

Long Term Plan 2025-2026

History and Geography Units

	EYFS	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term 1	Me and My family	My Local Area (G) History Links	Sherwood Forest (G)	Stone Age to Iron Age	The Roman Empire in Britain (H)	Mountains (G)	London: Our UK Capital (History and Geography Links)
Autumn Term 2	Travel and Transport	Childhood (H)	Great Fire of London (H)		Biomes Rainforests G	Shang Dynasty (H)	WWI (H)
Spring Term 1	Once Upon a Time	Villages(G)	The UK and India (G)	Volcanoes (G)	British Settlements by Anglo Saxons and Scots (H)	Europe: Russia (G)	WWII (H)
Spring Term 2	Royalty	Brave Nurses (H) Florence Nightingale Mary Seacole Edith Cavell	Explorers (H)	Rivers (G)	Natural Resources G	Viking and Anglo-Saxon Struggle (H)	Mining Local Area (Geography and History Links)
Summer Term 1	My Place in the World	Hot and Cold Areas (G)	Space History (H)	Ancient Egypt (H)	Ancient Greece (H)	Extreme Earth (G)	The Mayan Civilisation and overview of Ancient Civilisations(H)
Summer Term 2	Growing	Castles (H)	The Coast (G)	Geography of the UK and Europe G	Geography of the UK and the Americas (G)	Crime and Punishment from 1066 to present day. (H)	Climate change (G)

Knowledge is Power...

EYFS	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
	At HWP, our Geography curriculum begins as soon as the children enter the door, and is the foundation to their learning journey up to year 6. The main provision derives from the Understanding the World section of the EYFS curriculum. Children's natural curiosity is explored and extended through our continuous provision opportunities.					
Understanding the World	Characteristics of effective learning • playing and exploring • active learning • creating and thinking critically Know about the past, present and the world primarily through their own experiences and storytelling.					
Geography foundational components completed throughout the course of the year.	Me and My Family (Past and present/People Culture and communities)	Travel and Transport (People, culture and communities)	Once Upon a Time (The natural world/people culture and communities)	Royalty (Past and present)	My place in the world (People culture and communities)	Growing (The Natural World)
Knowledge F1	Know who is in their immediate family. Describe themselves – how they look and their interests. Know what a family is. Talk about their own life story. Know about different occupations and the occupations of their family. Talk about memories that they have.	Know different modes of transport and talk about transport in their immediate environment. Car, bus, train, plane, bike, scooter, emergency vehicles. Know and talk about where they live – through small world. Talk about where they have been in the past and the transport they used (how they got to school) Talk about what they see on their way to school and discuss how others may see different things. Explore floating and sinking linked to boats. Participate in celebrations of other cultures (Diwali) Talk about their own experiences of celebrating.	Talk about the different places they see in books. Talk about places seen in books that are familiar to them. Know the names of some of the animals featured in key texts. Know that we live on a planet and that beyond our planet is 'space'.	Recognise the King and know that there is a King in our country. Know which country we live in. Recognise the Union Jack and know why we have flags.	Compare different types of homes from around the world. Know the names different animals and compare features. Compare animals from around the world and discuss why they live in particular areas. Know that there are different countries through photographs and say what they can see.	-Know the name some adult and baby animals Know the names of some plants found in key texts. Notice habitats of different animals around them – nests, logs, shells. Know the life cycle of a butterfly. Know how to grow a sunflower.

Knowledge F2	Know about their own family and compare this with others. Know some features of their community. Know what it means to be a “neighbour”. Compare families in different texts and stories. Share important things about themselves with others.	Know that there are different countries in the world. Know that some places are near and some places are far away. Know some reasons why we might travel to new places. Know why different types of transport are used at different times and in different places. Know why we have maps and how they can be used. Compare lives in some other countries. Know the features of different seasons. Compare different modes of transport and name- transport, ferry, boats, tram, helicopter. Know that boats travel along rivers and why. Know that boats travel along rivers and why. (e.g., that are needed for people who live near or work near them for transport, to carry goods etc. Know and explore what does and does not float. Know some facts about the celebration of Diwali. Compare winter celebration with others.	Describe settings in stories and compare these to their environment. Read stories that follow the route of a river. Know some of the process of freezing and melting and discuss locations where things may be frozen. Compare materials used for different costumes and purposes.	Know who the King is and where he lives. Know what the Kings's job is and why it is important. Know what the role of the royal family is. Know that the royal family has changed over time. Know that popular toys have changed over time - through books. Talk about how they have changed from being a baby. Discuss characters from different times and traits they have.	Compare clothing from around the world and understand why some clothing is practical for different countries. Try, describe and compare food from around the world. Use maps and understand why we have them. Compare currencies from different places in the world. Know that some people have different beliefs/religions Know and compare some places of worship.	Know the names of and compare grown and baby animals. Know that humans grow from a baby to an adult. Know some key features of plants and how they help plants grown. Know some key plants growing around out school. Know how to care for plants and how to plant seeds. Know that farmers grow crops that they sell to people to make money. Know the life cycle of a frog Know the seasons over the school year – what has changes and stayed the same. Know how to grow a beanstalk.
Vocabulary	Mum, dad, brother, sister, grandma, grandad, auntie, uncle, cousin, family, neighbour, job	Ferry, transport, tram, helicopter, celebrate, winter, travel, far, near, Infront, behind country, float, sink, bike, car, scooter, train emergency	Animal, planet, space, setting, freeze, melt, frozen, costume, material	King, country, union Jack, flag, royal, palace	Home, worship, map	Cow, calf, horse, foal, duck, duckling, dog, puppy, cat, kitten, sheep, lamb, sunflower, beanstalk, grow, soil, habitat, nest, seed, stem, petal, seasons, summer, winter, autumn, spring, farm, buy ,sell

Year 1	Autumn	Spring	Summer
Enquiry Questions (Geographical Association)	- What is this place like? - Where is it? (And why?) - How and why is it changing? - How does this place compare with other places? - How and why are places connected?		It is imperative that a geographer doesn't just answer questions but also asks and debates them. - What could/should the world be like in the future? - What could we do to influence change?
Unit Title	My Local area	Villages	Hot and Cold Areas
EYFS links throughout Knowledge Learning Away Fieldwork Map skills and enquiry	<u>1.I know how to use a globe and world map to locate the UK</u> <u>I know the names and location of the four countries of the UK</u> Know how to use world maps, atlases and globes to locate the UK. Know how to locate and name the four countries of the UK. <u>2.I know how to locate the position of Nottinghamshire, Nottingham and Bestwood on a map.</u> <u>I know some key features of Nottingham City and Bestwood Estate and can locate Henry Whipple Primary School.</u> Locate Nottinghamshire, Nottingham and Bestwood on a map. Know that Nottinghamshire is in England Know that Nottingham is in Nottinghamshire Know that Nottingham is a city and a city is a busy place with lots of houses, shops, offices and roads. Know that lots of people live in cities. Know that Henry Whipple Primary School is in Bestwood Estate which is in Nottingham. <u>3 and 4</u> <u>I know how to create an aerial map of the classroom.</u> <u>I know how to draw and label a simple view from above of the classroom and label key features.</u> Know that an aerial photograph/map is a view from above. Know how to draw and label a simple view from above of the classroom.	<u>1.I know how to identify the difference between an urban area and a rural area.</u> <u>I know key features of a village.</u> Know that Bestwood Estate is an urban area and Lambley Village is a rural area. Know key features of a village. (Images) Know that an urban area has many houses, shops, buildings etc close together Know that a rural area has fewer houses and more open areas of land. <u>2. I know how to compare photographs, maps and aerial photographs of Bestwood Estate and Lambley Village.</u> Know how to compare and contrast Lambley Village to Bestwood Estate Look at photographs of Lambley and Bestwood estate. Explore similarities and differences. Spot physical features on the maps. Spot human features on the maps Identify that Urban areas have more Human Features Identify that Rural areas have more physical features. (List on planning) Physical Features hill, soil, vegetation, field, stream Human Features City, town, village, office, playground, house, village, post office, factory, park, pond <u>3.Learning away to Lambley Village</u> Know how to collect data about physical and human features in Lambley Village. (From previous lesson) Know how to use my own symbols on a map I draw of a route around the Village centre, identifying key features.	<u>1.I know the names and location of the seven continents of the world.</u> Know the names and location of the world's seven continents and 5 oceans. (Southern Ocean, Atlantic Ocean, Pacific Ocean, Indian Ocean) using a globe and an atlas. Know that a continent is made up of lots of countries. Know that the UK is in Europe. <u>2.I know the location of the North and South Pole and the Equator.</u> Q. Where are the hot and cold places in the world located? Q. Why does no-one live in Antarctica? Q. What makes a desert a difficult place to live? Know that places near the equator are very hot. Know that places near the North and South Pole are very cold. Know that Antarctica is very cold. Know that no-one lives in Antarctica but Scientists stay there for long periods of time. Know how to predict whether countries will be hot or cold based on its location relative to the equator and the poles. <u>3. I know how to identify seasonal and daily weather patterns in the UK</u> Re-cap of previous learning from Autumn 1 - Know and locate the four countries of the UK on an atlas. Re-cap on seasonal weather patterns in the UK Revise work on the four seasons (Science links) Know how to identify seasonal weather patterns in the UK. Are there differences/similarities between the four countries?

	<u>5. I know how to use aerial photos and plans to recognise different areas of Henry Whipple School. I know how to identify physical and human features of the school building and playground</u> Know how to locate Bestwood Estate and Henry Whipple Primary School within (Digi maps/Google maps) Know how to use aerial photographs and plans to recognise different areas in the school environment Know which areas are natural (Physical Geography) and man-made (Human Geography) <u>6. (Learning Away - walk around Bestwood Estate) I know how to follow a route around Bestwood on a map and plot key features.</u> <u>Enquiry Question – What are our favourite human and physical features?</u> Know how to make observations about where things are in the local area, including Henry Whipple Primary School digi maps etc, Know how to add their own symbols to a simple linear map of a route around the area. Recognise human and physical features. <u>6. Enquiry Question</u> <u>What could we put on a map of our school grounds?</u> <u>Where are the key areas of vegetation?</u>	<u>Identify stream and know that it flows into a river</u> <u>4. I know what changes are happening in villages and suggest reasons why.</u> Know how to use digimaps and photos to compare Lambley village in the past with present day. Know how to use digimaps and photos to compare Bestwood Estate in the past with present day. Know how to suggest reasons for changes. <u>5. Enquiry question</u> <u>How do you think Lambley Village will change in the future? Why?</u> Rural areas are gradually changing to Urban areas. Land used to build houses and businesses. More Housing More People Cities are crowded- finding new areas build.	Know how to explore daily weather patterns by keeping a one-week weather diary and building a rain gauge to measure rainfall. Use thermometers and weather vanes to measure temperature and wind direction/speed. Are the patterns as expected? Do they link with the typical seasonal patterns? <u>4. I know how to compare temperature and weather patterns in the UK to hot and cold countries.</u> Locate Kenya and Iceland on a map Know how to compare temperature and weather patterns in the UK with Kenya and Iceland Know how to track weather patterns over a period of 1 weeks and make comparisons. <u>Q. Why might I need to pack differently to visit different locations?</u> Know how to explain what they would wear in different weather conditions and talk about what people might wear in hot and cold countries. <u>5 I know how different temperatures and weather patterns affect vegetation and wildlife around the world.</u> Know how the temperature and weather patterns affects vegetation and wildlife as we move from the equator nearer to the poles (E.g., deserts, rainforests, polar regions) Know which countries you can find different animals in based on their environments. Sea animals in different Biomes <u>6. Enquiry Question</u> <u>What would happen to some areas of the world if the weather patterns and temp. were to suddenly change.</u> <u>(Links to global warming)</u> <u>What could we do to help limit these changes?</u>
Vocabulary	Map, atlas, globe, directions, symbols, pictures, photographs. compare, similar, different, Leisure centre, field, playground, road, shop, school, post office, supermarket, <u>Positional Vocab</u> Near far, left, right, Infront, behind, top, bottom	Physical Features Soil, season vegetation, weather, farm Human Features office, playground, house, village, post office, factory, park, pond, stream, river rural urban thermometer weather vane rain gauge	Continents Asia Antarctica Australasia Europe North America South America Africa Weather Equator North Pole South Pole Southern Ocean, Atlantic Ocean, Pacific Ocean, Indian Ocean thermometer weather vane rain gauge

Year 2	Autumn	Spring	Summer
Enquiry Questions (Geographical Association)	- What is this place like? - Where is it? (And why?) - How and why is it changing? - How does this place compare with other places? How and why are places connected?		It is imperative that a geographer doesn't just answer questions but also asks and debates them. - What could/should the world be like in the future? - What could we do to influence change?
Unit Title	Sherwood Forest	The UK and India	The Coast
Knowledge Learning Away Fieldwork Map skills and enquiry Links to previous learning	<u>1.I know how to locate Sherwood Forest on a map of Nottinghamshire.</u> <u>I know the difference between human and physical features.</u> Know that Nottingham is in Nottinghamshire Know that Sherwood Forest is in Nottinghamshire. Preparation for the residential. What are human and physical features? What might the children see on the residential. The Major Oak Video. Robin Hood. Links with History <u>2.Sherwood Forest Residential</u> <u>Part of Residential Visit. The story of Robin Hood. (History and English Link).</u> <u>Geography Skills and fieldwork</u> During residential -Know how to use simple fieldwork and observational skills to study the geography of Sherwood Forest. <u>Know how to ask and respond to simple geographical questions.</u> <u>3,I know how to locate some Human and Physical features of Sherwood Forest using aerial photographs and digital mapping</u> <u>Know how to locate Sherwood Forest on a map of Nottinghamshire (Digi Maps)</u> Know the human and physical features seen within Sherwood Forest – forest, vegetation, stream, buildings, youth hostel. Know how to recognise landmarks and basic features on aerial photographs	<u>1.I know the name, location and characteristics of the four countries and capital cities of the UK.</u> Look at Scotland: tartan, cities, Ben Nevis, Nessie. Northern Ireland Cities, Giant cause way, traditional dancing patterns, England, London, Coastal regions, Nottingham, Urban areas/forests. Wales, Cardiff, Mount Snowdon <u>2.I know the names of different countries in Europe and Asia and can locate the UK and India within these continents.</u> Briefly revisit continents of the world and surrounding oceans. Revisit the position and significance of the equator and North and South poles Know the names of other countries in Asia and Europe. Know that the UK is in Europe and that India is in Asia. <u>3.I.O. I know how to use maps, globes and atlases to compare the size, population and position of India with the UK.</u> Know that the UK is about 13 times smaller than India and many more people live in India than UK. Know that India is above the equator. Know that India is further south than the UK. <u>L.O.I know how to research key facts and information about India's climate, structure and people.</u> Know that India has a wet and a dry season. Know that we call the seasons and weather patterns in a place, the climate. Know that India is made up of cities and villages. Know that there are rich and poor people in India. Know what an Indian house is like. (Urban and Rural) <u>4.Case Study</u>	<u>1.I know that the UK is an Island and can name the surrounding seas.</u> <u>I know how to locate the UK coastline and can name some coastline areas</u> Know that the UK is an island. <u>Know how to use maps and atlases to locate the UK coastline and name the seas around the UK and some coastline destinations.</u> <u>Know and locate the nearest coastal locations to Bestwood</u> <u>2. I know about typical human / physical features that would be found in a coastal location.</u> Know how to use aerial maps and photographs to identify key physical features inc: beach, cliff, coast, sea, ocean, vegetation. Know how to identify key human features inc: city, town, village, pier, house, port, harbour and shop. Know that a harbour is sheltered area that boats or ships may moor or anchor to protect them from the weather. Know that a port is a place for loading and unloading people or cargo. Know that a Pier is a raised platform reaching out to the sea which was originally used as a landing place for ships and boats. Know how to compare these features with other UK locations. (e.g. city, town, village) <u>3. I know about land use at a seaside location.</u> <u>I can identify key human and physical features at a coastal location</u>

	Know how to use aerial photographs to devise a simple map and key to show the physical and human features of Sherwood Forest. <u>4. Enquiry Question</u> <u>Do you think the human features support the forest habitats?</u> <u>Which animals/wildlife do you find in Sherwood Forest.</u> Know how some of the human features may affect this. What is the effect of constant visitors to the forest? <u>5. I know how to use the 4 compass directions N, E, S, W to label a map and can discuss position.</u> Know how use 4 compass directions. points to label maps and discuss position. North, South, East, West. <u>6. I know how to compare and contrast Sherwood Forest to the Boreal Forest,</u> (Cold Area – Links to hot and cold areas Y1) Know how to use a range of sources to gather information – research Sherwood Forest and a Forest in a hot/cold area.e.g., Boreal Forest Know how to compare and contrast S.F and BF.	<u>I know how people live in Chembakolli Village in India.</u> <u>I know how to compare and contrast life in Chembakolli Village with my own.</u> Research information on Chembakolli Village using action aid website. <u>5. I know how to create a questionnaire to ask questions to a visitor from South India and conduct an interview.</u> Know how to ask questions to a visitor about their everyday life in India. Focus on jobs, houses, schooling, families. <u>6. Enquiry question.</u> <u>How is everyday life in India similar and different to life England?</u>	<u>Learning away to Chapel St Leonard</u> <u>How does the sea affect the coastline?</u> What human features can be spotted? What is their purpose? Why are coastal areas popular tourist attractions? <u>4. I know why many coastal locations are popular tourist areas.</u> <u>I know what people can do for leisure and entertainment at a coastal area.</u> Know the meaning of the terms tourism, leisure, entertainment and recreation. Know the importance of tourism to coastline communities. Know how coastal communities attract tourists. What facilities have been created and why? Know that piers were originally meant for mooring boats but have been developed over the years into areas for recreation. <u>5. I know how to compare different coastal locations in the UK.</u> Compare _____ to _____. What are the key features of both? <u>Create a survey/tally to see where children would rather visit. Explore results and reasons</u> <u>6. Enquiry Question</u> <u>How does our town compare to one by the sea?</u> <u>Would you prefer to live in a town or a coastal area and why?</u>
Vocabulary	Location, area, map, aerial map, key, route, compass, North, South, East, West Landmarks, human and physical features Forest, soil, season vegetation, weather	compare, similar, different, Asia, population, climate urban rural houses human and physical features.	Cliff, Beach, Coast, seaside, port, harbour, tourism Sea, river, mountain, pier valley, erosion, leisure, tourism, recreation. Entertainment

Year 3	Autumn	Spring	Summer
Enquiry Questions (Geographical Association)	- What is this place like? - Where is it? (And why?) - How and why is it changing? - How does this place compare with other places? How and why are places connected?		It is imperative that a geographer doesn't just answer questions but also asks and debates them. - What could/should the world be like in the future? - What could we do to influence change?
Unit Title	Volcanoes	Rivers	Comparing the UK and Europe
Knowledge Learning Away Fieldwork Map skills and enquiry Links to previous learning	Watch images of Volcanoes erupting and ascertain what children already know. (Mount Sinabung erupting in 2019) <u>1.I know how the earth is structured and can name and explain the different layers</u> (The earth is made up of four different layers, inner core, outer core, mantle and crust.) The crust is a thin layer of rock on the surface that is broken into large pieces called tectonic plates. The mantle is made up of molten and semi-molten rock called magma. The outer core is a liquid layer of metal (Nickel and Iron – generates earth's magnetic field) The inner core is solid metal, and is the hottest part of the Earth. (Nickel and Iron) <u>2.I know about the structure of a volcano and how it is formed.</u> (Volcanoes form when magma rises through cracks or weaknesses in the Earth's crust. Magma chamber, vents, craters and slopes) Know that a volcanic eruption happens because pressure builds up beneath the surface until magma explodes to the surface. Know that the lava cools and forms a crust. Know that volcanoes can be dormant, active or extinct. <u>3.I know how to use atlases and digimaps to locate the world's most famous volcanoes and can explain their location.</u> Re-cap on the world map including continents, seas and the equator. Introduce Northern and Southern Hemispheres Use Digi maps to locate the world's most famous volcanoes and the countries that they are in.(Overlays)	<u>1.I know the location and names of rivers in the four countries of the UK</u> <u>I know into which seas and oceans some UK rivers flow.</u> Know the names of local and national rivers Know that rivers flow into seas and oceans Know the names of the longest rivers in each country of the UK Use maps and atlases and locate main rivers in the UK. -know which seas some rivers flow into. UK: Tyne, Thames, Great Ouse, Severn, Tay, Bann Local: Trent, Flow into one of North Sea Irish Sea English Channel Atlantic Ocean <u>2. I know the location and names of major rivers in Europe and the rest of the world</u> Use maps, atlases and data I know the names of the longest European and worldwide rivers Know the longest river in the UK, Europe and the world UK - Severn. England -Thames, Europe -Volga, World - Nile <u>3.I know how rivers are formed and the three different stages of a river.</u> Know the stages of a river - upper, middle and lower course (Reference to water cycle) <u>4. I know the features of a river system</u>	1.Re-cap continents of the world and the 5 oceans of the UK. Know how to use a map to locate Europe and the UK within it. Know the name of the 4 countries of the UK and their capital cities. UK <u>1.I know that the UK is divided into different counties and can use an atlas to locate some of the main counties and cities of the UK</u> Know that the UK is divided into counties and a county is a smaller area of the UK that contains cities, towns and villages and have their own local government. (Some have County and City councils) Know that counties are separated by borders Know the names and location of counties and cities of the UK. Know that Nottingham is in Nottinghamshire and name some surrounding counties. <u>2.I know the different types of land use within the UK</u> <u>I know how to use aerial maps and photographs to identify and explain different types of land use in Nottinghamshire</u> Know that within the UK, there are many different types of land use (i.e., Housing, Industry, agricultural, Leisure and recreational) Locate rural and urban areas on a map. Know how to use aerial maps & photographs to compare and suggest reasons for different types of land use in urban and rural areas of Nottinghamshire. <u>3.I know how to identify land use in my local area and evaluate its purpose and value</u> Enquiry Question Which are the most valued facilities in the local area and why? Local Field work

	Use letter/co-ordinates to explain the location of volcanoes on a map. Identify where the worlds most active volcanoes are situated. Know and understand the term and location of 'The Ring of Fire'. <u>4.Enquiry Question. Is land near a volcano a suitable home?</u> <u>Royal Geographical Society - Resources for schools (rgs.org)</u> (Lesson 5) Know how volcanoes affect people's lives. Know how to explore and debate the pros and cons of settlements near a volcano. Benefits. Sulphur mining/Precious metals and diamond mining Fertile soils Geothermal Energy Tourism Disadvantages Death Poisonous gases and ashes Lava Fractured water pipes etc <u>5.I know how to compare maps of the past and present and can identify the effect of a volcanic eruptions on a place over time.</u> Case Study –Mount Vesuvius and Mount Etna – Locate on a map. <i>Reading Link – Fiction – Escape from Pompeii</i> Know how to look at maps past and present of Pompeii, and look at the effect of the eruption in AD79 on landscape and land use. Know that Mount Etna is located in Siciilly Know Mount Etna erupts frequently and lave has built up so that the vent his higher and further to flow to reach civilisation. Therefore, less destructive than Vesuvius.so they are aware of next eruptions. Scientists are continually measuring seismic activity. Evacuation probably necessary for Vesuvius. .	Know the parts of a river - tributaries, estuary, mouth, oxbow lakes, delta, source and basin <u>5.Field work – Bulwell Bogs - The River Leen Enquiry</u> <u>Which part of the river flows the fastest? Why?</u> Know how to measure the velocity of a river at various points and suggest reasons for differing speeds. Know how to measure the depth of the river at various points and create a cross section diagram of the stream. Create a linear map of a route along the River Leen in Bulwell, identifying the key features and placing them in the correct order. (Additional fieldwork activities) Track the River Leen from its source to where it ends using digi-maps. <u>6. I know about the importance of water as a human resource and how rivers are managed</u> Know settlements are built around rivers Know rivers are used for irrigation in agriculture, for drinking water, for transportation, to produce electricity through hydroelectric dams, and for leisure activities like swimming and boating. Know that rivers can be potential risks due to flooding Know about man-made ways to prevent river damage (flood defences - dams) Rivers Source Meander	Land Use – Investigate local buildings, land use and local facilities and investigate areas of environmental quality and value. Design a questionnaire to investigate which places/spaces people value. Know that Bestwood has areas of housing, parks and green spaces, facilities for leisure e.g leisure centre, library. Know that green spaces enhance the area and provide places for leisure (link to Learning Away - Bulwell Forest gardens) <u>4. I know how land use in Nottinghamshire has changed over time</u> Compare maps of Nottinghamshire today with those in the past. How has land use changed? Why? Know that Nottingham grew in response to the industrial revolution - lace making. Know that more land was needed for housing as more people moved from the country to the town - hence Nottingham's growth. Know that land where houses were built was once used for farming. Europe <u>5.I know the names and capital cities of some countries in Europe.</u> Know the names and location of the main countries of Europe, their capital cities and their key human and physical characteristics. (Spain, France, Italy, Portugal, Greece, Russia, Poland,) Know how to use an atlas to identify capital cities of Spain, France, Italy, Portugal, Greece, Russia, Poland Know that all countries are divided into regions. Link to counties in UK. Know the names of the capital cities of Spain, France, Italy, Portugal, Greece, Russia, Poland,)
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Vocabulary	volcano mantel crust inner core outer core tectonic plates magma chamber conduit crater slopes lava vents ash cloud pyroclastic flow active dormant extinct	Oxbow Lake Canal Tributary Basin Floodplain Bank Lock Dam Mouth Erosion Estuary	counties borders tourism aerial cities towns villages land – use commercial housing industry agricultural recreational port leisure harbour fishing farming

Year 4	Autumn	Spring	Summer
Enquiry Questions (Geographical Association)	- What is this place like? - Where is it? (And why?) - How and why is it changing? - How does this place compare with other places? How and why are places connected?	It is imperative that a geographer doesn't just answer questions but also asks and debates them. - What could/should the world be like in the future? - What could we do to influence change?	
Unit Title	Biomes – Rainforest Focus	Natural Resources	Geography of the UK and the Americas
Knowledge Learning Away Fieldwork Map skills and enquiry Links to previous learning	<u>1.I know how to identify the geographical features of a world map.</u> Know how to identify the position and the significance of the Equator, Northern and Southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, longitude and latitude on a world map <u>2.I know the difference between weather and climate.</u> Know how to explain the difference between weather and climate <i>Know how the water cycle affects weather patterns on our planet – Links with Y4 science</i> <u>3. I know that the earth is split into different climate zones and I know how to identify them.</u> Know that the Earth is split into different climate zones: tropical, sub-tropical, polar and temperate. Know that within the different Climate Zones there are different biomes and vegetation belts. Know that a biome is a community of plants and/or animals that share characteristics based on the environment in which they live Know that a vegetation belt is the plant life as a whole within an area. Know the names and characteristics of different types of Biomes. Case Study – The Amazon Rainforests <u>4.I know how to locate rainforests across the world.</u> <u>I know the difference between temperate and tropical rainforests</u> Know how to locate the distribution of rainforests on a map that rainforests are found near the equator between the	<u>1.I know the names of some natural resources and how they are obtained</u> Know the meaning of the terminology resource and natural resource. Know the names of some natural resources and how they are obtained. <u>2.I know about the distribution of natural resources and the significance of trade</u> Know about the distribution of natural resources and why some need to be imported. (Trade) Know which natural resources are available in the UK and which are imported/exported. <u>3. I know the importance of sustainability and conservation of natural resources</u> Know and explain the words sustainability and conservation and identify natural resources which it is vital to conserve and why Know why it is important to reduce food waste and its link to greenhouse gases which contribute to global warming and climate change. Brief explanation as will be covered in depth in year 6) Know why it is important to conserve water and ways this can be done. (Link back to Severn Trent Water – Y3) <u>4. I know how to conduct a survey to investigate the amount of food waste within the school/home.</u> <u>I know how to suggest methods to reduce food waste.</u> Conduct a survey of food waste within the school/home. (E.g., Is it thrown away, composted? Tally of food thrown away in the week at home or school) Know how to use a database to present findings.	Re-cap previous learning on South America Autumn 1 Re-cap on the four countries of the UK and some of the land use identified in year 3 <u>1.I know how to locate North America on a map and can name some of the countries within North America and their capital cities.</u> Know that North America is the third largest continent. Identify different countries within North America. Know that Canada, the USA and Mexico are the 3 largest countries in North America but there are 23 countries all together. Know that the USA is made up of 50 States, and that Washington is the capital city Know that the capital city of Mexico is Mexico City Know that the capital City of Canada is Ottawa <u>2. I know how to use atlases and digital mapping to compare the size, environmental regions, climate zones and physical Geography of the UK and North America.</u> Know the significance of the Prime/Greenwich Meridian and relate to time Zones. Compare time zones, size, population and physical geography in different countries within North America (Focus -USA/Mexico/Canada) <u>3 & 4</u> <u>Case Study - Texas</u> <u>I know how to compare the human and physical Geography of Texas with the UK</u> <u>Texas Pictures and Facts (nationalgeographic.com)</u> Know how to find similarities between the size, population, climate and landscape of both places.

	tropics of Cancer and Capricorn, in every continent except Antarctica. Know that the Amazon Rainforest is in South America. Know the largest rainforest is the Amazon Rainforest and covers part of several countries, including Brazil. Know the names of some countries and major cities in South America <u>5.I know how to describe the ecosystem of the Amazon rainforest</u> Know that the climate in a rainforest is the same all year round. It is hot and humid and usually rains every day. Know how to identify and explore the eco system of the rainforest (Bio diverse – thousands of plants and animal species. Millions of insects) Know that many native tribes live in the rainforest and many have their own languages. Know how rainforests are important to the earth <u>6.I know why deforestation happens and the consequences</u> Know that rainforests are at threat from deforestation and the reasons why. (Links with science -protection of habitats) Use Google maps to look for evidence of deforestation. <u>Enquiry – Deforestation – good or bad?</u> Know how to explore the negative and positive effects of deforestation. (Creates jobs, raises money for local people vs loss of native people's homes, extinction of plant and animal species. <u>Discuss - What we can do to influence change?</u>	Know how to devise questionnaires and interview local people. (Supermarket manager -about food waste, what happens to out of date food etc) <u>Energy focus.</u> <u>5.I know the difference between renewable and non-renewable energy resources.</u> Know which natural resources our energy comes from. Know the difference between renewable and non-renewable resources? Know ways to conserve energy <u>6.Line of enquiry – Are all natural energy resources good for our environment?</u> (Burning of fossil fuels etc) <u>Learning Away Science/Geography links.</u> <u>Rufford Abbey. Observations of Vegetation and wildlife.</u>	Know that Texas is a state in the USA and is much larger than the UK. Know that Texas is ethnically diverse. As it is so close to Mexico, lots of the population are of Hispanic heritage – many speak Spanish Know that the four most significant landforms are hills, plains, mountains and plateaus. Know that Austin is the capital city of Texas although its biggest city is Houston. Know that some people in Texas live on ranches, where animals are farmed. Know that much of Houston is covered in plains but there are also some areas of forest. Know that there is an area in North Texas called Tornado Alley. (Covered in more detail in Year 5) <u>5. I know about the natural resources found in Texas and where and how they are traded.</u> Know that natural resources are abundant in Texas and the main natural resources in Texas are oil and natural gas, cattle and cotton – much of which is exported. Know that Texas has one of world's largest wind farms (Renewable energy resource) Mexico is Texas' strongest trading partner <u>6.Enquiry Question</u> <u>How does the physical Geography of Texas influence every day life compared to in the UK?</u>
Vocabulary	weather climate humidity latitude longitude Tropic of Cancer Tropic of Capricorn tundra grassland tropical rainforest taiga forest deforestation rainfall, temperature wind climate zones	renewable non-renewable fossil fuels biomass conservation efficiency sustainability natural resource resources	North America South America environmental regions remote area urban rural states ranches plains ethnically diverse Hispanic

Year 5	Autumn	Spring	Summer
Enquiry Questions (Geographical Association)	- What is this place like? - Where is it? (And why?) - How and why is it changing? - How does this place compare with other places? How and why are places connected?		It is imperative that a geographer doesn't just answer questions but also asks and debates them. - What could/should the world be like in the future? - What could we do to influence change?
Unit Title	Mountains	Europe: Russia	Extreme Earth
Knowledge Learning Away Fieldwork Map skills and enquiry Link with science -Time Zones -Night/Day Latitude, Longitude, Prime/Greenwich Meridian and Time Zones	Re-cap tectonic plates from year 3 <u>1. I know the Location of mountains around the world.</u> Know the location of and key facts about major mountains and mountain ranges in the world -recapping the continents they are in. <u>2. I know how mountains are formed</u> Know how mountains are classed as mountains and the difference between a mountain and a volcano. Know that mountains are formed when two continental or tectonic plates collide. Know that mountains ranges are often found on the edges of tectonic plates. <u>3. Residential Trip to Wales – Land Study – Snowdon 2 – days</u> Geographical Skills and Fieldwork whilst on residential. Residential includes trip to the summit of Mount Snowdon and Visit to the Slate Museum (Enquiry and Map Skills) Compass directions. Use OS Maps /Photos to find natural features. (Labelled landscape sketches) <u>4. Enquiry Question</u> <u>How does the altitude affect vegetation, animal wildlife and land use around Mount Snowdon and why?</u> <u>5. I know the physical and human features of Mount Snowdon</u> Geographical Skills and Fieldwork (Map Skills) Atlases/Digi maps From residential experience and using aerial photographs and maps, identify main physical features of Snowdonia. How do people live in a mountainous area?	Current affairs – Know the reasons for the war between Russia and the Ukraine. (Circle Map) <u>1. I Know how to use maps and atlases to locate the countries of Eastern Europe and their capital cities</u> Know Russia's place within Europe and the world. Know Russia used to be called USSR until 1991 and was under Communist rule. Know the countries of the former USSR – Ukraine, Belarus, Latvia, Lithuania etc.) Know that Russia is the largest country in the world Know that Russia's size means the climate is different in different parts of the country. Know that it is coldest in the Far East (Siberia). <u>2 and 3</u> <u>I know how to use maps and research to compare physical and human features of Russia and England.</u> Know how to use iPads/laptops to find data. (Climate, average temperatures, city sizes, population, rivers, mountains) Re-cap the significance of the Prime/Greenwich Meridian and time Zones. Compare time zones in the UK to Russia. How many time zones are there? <u>4. I know how to compare human geographical features in Moscow with Nottingham</u> Case Study - Moscow (e.g., famous landmarks, sports teams/stadia, places/types of settlement, education, transport) <u>5 I Know Russia's geographical features and land use impact on their economic activity and trade.</u> Know Russia has lots of natural resources and how they are distributed: Oil; Gas, which it sells around the world.	Know that 'Extreme Earth' refers to extreme weather, climate and events on earth. (Unit focus – Earthquakes, Tsunamis) <u>1. I know how the earth is structured and the location of the tectonic plates on the Earth's crust.</u> Re-cap previous knowledge of the Earth's structure. Re-cap that the Earth's Crust is covered with tectonic plates. Name and locate some of the Earth's tectonic plates. <u>2. I know about the formation, location and effects of active volcanoes in the world</u> Revisit the ring of fire as an area around the Pacific Ocean that is characterised by active volcanoes. Recap on structure and formation of volcanoes. Know how to use dig map tectonic plates overlays to locate the ring of Fire. Use overlays to locate active volcanoes in the region and explore the different plate tectonics. Use 4 and 6 figure grid references Royal Geographical Society - Resources for schools (rgs.org) - search volcanoes <u>3. I know why earthquakes occur, where they are located and how their size is measured.</u> Royal Geographical Society - Resources for schools (rgs.org)- search earthquakes Show pictures of the after effects of earthquakes in different areas of the world. Encourage children to ask enquiry questions about the picture. (Answer questions over the course of the unit) Q. Why isn't the UK affected by major Earthquakes?

	<u>6. I know how people in Snowdonia use their natural resources</u> Know and explain the land use around Mount Snowdon and the natural resources within. Know and explain reasons for changes in land use over time. Know how slate is extracted and put into use. Know about economic activity and trade relating to the natural resource slate.	Know Russia has very close links with China, its neighbour in Asia. What do they trade? Where do they trade to? Why? How? <u>Enquiry question</u> <u>How do you think the war has affected Trade?</u> What is the impact of the war on trade/ energy prices/resources across the world?	Know that approximately 90% of earthquakes occur around the Ring of Fire. Know that earthquakes occur where two or more plates join. (Plate boundary) Know that the plates move against each other and sometimes get stuck. Eventually pressure builds up and an earthquake occurs when the pressure is released. Know that the place an Earthquake originates from is called the Epicentre. Know that the size of an Earthquake is measured on the Richter Scale. <u>4. I know the effects an Earthquake can have on a place and methods for earthquake prevention</u> What are the Physical Effects of Earthquakes? How do Earthquakes affect Humans? Why do Earthquakes affect different places differently? Case Study 1 – Nepal Earthquake 2015 Locate Nepal on a map Know the damage that the earthquake caused and the short-term and long-term effects Know how Nepal is trying to recover from the Earthquake. Know about earthquake prevention in Nepal <u>5. I know the link between Earthquakes and Tsunamis and the effect that Tsunamis have on a place.</u> <u>I know how people protect themselves from the effects of a Tsunami</u> Case Study 2 -2004 Indian Ocean Earthquake and Tsunami Find and locate areas hit by the Tsunami on maps of different scales. Know that a Tsunami is a long high sea wave caused by an Earthquake or other disturbance. Know about the long Term and short-term damage caused by a Tsunami. Know how people protect themselves from a Tsunami. <u>6. I know how and where Tornadoes are formed and the effects they can have on a place.</u> Know how a Tornado is formed. (Weather rather than Plates) Know that Tornadoes are frequent in North America. Know that Tornado Alley is in Texas.
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Vocabulary	tectonic plates valley terrain geology range summit base habitat continent altitude slope Himalayas land mass landmass	Landmass climate Communism nuclear Power pipeline economy trade latitude tourism disaster current affairs disaster war conflict territory	tectonic plates ring of fire tsunami tornado climate inner core outer core mantel updraft thunderstorms prevention detection

Year 6	Autumn	Spring	Summer
Enquiry Questions (Geographical Association)	- What is this place like? - Where is it? (And why?) - How and why is it changing? - How does this place compare with other places? How and why are places connected?		It is imperative that a geographer doesn't just answer questions but also asks and debates them. - What could/should the world be like in the future? - What could we do to influence change?
Unit Title	London (History and Geography Links)	Mining (History and Geography Links)	Climate Change
Knowledge Learning Away Fieldwork Map skills and enquiry	<u>1.I know how to use maps and atlases on a variety of scales to locate London within the UK</u> Know how to use maps and atlases on a variety of scales to locate London within the UK <u>2.I know the significance of London as the capital city of the UK and how it has developed over time. (History and Geography)</u> Know the significance of London as the capital city of the UK and how it has developed over time. Know that the original capital city of England was Colchester and why this changed over the years. Use digi-maps to compare maps of London from different times. <i>Know how to use aerial maps, digimaps and photographs to identify key features of London today</i> <i>Know how to compare London now and London in the past using Digi maps and suggest reasons for the changes. (Prior learning – Fire of London)</i> <u>3. I know how the River Thames developed trade links with London and other areas of the world.</u> Know that the river Thames developed trade links with other areas UK/world. Know which countries the River Thames enabled the inhabitants of England to trade with. Know what they traded and why? Know how to create a timeline to demonstrate the rate at which trade developed Know the significance of the River Thames. Locate its source and entry into the North Sea	<u>1. I know the location of mining areas within Nottinghamshire and the UK</u> Know how to use digital mapping to locate mining areas within Nottinghamshire and the UK. Know that there are extensive coal fields around the East Midlands, with most of the coal mines concentrated in the north of Nottinghamshire and Derbyshire. Know that Bestwood Village was a colliery village <u>2. I know how land use in coal mining areas within Nottinghamshire has changed over time.</u> Know that coal is a natural resource and why it was so important industrially and economically. Know about land use and how settlements grew around mining areas, including from before the opening of coal mines, when coal production extraction was active and once coal mines closed. (Mining Town/villages) Look at population data and reasons for changes <i>(Use Digi maps to identify some of these changes over the years)</i> Know about land use in the local area (Bestwood) related to the mining industry <u>3.I know why coal mines closed and the impact on mining communities.</u> <i>Explore why the coal mines closed and why we now import a large proportion of our coal. What was the impact on mining communities?</i> Learning Away - Mining Museum - Wakefield History Links <i>Use of coal and how this changed over time.</i> <i>Working conditions within Mines.</i> <i>Dangers of working in mines.</i> <i>Changes in working conditions over the years.</i>	Re-cap on 7 continents of the world and the names of the Oceans Know and can identify the position and the significance of the Equator, Northern and Southern hemisphere, Tropics of cancer and Capricorn, the Prime Greenwich Meridian. Know how to identify polar regions on a world map <u>1.I know the causes and impact of climate change around the world.</u> What is climate change? How is the Earth's climate changing? What impacts is climate change having around the world? (Overview) Know the impact of climate change on the world (Floods and storms, drought, more hunger, melting glaciers, sea ice and ice sheets, rising sea levels, loss of habitats) <u>2.I know how humans are causing climate change.</u> Know factors that affect climate change. Fossil fuels and carbon footprint (Transportation, manufacturing goods) Dairy farming Deforestation <u>3 and 4. Case Study – Polar regions</u> <u>I know how and why climate change is affecting the polar regions</u> https://www.youtube.com/watch?v=BDFbEnImRZI (Frozen Planet -on thin ice) Warming of the Polar Regions Center for Science Education (ucar.edu) Climate change - WWF Arctic (arcticwwf.org) Know that climate change is one of the biggest factors affecting change in our polar regions.

	<u>4.London Residential</u> Know how to follow a short route on an OS map Know how to follow a line of enquiry- Which part of London would you prefer to live in? What would affect our decision about where to live- traffic, noise, litter, graffiti, vegetation, building work- contrast with positives-environmental survey and radial map) <u>5. I know how to use 6 figure grid references to locate features accurately on a map.</u> Locate places visited on residential in addition to other key tourist attractions. Why are the some of the attractions located where they are. History Links Tower of London Houses of Parliament Buckingham Palace – Monarchy	<i>The causes and impact of the Mines and Collieries Act in 1842</i>	Know that the polar regions are warming faster than any area of the world. Know how and why climate change in the polar regions affects sea levels, the amount of ice, wildlife, wildfires etc. <u>5 Enquiry Question.</u> <u>Which are the most impactful ways to stop climate change?</u> What can we all do to stop climate change? Know ways that climate change can be stopped. (Raise awareness, reduce energy use, reduce, reuse and recycle, support renewable energies, transport) Look at data and establish which ways will make the biggest difference <u>6.I know ways in which the world is fighting against climate change</u> Know about United Nations climate change conferences and world pledges that have been made Know about Greta Thunberg and her fight for climate change. Who is Greta Thunberg? Newsround (youtube.com) Maya Know the location of Central American countries (Mexico, Belize, Guatemala, El Salvador, Honduras) on a world map, discussing its location including key features and neighbouring countries, oceans and seas. Know about the landscape and climate around Mayan settlements and how the Mayans adapted to this.
Vocabulary	Significant feature 6 figure grid reference. Buckingham Palace Monarchy Royalty Houses of Parliament Downing Street Political Democracy	renewable global energy non-renewable efficiency conservation conserve impact sustainability import export biomass	Mines Coal Occupation Resource Fuel reform