis and London are in the UK	Identify human and physical features of Lyme Regis	Compare human and physical features of Lyme Regis and their own locality.
Year 2 Sticky Knowledge	Name and locate the 4 countries of the UK. Name and locate the 4 capital cities of the 4 countries of the UK. Know simple compass directions	Know where the north and south of the U.K Know where London and Hull and Lyme Regis are in relation to the north and south of the U.K	Know what a geographical feature is and the difference between a human and physical feature (Year 1 recap)	Know the human features of Lyme Regus Know the physical features of Lyme Regis	Compare the human and physical features of Lyme Regis with their own locality	Know the human and physical features of London (context of the natural history museum)		Compare the human and physical features of Lyme Regis and London
Disciplinary Knowledge								
Year 1								
Map Skills	Have experience of maps and attempts to make own. E.g. freehand maps of classrooms, gardens, playgrounds, route maps, places in stories.	Locate features on a map of the school and the local area using a key.	Have experience of maps and attempts to make own. E.g. freehand maps of classrooms, gardens, playgrounds, route maps, places in stories. Use own symbols on imaginary map	Identify features on a map that are N,S,E,W of the school Use a plan view of the local area Use an aerial photograph to locate places				
Geographical Skills and Fieldwork	Make observations about where things are e.g. within school or local area		Investigate their surroundings Use books, stories, atlases, pictures/photos and internet and satellite images, aerial photographs					
Year 2								
Map Skills	Use directional vocabulary, N,S,E,W Use the four points of a compass on maps within the UK. Use large scale maps to read a map of the UK to identify its countries, capital cities and surrounding seas		Use a simple atlas and globes to locate place Have experience of aerial photographs and try to identify known places	Symbols on a map and use symbols on the maps (own or class agreed symbols) to show where these discoveries have been made Use symbols on maps (own or class agreed symbols). Know that symbols mean something on maps.				
Geographical Skills and Fieldwork			Ask simple geographical questions; Where is it? What's it like? Use simple fieldwork and observational skills to compare and contrast two contrasting Environments.	Use simple fieldwork and observational skills to compare and contrast two contrasting Environments. Use books, stories, atlases, pictures/photos and internet and satellite images, aerial photographs				

Year 1 and 2 – Heroic Adventures Year 1 All about Hull Year 2 All about Australia

Substantive Knowledge – Sequence of Learning

Year 1 Sticky Knowledge	To know that Hull (Longhill) is surrounded by areas of countryside	Explore the countryside area	Identify human and physical features of countryside area outside of their locality	Compare a rural location on the outskirts of Hull with Longhill	To begin to know the name and locate the 4 countries of the UK. To know that Longhill and Hull are in England		To know three characteristics of each country of the U.K	Name the three seas that surround the UK. Know the UK is an island and is surrounded by the sea
Year 2 Sticky Knowledge	To know and name and locate the 7 continents of the world and know which continents Australia and the U.K are in	To know, name and locate the 5 oceans of the world - (which ones would Amy have travelled over?)	To know some human and physical features of a place in Australia		Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	To know about the climate in Australia	Compare the human and physical features (including the climate) of Hull and a contrasting place in Australia	

Disciplinary Knowledge

Year 1 Map Skills	Identify features on a map that are N,S,E,W of the school Use a plan view of the local area	Locate features on a map of the school and the local area using a key	Use an aerial photograph to locate places	Use North and South on maps on the UK Start to use maps to locate the four countries of the United Kingdom		
Geographical Skills and Fieldwork	Teacher led enquiries, to ask and respond to simple closed questions. Investigate their surroundings (FIELDWORK VISIT)		Use books, stories, atlases, pictures/photos and internet and satellite images, aerial photographs			
Year 2 Map Skills	Use a simple atlas to locate places Read a map that shows the world's seven continents and five oceans.			Use a simple atlas to locate places Read a map that shows the world's seven continents and five oceans		
Geographical Skills and Fieldwork	Use books, stories, atlases, pictures/photos and internet and satellite images, aerial photographs		Ask simple geographical questions; Where is it? What's it like? Make simple comparisons between features of different places		Make observations about why things happen	Use simple fieldwork and observational skills to compare and contrast two contrasting environments

Substantive Knowledge – Sequence of Learning

Year 1 and 2 Sticky Knowledge	To know the different seasons and the seasonal weather in the U.K. Know the hottest and coldest season in the UK	Complete weather observations and use our outdoor area to gather information about the weather (e.g. rain gauges, thermometers)		Record the data collected from the observations Know how to present information in a graph or chart (linked to maths)	Know and recognise the main weather symbols and use these symbols to create our own weather reports.	Know about the weather in Brazil	Know about the Amazon rainforest Know about the people who live in the Amazon rainforest	
Year 2 Sticky Knowledge	Recap Year 1) To know the different seasons and the seasonal weather in the U.K. To know that in different parts of the world the seasons are different.	Know and recognise the main weather symbols, the north and south of the UK and the use of N,S, E W use these to create our own weather reports.		To embed the knowledge of the 7 continents of the world To know the continent Brazil and the U.K are in	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Know about the weather in Brazil Compare and contrast the weather in other parts of the world in relations to the Equator.	Know about the Amazon rainforest Know about the people who live in the Amazon rainforest	Know why the Amazon rainforest is declining in size

Disciplinary Knowledge

Year 1 Map Skills	Use North and South on maps on the UK					Start to use maps to compare where Africa / Brazil is compared to the U.K	
Geographical Skills and Fieldwork		Teacher led enquiries, to ask and respond to simple closed questions. Investigate their surroundings Make observations about where things are e.g. within school or local are					
Year 2 Map Skills	Use a simple atlas and globes to locate place					Read a map that shows the world's seven continents and five oceans. Use a simple atlas and globes to locate place	
Geographical Skills and Fieldwork		Ask simple geographical questions; Where is it? What's it like?	Make observations about why things happen			Make simple comparisons between features of different places. Use simple fieldwork and observational skills to compare and contrast two contrasting environment	

Substantive Knowledge								
Year 1 Sticky Knowledge	Know the location of the school in their community Know the location of Longhill	Know what a geographical feature is	Explore the school and surrounding areas Know what a geographical feature is	Know the difference between a human and a physical feature (link to ones they will find in the local area and countryside)	Explore Longhill Identify human and physical features on Longhill	Compare a rural location on the outskirts of Hull with Longhill	Explore the countryside area Identify human and physical features of small areas outside of their locality	Identify human and physical features of small areas outside of their locality
Year 2	Name and locate the 4 countries of the UK. Name and locate the 4 capital cities of the 4 countries of the UK.	Know where the north and south of the U.K Know where London and Hull are in relation to the north and south of the U.K	Know what a geographical feature is and the difference between a human and physical feature (Year 1 recap)	Know the human features of Hull City centre (visit to Hull) Know the physical features of Hull (visit to the city centre)		Know the human and physical features of London	Compare local area with living in central London looking at the similarities and differences	
Disciplinary Knowledge								
Year 1	Have experience of maps and attempts to make own. E.g. freehand maps of classrooms, gardens, playgrounds, route maps, places in stories.	Locate features on a map of the school and the local area using a key.	Have experience of maps and attempts to make own. E.g. freehand maps of classrooms, gardens, playgrounds, route maps, places in stories. Use own symbols on imaginary map	Identify features on a map that are N,S,E,W of the school Use a plan view of the local area Use an aerial photograph to locate places				
		Make observations about where things are e.g. within school or local area	Investigate their surroundings	Use books, stories, atlases, pictures/photos and internet and satellite images, aerial photographs				
Year 2	Use directional vocabulary, N,S,E,W Use the four points of a compass on maps within the UK. Use large scale maps to read a map of the UK to identify its countries, capital cities and surrounding seas		Use symbols on maps (own or class agreed symbols). Know that symbols mean something on maps.	Use a simple atlas and globes to locate place Have experience of aerial photographs and try to identify known places				
			Ask simple geographical questions; Where is it? What's it like? Use simple fieldwork and observational skills to compare and contrast two contrasting Environments.	Use books, stories, atlases, pictures/photos and internet and satellite images, aerial photographs				

Year 1 and 2 - Colours in the Rainbow Year 1 All about the seasons Africa Year 2 All about the seasons around the world Africa

Substantive Knowledge - Sequence of Learning



Year 1 Sticky Knowledge	To know the different seasons and the seasonal weather in the U.K Know the hottest and coldest season in the UK	Complete weather observations and use our outdoor area to gather information about the weather (e.g. rain gauges, thermometers)		Record the data collected from the observations Know how to present information in a graph or chart (linked to maths)	Know and recognise the main weather symbols and use these symbols to create our own weather reports.	Know about the weather in Africa (Sahara desert)	Know why there are hot and cold places around the world	
Year 2 Sticky Knowledge	Recap Year 1) To know the different seasons and the seasonal weather in the U.K To know that in different parts of the world the seasons are different.	Know and recognise the main weather symbols, the north and south of the UK and the use of N,S, E W use these to create our own weather reports.		To know and name and locate the 7 continents of the world and know which continents Africa and the U.K are in	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Compare and contrast the weather in other parts of the world in relations to the Equator.	Know about the weather and climate in Africa focusing on The Sahara and compare to the UK	

Disciplinary Knowledge

Year 1 Map Skills	Use North and South on maps on the UK					Start to use maps to compare where Africa / Brazil is compared to the U.K
Geographical Skills and Fieldwork		Teacher led enquiries, to ask and respond to simple closed questions. Investigate their surroundings Make observations about where things are e.g. within school or local are				
Year 2 Map Skills						Read a map that shows the world's seven continents and five oceans. Use a simple atlas and globes to locate place
Geographical Skills and Fieldwork		Ask simple geographical questions; Where is it? What's it like?	Make observations about why things happen			Make simple comparisons between features of different places. Use simple fieldwork and observational skills to compare and contrast two contrasting environment

Year 1 and 2 – Seaside Adventure Year 1 All about the seaside where we live Year 2 All about the Coast (Africa)

Substantive Knowledge – Sequence of Learning

Year 1 Sticky Knowledge	Know the four countries of the United Kingdom Develop an awareness of what it is like in the UK in a city and at the coast. We will look at a local seaside town of Hornsea.	Know that the UK is an island surrounded by the sea, Know the three seas that surround the U.K Know that areas where the land meets the sea is called the coast	Know the physical features of a coastal place	Know the human features of a coastal place	Fieldwork	Fieldwork	Compare the physical and human features of Hornsea with our locality	
Year 2 Sticky Knowledge	(Recap from Year 1) To know the seas that surround the U.K To know, name and locate the 5 oceans	Know coastal towns are on the sea	Know the physical features of a coastal place Know the human features of a coastal place	Fieldwork	Fieldwork	Compare the human and physical features of a Hornsea with their own locality	Compare the physical and human features of Hornsea with coastal area of Africa (building on what we know about Africa from last term)	

Disciplinary Knowledge

Year 1 Map Skills	Use North and South on maps on the UK Start to use maps to locate the four countries of the United Kingdom		Use a plan view of the local area Use an aerial photograph to locate places				
Geographical Skills and Fieldwork			Make observations about where things are e.g. within school or local area		Use simple fieldwork and observational skills to compare and contrast two contrasting environments: urban and coast	Teacher led enquiries, to ask and respond to simple closed questions.	
Year 2 Map Skills	Use the four points of a compass on maps within the UK. Use a simple atlas and globes to locate place Use directional vocabulary, N,S,E,W.			Follow a route on a map using directional language such as near/far, left/right and understand how to use a key Have experience of aerial photographs and try to identify known places			
Geographical Skills and Fieldwork				Use simple fieldwork and observational skills to compare and contrast two contrasting environments: urban and coast	Make simple comparisons between features of different places. Ask simple geographical questions; Where is it? What's it like?		

Lower Key Stage 2 – Cycle 1 Stone Age Year 3 Locational Knowledge Counties and the UK – Year 3 All about counties in Yorkshire Year 4 All about

Substantive Knowledge – Sequence of Learning								
Year 3 and 4 Sticky Knowledge	Know the U.K is divided into countries and counties	Know the names of at least 8 counties in England including Yorkshire Know, and locate at least 6 cities in Yorkshire including Hull	Know what an OS map is Know how to use letters or a number grid to locate features on a map	Know what the symbols on an OS map mean	Know and find significant places in Yorkshire using an OS map (including the Yorkshire Dales)	To know the key physical features of 2 contrasting places in Yorkshire, Yorkshire dales and Hull		To know the key human features of 2 contrasting places in Yorkshire, Yorkshire dales and Hull
Year 4 Sticky Knowledge	Know the UK is made up of different counties (recap from year 3) Name and locate at least 4 cities and 4 counties in each of the four countries of the UK	Know the eight points of a compass and use direction to describe countries and counties in the U.K	Know how to use large and medium scale OS maps Know how to use 4 figure grid references	Know and recognise symbols on an OS map	Know and find significant places in two counties (other than Yorkshire) on an OS map.	To know the key physical features of 2 contrasting places in two counties (other than Yorkshire) in two countries of the U.K		To know the key human features of 2 contrasting places in two counties (other than Yorkshire) in two countries of the U.K
Disciplinary Knowledge								
Year 3 Map Skills	Use maps to locate some counties and cities in the U.K		Know and name the eight points of a compass (use within maps within U.K)Begin to look at OS maps (large scale 1:1000) Use letters or number grid reference to locate features on a map Give maps a key with standard symbols					
Geographical Skills and Fieldwork					Analyse evidence and draw conclusions Begin to ask and answer question and offer their own ideas.			
Year 4 Map Skills	Read a map of the UK to identify its counties and major cities across all four national	Use eight point compass points well when reading a map	Use large and medium scale OS map (approx. scale 1:1000/1:25000) Begin to use four figure grid reference to locate features on a map Begin to recognise symbols on a OS maps			Use satellite images and aerial photographs to extend learning within topic Use Digimaps to locate features of places		
Geographical Skills and Fieldwork					Analyse evidence and draw conclusions Begin to ask and answer question and offer their own ideas.			

Substantive Knowledge – Sequence of Learning

Year 3 Sticky Knowledge	To know name and locate the Scandinavian countries To recap the countries of the U.K	Know the key physical features of the Scandinavian countries including the mountainous, forest and climate	→	Know the physical features of a mountain range	To locate the Scandinavian (Scandes) mountain range	To know the key physical features of the Scandes including climate	→	
Year 4 Sticky Knowledge	To know name and locate the Scandinavian countries and know where they are in Europe Know the countries of the European	Know the physical features of the Scandinavian countries and compare them to the physical features of Yorkshire (studied last term)	→	Know the physical features of a mountain range	To locate the Scandinavian (Scandes) mountain range	To know the key physical features of the Scandes including climate	→	

Disciplinary Knowledge

Map Skills	Use an atlas to locate places Use atlases to find out about other features of places e.g. mountains		Use atlases to find out about other features of places e.g. mountains Have experience of aerial photographs and identify known places			
Geographical Skills and Fieldwork		Begin to ask geographical questions.	Investigate places and themes at more than one scale		Analyse evidence and begin to draw conclusions e.g. Why the local area is different to a country in Europe.	
Year 4 Map Skills	To be able to read a map of the countries of Europe (including Russia) Use atlases to find out about other features of places e.g settlements and land use in the UK			Use atlases to find out about other features of places e.g settlements and land use in the UK Use satellite images and aerial photographs to extend learning within topic		
Geographical Skills and Fieldwork		Begin to ask and answer question and offer their own ideas.	Investigate places and themes at more than one scale		Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	

Year 3 and 4 – The Frozen Planet All about the Polar Regions



Substantive Knowledge – Sequence of Learning

Year 3 and 4	<p>Know the names of four countries from the southern and four from the northern hemisphere.</p> <p>Know the position and significance of Equator, Northern Hemisphere and Southern Hemisphere</p> <p>Identify the position and significance of latitude and longitude (Year 4)</p>	<p>Locate the Arctic and Antarctic (Year 3)</p> <p>Identify the position and significance of Arctic and Antarctic Circle (Year 4)</p> <p>Know what a climate zones and biomes are and the features of an arctic biome</p>	<p>Know the difference between the Arctic and the Antarctic</p> <p><i>the Arctic, which is a large area of ice floating in the sea, and the Antarctic, which is a huge landmass (and is one of the world's seven continents, Antarctica) covered in a thick layer of ice. This difference is key to how each has a very distinct and separate role in global warming and its effects</i></p>	<p>Know that the ice caps are melting and understand how the polar regions are changing</p> <p>Explore sea level rises (practical activity)</p> <p>Understand how the polar regions are changing</p>		<p>Know the human and physical features of Alaska (place in North America and within the arctic circle)</p>		<p>Compare the physical features of a cold place in the U.K with Alaska</p>
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Disciplinary Knowledge


Year 3	Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridan	Use an atlas to locate places						
Map Skills								
Geographical Skills and Fieldwork			Begin to ask geographical questions	Exploring sea level rises practical activity Begin to collect and record simple evidence Analyse evidence and begin to draw conclusions Present information using graphs and charts (from year group maths program of study)				Use books, stories, atlases, pictures/photos and internet and satellite images, aerial photographs Analyse evidence and draw conclusions e.g. make comparisons with two locations using photos pictures, temperatures and location
Year 4	To start to read a world map to locate the world's countries and understand the equator, northern and southern hemisphere, Arctic and Antarctic Circle, longitude and latitude							
Map Skills								
Geographical Skills and Fieldwork			Begin to ask and answer question and offer their own ideas.	Exploring sea level rises practical activity Collect and record evidence with some aid Analyse evidence and begin to draw conclusions Present information using graphs and charts (from year group maths program of study)				Use books, stories, atlases, pictures/photos and internet and satellite images, aerial photographs Analyse evidence and draw conclusions e.g. make comparisons with two locations using photos pictures, temperatures and location

Year 3 and 4 Cycle 2 Where the Tudors really terrible? All about counties in Yorkshire All about contrasting counties in the U.K

Substantive Knowledge								
Year 3 and 4 Sticky Knowledge	Know the U.K is divided into countries and counties	Know the names of at least 8 counties in England including Yorkshire Know, and locate at least 6 cities in Yorkshire including Hull	Know what an OS map is Know how to use letters or a number grid to locate features on a map	Know what they symbols on an OS map mean	Know and find significant places in Yorkshire using an OS map (including the Yorkshire Dales)	To know the key human and physical features of 2 contrasting places in Yorkshire. Yorkshire dales and Hull		
	Know the UK is made up of different counties Name and locate at least 4 cities and 4 counties in each of the four countries of the UK	Know the eight points of a compass and use direction to describe countries and counties in the U.K	Know how to use large and medium scale OS maps Know how to use 4 figure grid references	Know and recognise symbols on an OS map	Know and find significant places in two counties (other than Yorkshire) on an OS map.	To know the key human and physical features of 2 contrasting places in two counties (other than Yorkshire) in two countries of the U.K		
Disciplinary Knowledge								
Year 3	Use maps to locate some counties and cities in the U.K		Know and name the eight points of a compass (use within maps within U.K)Begin to look at OS maps (large scale 1:1000) Use letters or number grid reference to locate features on a map Give maps a key with standard symbols					
						Analyse evidence and begin to draw conclusions Begin to ask geographical questions.		
Year 4	Read a map of the UK to identify its counties and major cities across all four nations	Use eight point compass points well when reading a map	Use large and medium scale OS map (approx. scale 1:1000/1:25000) Begin to use four figure grid reference to locate features on a map Begin to recognise symbols on a OS map			Use satellite images and aerial photographs to extend learning within topic Use Digimaps to locate features of places		
						Analyse evidence and draw conclusions Begin to ask and answer question and offer their own ideas.		

Year 3 and 4 -Our Global Community The environment: connection; protection; enhancement (geography.org.uk)

Substantive Knowledge - Sequence of Learning

Year 3 and 4 Sticky Knowledge	To know about the government's DEFRA 25 year environmental plan Know the 25 year goals in the plan	Know and understand what is meant by 'environment'. Identify and understand the difference between human and physical environmental features.	Know and understand what is meant by 'natural resources' Categorise natural resources into different types	Know what our impact on the environment is Know what environmental protection means and looks like	Know ways how to use natural resources more sustainably and efficiently	Know how to minimise waste	Know how to enhance our environment	
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Disciplinary Knowledge

Year 3 Map Skills							Begin to look at OS maps (large scale 1:1000) Use letters or number grid reference to locate features on a map
Geographical Skills and Fieldwork	Begin to ask geographical questions.		Use books, stories, atlases, pictures/photos and internet and satellite images, aerial photographs	Begin to ask geographical questions.	Use books, stories, atlases, pictures/photos and internet and satellite images, aerial photographs		Plan and recommend how to enhance our environment. Focus national parks
Year 4 Map Skills							Use large and medium scale OS map (approx. scale 1:1000/1:25000) Begin to use four figure grid reference to locate features on a map Begin to recognise symbols on a OS map
Geographical Skills and Fieldwork	Begin to ask and answer question and offer their own ideas.		Use books, stories, atlases, pictures/photos and internet and satellite images, aerial photographs	Begin to ask and answer question and offer their own ideas.	Use books, stories, atlases, pictures/photos and internet and satellite images, aerial photographs		Plan and recommend how to enhance our environment. Focus national parks

Year 3 and 4 – The Romans All about Italy, Volcanoes and Earthquakes

Substantive Knowledge – Sequence of Learning								
Year 3 and 4 Sticky Knowledge	Know what the earth made of?	Know how volcanoes are made?	Know What happens when a volcano erupts?	Know how an earthquake occurs	Know what happens when an earthquake occurs?	Know how can we protect against earthquakes?	Locational Knowledge Know where Italy is in Europe	Know about the physical and human features of Italy Know why Italy is more likely to have a volcanic eruptions than the U.K
Disciplinary Knowledge								
Year 3 Map Skills	To be able to use a map to highlight tectonic plates.						Use an atlas to locate places Use atlases to find out about other features of places e.g. mountains and volcanoes	
Geographical Skills and Fieldwork	Begin to ask geographical questions. Analyse evidence and begin to draw conclusions Begin to collect and record simple evidence							
Year 4 Map Skills	To be able to use a map to highlight tectonic plates.						Use atlases to find out about other features of places e.g settlements and land use in the UK Use satellite images and aerial photographs to extend learning within topic	
Geographical Skills and Fieldwork	Begin to ask and answer question and offer their own ideas. Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions							

Substantive Knowledge - Sequence of Learning

Year 5 and 6 Sticky Knowledge	Know and use an OS map is <i>Mapping skills - In the context of an army officer locate areas of Britain which were vulnerable to being invaded (south coast). Use Ordinance Survey Maps and 6 figure grid references and symbols to present the area to senior commanders using symbols and a key</i>	Know what migration is? <i>Set out where migrants go to and from</i> <i>Describe how migration affects us</i>	Know how migrants vary <i>Articulate the different types of migration Explore the reasons why people migrate Describe what push and pull factors are</i>	Know how migration affect people and places? <i>Explore the positive impacts of migration for the source and host countries.</i> <i>Explore the negative impacts of migration for the source and host countries. Examine how the UK has been affected by migration</i>	Know about economic migration? <i>Articulate economic reasons for migration</i> <i>Explore how migration from Europe to the UK has mainly been for economic reasons</i> <i>Examine the impact of this type of migration</i>	Know what a refugee is? <i>Understand what a refugee is</i> <i>Explore why some people are refugees Investigate why many people have left their home in Syria</i>	Know that conflict displaces people and creates refugees. <i>Consider conflicts from WW2 to present day in mapping where refugees may come from both then and now</i> <i>Compare refugees from World War 2 and refugees from modern conflicts.</i>	Assessment "All migrants are forced to leave their home": to what extent do you agree? Respond in a way that meets childrens need i.e. essay, oral presentation.
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Disciplinary Knowledge

Year 5 Map Skills	Use four figure grid reference to locate features on a map, using a key Recognise and use OS map symbols Use medium scale land range OS maps (approx. scale 1:25000/1:5000)						
Geographical Skills and Fieldwork				Begin to suggest own lines of investigation Collect and record evidence in more detail Analyse evidence and draw simple conclusions Present information using graphs and charts			
Year 6 Map Skills	Begin to use six figure grid reference to locate features on a map, using a key Recognise and use OS map symbols and describe features shown on an OS map						
Geographical Skills and Fieldwork				Suggest own lines of investigation Collect and record evidence unaided Analyse evidence and draw conclusions e.g. using collected data to explain weather patterns in the U.K			

Substantive Knowledge – Sequence of Learning

Year 5 and 6 Sticky Knowledge	Know and identify the countries of North America and where it is on a world map Identify North America's major cities and the Bahamas	To know that the Bahamas is part of The Caribbean and is on the North American Continent	Know the physical features of two contrasting North American regions (a place in the USA and the Bahamas)		Know what is the climate like in parts of North America? <i>Explore the climate in two regions of North America (One USA and one Bahamas)</i> <i>Identify the physical and human impact of their climate</i>	Know the key human features of The Bahamas and a place in the USA	What are some of North America's most important human characteristics? <i>Explore economic activity on the continent including tourism</i> <i>Identify where North America's natural resources are located</i>	
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Disciplinary Knowledge

Year 5 Map Skills	To be able read a world map to locate the world's countries and understand the equator, northern and southern hemisphere, Arctic and Antarctic Circle, longitude and latitude and time zones			Use graphs to record features such as temperature or rainfall across the world.			
Geographical Skills and Fieldwork			Begin to suggest own lines of investigation Investigate places with more emphasis on the further afield comparing to U.K	Present information using graphs and charts	Analyse evidence and draw simple conclusions		
Year 6 Map Skills	Use atlases to find out about other features of places e.g. climate, weather patterns			Use graphs to record features such as temperature or rainfall across the world.			
Geographical Skills and Fieldwork			suggest own lines of investigation Investigate places with more emphasis on the further afield comparing to U.K	Present information using graphs and charts	Analyse evidence and draw simple conclusions		

Year 5 and 6 – The Marvellous Mayans All about Central America and Mountains

Substantive Knowledge – Sequence of Learning							
Year 5 and 6 Sticky Knowledge	<p>Know the names and locate the countries of Central and South America along with the major cities</p> <p>Know where North and South America is on a world map (building on knowledge of north America last term)</p> <p>Know the oceans that surround Central and South America</p>	<p>Know what physical features we can find in South America?</p> <p>Know the key physical geography of Central America and how 4/5 is either hilly or mountainous including volcanoes</p>	<p>Focus on physical feature of mountains and volcanoes</p> <p>Recap from Lower KS2: Know the features of mountains and volcanoes</p> <p>New learning: Know the features of fold mountains</p>		<p>Know the mountain ranges and volcanoes in central and south America</p>		<p>Know about the climate in central America and how that impacts the physical geography e.g. the rainforests</p> <p>Know what some of South America's most important human features are?</p> <p><i>Identify South America's major cities Explore economic activity on the continent Identify where North America's natural resources are located</i></p> <p><i>Know about trade in North and South America and the Panama Canal</i></p>
Disciplinary Knowledge							
Year 5 Map Skills	To be able read a world map to locate the world's countries and understand the equator, northern and southern hemisphere, Arctic and Antarctic Circle, longitude and latitude and time zones.				Use a world map to locate major mountains of the world	Use graphs to record features such as temperature or rainfall across the world.	
Geographical Skills and Fieldwork		<p>Begin to suggest own lines of investigation</p> <p>Investigate places with more emphasis on the further afield comparing to U.K</p>				<p>Collect and record evidence in more detail</p> <p>Analyse evidence and draw simple conclusions</p>	
Year 6 Map Skills	Use google earth to locate a country or the oceans of the world	Use atlases to find out about other features of places			Use a world map to locate major rivers and mountains of the world	<p>Use atlases to find out about other features of places e.g. climate, weather patterns</p> <p>Use graphs to record features such as temperature or rainfall across the world.</p>	
Geographical Skills and Fieldwork		<p>Suggest own lines of investigation</p> <p>Investigate places with more emphasis on the further afield comparing to U.K</p>				<p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions</p>	

Year 5 and 6 Cycle 2 - World of Water All about rivers

Substantive Knowledge

Year 5 and 6 Sticky Knowledge	Name and locate rivers in the U.K and the counties and cities they run through.	Know and name three of the longest rivers in the world The Nile, Mississippi-Missouri River and The Amazon and the countries they run through	Know and label the main physical features of a river.	Know and identify the human characteristics, of a rivers including land-use patterns; and understand how some of these aspects have changed over time	Fieldwork - visit to know and see the human and physical features of the River Hull and Humber Report	Fieldwork - visit to know and see the human and physical features of the River Hull and Humber Report	The physical impact of the environment on rivers (flooding)	The impact of access to water on human life
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Disciplinary Knowledge

Year 5	Use a world map to locate major rivers of the world						Use a world map to locate major rivers of the world	
		Investigate places with more emphasis on the further afield comparing to U.K		Investigate places with more emphasis on the further afield comparing to U.K	Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps, plans, graphs and digital technologies			Investigate places with more emphasis on the further afield comparing to U.K
Year 6	Use a world map to locate major rivers of the world	Use google earth to locate a country or place of interest or to follow a journey of a river or		Use google earth to follow a journey of a river or			Use google earth to locate a country or place of interest or to follow a journey of a river or	
					Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps, plans, graphs and digital technologies			

Year 5 / 6 – Crime and Punishment All about coasts

Substantive Knowledge - Sequence of Learning								
Year 5 and 6 Sticky Knowledge	Know what the coast is	Know about waves and tides	Know the key elements of coastal erosion (building on what we have learnt from rivers)	Know the key elements of coastal erosion (building on what we have learnt from rivers)	Know how to use an OS map - study of the Holderness Coast	Know how the coast has changed over time	Complete fieldwork - visit the Holderness coastline	
	Know the physical features you would find at the coast		Bays and headlands	Stack, stump, cave and arch		Identify the land changes on the Holderness coast		
Disciplinary Knowledge								
Year 5 Map Skills					Use four figure grid reference to locate features on a map, using a key Recognise and use OS map symbols Use medium scale land range OS maps (approx. scale 1:25000/1:5000)			
	Geographical Skills and Fieldwork	Begin to suggest own lines of investigation Collect and record evidence in more detail						Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life
Year 6 Map Skills					Begin to use six figure grid reference to locate features on a map, using a key Recognise and use OS map symbols and describe features shown on an OS map Draw and use maps and plan in a range of scales			
	Geographical Skills and Fieldwork	suggest own lines of investigation Collect and record evidence unaided						Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it

Year 5 and 6 – Regeneration, Economic Development and Tourism from Sporting Events

Substantive Knowledge - Sequence of Learning								
Year 5 and 6 Sticky Knowledge	To know what a settlement is and about different types of settlements	To know what an economy is and that an economy is made up of different types of industry	To know about economic development and regeneration To know why economic development and regeneration are important	To know how a large sporting event can bring regeneration, economic development to a country	Compare East London before and after the Olympic Games 2012	To know about the impact of hosting the Olympic games	To know about the legacy including settlements, land use and economic development of the Olympic Games (London 2012 example)	
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