

Geography Overview				
	Lower Key Stage 2		Upper Key Stage 2	
	Year A	Year B	Year A	Year B
Autumn	Mapping Our World: Understanding Maps, Globes, and Coordinates <i>Where in the world are we? How do maps and atlases help locate us? – Scale</i>	The United Kingdom: Countries, Cities, and Counties <i>What is the geographical identity of the UK?</i> Place, Environment	People and Places: Human Geography and Urbanisation <i>Why do people migrate between urban and rural locations?</i> Environment	Marvels of the Americas: From the Amazon to the Rocky Mountains <i>How does life differ within the Americas?</i> Diversity
Spring	The Polar Regions: Life in Extreme Environments <i>What does survival look like in a polar biome? How does the changing of the polar biome affect us?</i> Environment	Our Changing World: Weather, Climate, and Seasons <i>How does climate and weather impact daily life globally?</i> Earth Systems, Time	Exploring Europe: A Journey Through Countries and Cultures <i>How and does tourism impact on European communities?</i> Diversity	Sustainability and Our Environment: Protecting Our Planet <i>How should we care for our world? How can we lead on sustainability?</i> Environment
Summer	Rivers and Mountains: Exploring the Earth's Natural Features <i>Why are settlements located near rivers and mountains? How does water impact our landscape?</i> Earth Systems	Exploring Africa: A Continent of Diversity <i>How many biomes are represented in Africa?</i> Diversity	Fieldwork and Discovery: Exploring Local Geography <i>How is our local area different from London/Newby Wiske?</i> <i>How could we improve our local area?</i> Place, Time	Planet Earth: Tectonics, Mountains, Volcanoes, and Earthquakes <i>How do tectonic processes affect the world? What is their impact?</i> Earth Systems

Children will build on oracy skills as whole school focus by using ‘**speak like a geographer**’, referring back at the beginning of each unit to the key concept tied to each and how this links to their new learning. Teachers will use **Frayer models, oracy stems, talk partners** to help children link their understanding of these concepts throughout the unit. Teachers will add a slide in with the key concept question e.g. ‘**What is place?**’ every lesson, this will have a new **image, prompt or word** added to connect the learning and build on their understanding of the concept.

Prior and Subsequent Coverage

	Prior Knowledge KS1		Subsequent Knowledge KS3	
Substantive knowledge	World knowledge: Locations, features, geographical places	Where I live...what is near me? Fieldwork and observational skills in school grounds and local area considering physical and human features. When I investigate the local environment what do I find? Where can I travel to by train, car, walking nearby? Where do I live in comparison to the UK? (name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas - English Channel, Atlantic Ocean, North Sea) Where I live in relation to the rest of the world. (The world's seven continents and five oceans) -North & South America, Europe, Asia, Africa, Australia, Antarctica -Pacific, Atlantic, Southern, Arctic, Indian	World knowledge: Locations, features, geographical places	Extend locational knowledge and deepen spatial awareness of the world's countries using maps to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions , including polar and hot deserts, key physical and human characteristics , countries and major cities.
	Place knowledge	Understand geographical similarities and differences of an area of the United Kingdom and a small area of a non-European country .	Place knowledge	Understand similarities, differences and links through the study of human and physical geography of a region within Africa, and within Asia
	Human geography	Use aerial photos and plans to recognise landmarks and basic human features	Human geography	Population and urbanisation; international development ; economic activity in the primary, secondary, tertiary and quaternary sectors; the use of natural resources Human and physical processes interact to influence landscapes, environments and the climate ;
	Physical geography	Identify seasonal and daily weather patterns in the UK and in hot and cold areas of the world including the North and South Poles. Use aerial photos and plans to recognise landmarks and basic physical features	Physical geography	Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate , including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
	Global awareness & empathy	What does it mean to be rich/poor in different contexts? Links between our local community and the wider world How people can damage/improve the environment through choices	Global awareness & empathy	
Disciplinary knowledge: Geographical enquiry	Collect	Key human and physical features, know how they are represented on maps, atlases, globes, digi-maps	Collect	Build on their knowledge of globes, maps and atlases and apply and develop this knowledge
	Interpret	Simple compass directions (North, South, East, West) Use locational and directional language	Interpret	interpret Ordnance Survey maps and other thematic mapping, and aerial and satellite photographs Use Geographical Information Systems (GIS) to view, analyse and interpret places and data Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data
	Record	Locational and directional language (near, far, left, right) to describe the location of features and routes on a map.	Record	Record the results in a range of ways. Draw plans of increasing complexity using scale and grid references

Sequence of teaching in Geography:

Identifying geographical questions (*observing, perceiving, identifying*):

- Being aware of the geographical questions that underpin geographical knowledge, e.g. What? Where? When? Why? Who? How? What might? What ought?
- Being aware of and asking questions related to what is being studied
- Recognising questions through fieldwork, reading, media images, discussion

Identifying, gathering and using sources of geographical information (*Defining, extracting, describing*):

- Identifying what is needed to pursue enquiries
- Searching for and selecting relevant sources of information
- Evaluating the credibility and reliability of sources of information
- Identifying the influence of values and evaluating accuracy and identifying bias and/or false information
- Presenting information in different formats, e.g. in diagrams, tables, graphs
- Extracting significant information and describing, classifying/categorising it

Analysing and making sense of information (*Analysing, explaining, making connections*):

- Relating sources and data to everyday knowledge, to what is known geographically, and to theories and models
- Using statistical techniques to analyse quantitative data
- Comparing, contrasting, and interpreting qualitative material
- Identifying relationships, impacts and trends
- Analysing and clarifying values

Predicting, thinking creatively, problem solving (*Envisaging, speculating, applying*):

- Making suggestions about future trends and impacts, using data in different ways
- Thinking creatively about issues and viewpoints
- Designing alternative models and futures
- Making decisions and suggesting solutions

Reaching conclusions (*Summarising, drawing together, presenting*):

- Giving reasoned explanations or interpretations
- Relating findings and fieldwork experiences to geographical knowledge and theories, highlighting concepts
- Weighing up alternatives
- Formulating, qualifying and justifying generalisations
- Presenting findings and drawing related conclusions

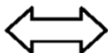
Reflecting on what has been learned (*Evaluating, responding*):

- Evaluating critically the credibility and reliability of: sources of information, secondary data used, methods of analysis and interpretation, conclusions reached
- Reflecting on further avenues of enquiry and more desk-based research or fieldwork /clarifying one's own values and moral/ethical stance
- Recognising possible courses of action for others and for oneself

Geographical Concepts – Implementation

How will you want teachers to refer to these and address them in each lesson?

Key Concepts - underpin geographical competence

Space		for example, lies at the head of a hierarchy of ideas such as location, distribution, pattern, interaction and distance, and these themselves will have been made apparent in the context of a variety of physical and human geographical features, such as landforms, urban areas, political systems. E.g we will expect all teachers to refer back to our location within the wider world and the area this takes up, before looking at the space of other locations in comparison
Place		is underpinned by the more specific ideas of character, identity, home, community, landscape, sense of place and diversity, all exemplified in the context of a range of different places of different types, sizes and locations. Eg. We will expect all teachers to refer back to our local area and work outwards, considering place and location of each new area studied, showing the children how far away it is, what might be similar or different given its location.
Scale		has several different connotations, all important for geography; scale can refer to the size of an investigation – micro, small, macro, etc. Terms like local, regional, national, international and global refer to a level of analysis, while scale is also recognised as a dynamic dimension necessary to consider interconnections between phenomena. The idea of a ‘global sense of place’, in which it is necessary to ‘zoom in and out’ of scales in order to appreciate what she calls ‘the power geometries of spatial relations’ or how the same place can produce different life chances and identities. Eg. We will expect all teachers to refer back to our local area and its scale and work outwards, considering size, climate, location in the world and how this might affect living conditions and lifestyles.

Key Themes – will appear throughout learning

Time		is crucial to geographic study, providing the dimensions of past, present and future, over which processes operate and lives unfold. The term also introduces key geographical ideas of stability, dynamism, continuity and change, essential to studying processes in physical and human geography.
Diversity		is a foundational idea for geography, a subject which has always been concerned with the wide range of characteristics of the physical and human worlds; similarity, difference, comparison and contrast are key terms to help learners explore the world. In the 21st century, diversity is also crucial to awareness of other cultures and identities, providing access to feminist geographies, decolonising geographies and young people’s geographies, for example.
Earth Systems		is key to a network of ideas about physical processes and cycles, dynamic biological, chemical and physical changes, exemplified in a range of landforms, landscapes and environments.
Environment		lies at the top of a network of ideas about interactions between physical and human geography, ecosystems, environmental change and impact, resources and sustainability, again followed up and revealed in a variety of contexts at micro to macro scales.

It can be claimed that geography is all about **interconnection**, because people, places, environments and spaces are all connected to each other in a multitude of ways. Maude (2020, pp.236–7) refers to interconnection as ‘the basis for geography’s claim to be an integrative discipline’. Interpretation is a different kind of organising idea, but increasingly key to understanding the way in which the world is influenced by changing narratives, different values, a range of viewpoints and **interpretations**, and contrasting imaginations, including those generated and disseminated through digital networks. Such perspectives are as significant to physical geography and the natural world (attitudes to climate change, rewilding debates) as they are to human phenomena and behaviour (power of online marketing, fake truth, ‘culture wars’). Teachers will continue to relate new learning back to local area, experiences and finding connections to previous learning, explicitly explaining the connections made through current knowledge, connecting to our curriculum key driver of revisit and recall.

Geography- Substantive Content: Year A			
T		Mapping Our World: Understanding Maps, Globes, and Coordinates (Skills in using maps, atlases, and grid references)	People and Places: Human Geography and Urbanisation (Settlement, land use, economic activity, trade, and resources)
	Overview	Understand the Basics of Maps and Globes: Students will identify the key features of maps and globes (e.g., compass rose, scale, legend) and explain their purpose in representing the Earth's surface. Learn How to Use Grid References: Students will use four and six figure grid references to locate places on a map and practice finding specific landmarks using grids. Explore World Continents and Oceans: Students will locate and name the continents and major oceans on a world map and globe, developing a sense of the Earth's geography. Create and Interpret Simple Maps: Students will design their own map of a familiar area (e.g., their school or neighbourhood), including a key, symbols, and grid references, and interpret maps created by their peers. Follow and Give Directions Using a Compass: Students will practice using cardinal directions (North, East, South, West) and an 8 point compass to follow and give directions on a map. Outcome: They will use this to create a geographical, introductory guide of their local area, using their built knowledge over the sequence of learning. They could then also look at Yorkshire as a county to extend it further and the key physical and human features of this area.	Understand Types of Settlements and Land Use: Students will identify different types of settlements (e.g., villages, towns, cities) and explain how land is used in these areas (e.g., residential, commercial, agricultural). They will consider Castleford, Leeds and local villages as settlements before comparing to larger capital city – London. Explore the Causes and Effects of Urbanisation: Students will investigate why people move to urban areas, the changes this brings to cities, and the challenges and opportunities urbanisation creates for people and the environment. Children will consider Castleford compared to London and why people might move there. Examine Economic Activities and Trade: Students will learn about primary, secondary, and tertiary economic activities and explain how goods and services are produced, transported, and traded locally and globally. Children will consider the trade and produce that involves Castleford, followed by thinking about themselves and where their resources come from – how large their trade footprint might be before comparing to the trade footprint of a London citizen. Analyse the Role of Natural Resources in Human Geography: Students will explore how natural resources (e.g., water, minerals, forests) influence settlement, economic activity, and trade, and discuss the importance of sustainable resource management. Looking at natural resources that can be found in our local area before comparing to other parts of the world, linking to London and how their resources can be managed, acquired and used. Outcome: Children to create a 'Proposal Presentation' through google slides or canva on how they could improve urbanisation of Castleford: Suggest 2–3 improvements for Castleford based on what has or hasn't worked in London (e.g., transport systems, urban greening, regeneration projects). Use visuals like annotated maps, diagrams, and mock development plans. Justify proposals with geographical reasoning and sustainability principles.
	Recall	- Identify land and sea on a world map. - Name the seven continents. - Name the five oceans. - Recognize a compass and its four main directions. - Match simple map symbols to what they represent.	- Settlements can be rural or urban. Rural areas have fewer people (e.g., villages), while urban areas (e.g., cities) have many people and lots of buildings. - Land is used for different purposes. These include residential (homes), commercial (shops and offices), industrial (factories), agricultural (farms), and recreational (parks). - Urbanisation happens for many reasons. People move to cities for jobs, education, and healthcare, but this can also cause traffic, pollution, and overcrowding. - Economic activities are grouped into three types: Primary (farming, fishing, mining) Secondary (making products in factories) Tertiary (selling goods, providing services like doctors or teachers)

		- Natural resources shape settlements. People live near water, fertile land, and minerals because they help with farming, building, and trade. - Land use changes over time. New roads, businesses, and homes can replace farmland or forests, affecting the environment and communities.
Substantive Knowledge	Key Features of Maps and Globes: - A map is a flat representation of the Earth’s surface, while a globe is a 3D model of the Earth. - Key features of maps and globes include a compass rose (shows directions on 8 point compass), a scale (shows the relationship between distance on the map and real-life distances), and a legend/key (explains symbols used on the map). Using Grid References: Grid references help locate places on a map. They are usually written as a pair of coordinates (like A1, B2) to pinpoint specific locations. Locational knowledge: - Name and locate Counties of the United Kingdom – compare and contrast some with Yorkshire – identify key topographical features and land use patterns of Yorkshire and Cornwall. - The world has seven continents (Africa, Antarctica, Asia, Europe, North America, Australia, South America) and five oceans (Atlantic, Pacific, Indian, Arctic, Southern). Identify and name the continents and oceans on a world map and globe. Creating and Interpreting Maps: - Students should be able to design their own simple maps of familiar areas (e.g., their school or neighbourhood), using a key, symbols, and grid references to make the map understandable. - Students should also be able to interpret maps made by others and extract information from them. Using a Compass: - A compass helps navigate and find directions. Students should practice using the cardinal directions (North, South, East, West) to follow and give directions on a map.	Types of Settlements and Land Use: Settlements come in different types: villages, towns, and cities. Villages are smaller with fewer people, towns are larger with more amenities, and cities are very large with diverse services. Land use varies by area and can include: Residential (areas where people live) Commercial (business areas) Agricultural (land used for farming) Industrial (land used for manufacturing or factories) Causes and Effects of Urbanisation: Urbanisation movement of people from rural areas (villages and countryside) to urban areas (cities and towns). - Causes of urbanisation include better job opportunities, education, healthcare, and infrastructure in cities. Effects of urbanisation include crowded living conditions, pollution, increased demand for services, and changes in the environment (e.g., deforestation or land degradation). Economic Activities and Trade: Primary activities involve extracting natural resources (e.g., mining, fishing, farming). Secondary activities involve processing raw materials into goods (e.g., factories). Tertiary activities involve services, such as retail, education, healthcare, and transportation. - Goods and services are produced, transported, and traded locally and globally, impacting economies worldwide. Role of Natural Resources in Human Geography: Natural resources such as water, minerals, and forests play a vital role in settlement locations, economic activities, and trade. Sustainable resource management is important to ensure these resources are used efficiently and preserved for future generations. Changes in Local and Global Land Use: Local land use changes over time due to population growth, urbanisation, and infrastructure development. Global land use has also changed, with increasing deforestation, agricultural expansion, and urban sprawl affecting the environment and ecosystems
Disciplinary Knowledge	Mapping Skills and Tools: Students will practice identifying key features like the compass rose, scale, and legend on different maps and globes, learning to read them effectively.	Map and Data Analysis: Students will use maps and data to identify different types of settlements and explore land use in various areas (e.g., rural vs urban).

	- They will use four and six figure grid references (progressing from 2/4 in KS1) to locate places and landmarks on various maps. Spatial Awareness: - By learning to locate continents, oceans, and geographical features, students develop spatial awareness of the world's geography and gain an understanding of Earth's layout. Map Design and Interpretation: - Students will practice creating their own maps, learning how to include essential information like keys and grid references. - When interpreting maps made by others, they will apply their understanding of map symbols, scales, and orientation. Geographical Problem Solving: - Students will use their map and compass skills to practice giving and following directions (e.g., "Go north to the park, then turn east"). Critical Thinking: - Students will develop critical thinking by comparing different types of maps, discussing the purpose and usefulness of maps and globes, and evaluating the accuracy of maps when applying them to real-world scenarios.	- They will compare historical and current maps of their local area to see how land use has changed. Inquiry and Investigation: - Students will explore the causes of urbanisation by investigating case studies of specific cities and comparing urban and rural life. - They will examine the social, economic, and environmental effects of urbanisation on communities and the environment. Understanding Economic Systems: - Students will engage in discussions and activities that help them understand the three main types of economic activities (primary, secondary, tertiary) and how they contribute to the local and global economy. - They will apply knowledge of economic activities to understand how goods are produced, transported, and traded around the world. Sustainability Discussions: - Students will explore the importance of natural resources and the need for sustainable resource management. - They will analyse how human activities impact resources and discuss ways to protect and conserve natural resources. Comparing Local and Global Changes: - Students will investigate changes in land use in their own area and compare it to changes in other parts of the world. - Through activities like case studies or fieldwork, they will analyse how these changes have affected people, nature, and the economy both locally and globally. Problem-Solving and Decision Making: - Students will learn to think critically about land use changes, identifying challenges and proposing solutions to issues like urban sprawl, pollution, and resource depletion. - They will also discuss the importance of balancing development with environmental protection and sustainability.
Where will this learning take us next?:	UKS2 Knowledge: - Types of maps (political, topographical, climate, thematic). - Using 8 figure grid references grid references. - GIS (Geographic Information Systems) and digital mapping with more than one layering technique to show different geographical aspects of an area e.g. population, terrain or land use. - The role of scale and projection in map accuracy. Deeper Learning Challenges: Challenge: Compare different map projections (Mercator vs. Peters) and evaluate their distortions. Investigation: Analyse how satellite imagery and GIS have revolutionised modern mapping.	KS3 Knowledge: - Push and pull factors of migration and urbanisation. - Case studies of megacities (e.g., Mumbai, London, Lagos). - Land use models (e.g., Burgess and Hoyt). - Challenges of urban growth: housing shortages, traffic congestion, pollution. Deeper Learning Challenges: Challenge: Analyse the impact of rapid urbanisation in an LEDC (e.g., Rio de Janeiro) compared to an MEDC. Investigation: Compare the effectiveness of sustainable city initiatives, such as Curitiba vs. London. Application: Design a sustainable urban development plan for a growing city.

		Application: Design a navigation tool using GIS to track changes in local geography over time.	
Spring		The Polar Regions: Life in Extreme Environments (Geography of the Arctic and Antarctica, adaptations to cold climates)	Exploring Europe: A Journey Through Countries and Cultures (Location and diversity of Europe's countries and capital cities)
	Overview	Climate Characteristics: Children will identify what climate means, and what climate trends are like in our local area in order to help them compare this to the unique climate conditions of the polar regions, including extreme cold, seasonal variations in sunlight, and precipitation patterns. Understanding Polar Geography: Students will identify and describe the key geographical features of the Arctic and Antarctic biome, including ice caps, tundra, and surrounding oceans. Ecosystems and Adaptations: Students will explore the plants and animals of the polar regions, understanding how they have adapted to survive in a polar biome. Human Impact and Environmental Challenges: Students will analyse how climate change and human activities are affecting us in the UK, then consider the polar regions, including melting ice and impacts on wildlife and Indigenous communities. Cultural and Historical Significance: Students will learn about the history of exploration in the polar regions and the cultures of Indigenous peoples, such as the Inuit in the Arctic, including how and why they settled here. Global Connections: Students will evaluate how the polar regions influence global systems and people such as ocean currents, weather patterns, and sea levels (looking at the relationship between rising temperatures, ice caps melting, extreme weather, flooding) emphasizing their importance to the Earth's environment. Outcome: Children to create double page spread which demonstrates what survival is like in the Arctic biome for animals and humans and how an exploration team would survive there when they would visit.	Locate and Identify European Countries and Capital Cities: Students will be able to locate UK on the map and identify capital cities before zooming out to look at the rest of the European countries on a map and identify their capital cities, using atlas skills and interactive digital tools. Understand the Physical and Political Geography of Europe: Students will describe key physical features of Europe (e.g., rivers, mountains, and seas) and distinguish between physical and political maps of the continent. Children will consider our local area and how the physical features differ to those in Europe. Compare Tourism and Population within European Countries and how this Impacts the Local Cultures: Students will use data to compare the tourism rates and population sizes of European countries and discuss how geography influences the way people live and travel. Outcome: Students will create a diary entry/letter of complaint as if they were a local of a popular European capital city explaining the negative and positive impacts of tourism including income, erosion, strain on local resources, pollution etc.
	Recall	- Name the North Pole and South Pole. - Recall which animals live in the Arctic and Antarctic. - Describe the climate in polar regions (cold, icy). - Identify where polar regions are on a globe. - Know that people do not live permanently in Antarctica.	- Europe is a continent with many countries. Some of the biggest countries are France, Germany, and Spain. - Every country has a capital city. For example, London is the capital of the UK, Paris is the capital of France, and Rome is the capital of Italy. - Europe has important physical features. The Alps are a famous mountain range, the Danube is a long river, and the Mediterranean is a warm sea. - Different countries have different cultures. People in Spain eat paella, in Italy they love pasta, and in Germany they celebrate Oktoberfest.

		- Some European countries are much bigger than others. Russia is the largest country in Europe, while Vatican City is the smallest. - Maps can show political or physical geography. A political map shows countries and capitals, while a physical map shows mountains, rivers, and seas.
Substantive Knowledge	Climate Characteristics of the Polar Regions: - The polar regions (Arctic and Antarctic) have extreme cold climates with temperatures often below freezing. - There are seasonal variations in sunlight: Polar regions experience polar night (complete darkness for months) and polar day (constant daylight for months). Explain this in terms of location on the globe to help with seasonal changes and day and night, refer to Greenwich mean time first before moving across the globe. Precipitation is low, typically in the form of snow, as the regions are dry, even though they are cold. Polar Geography: - The Arctic is located in the Northern Hemisphere and consists of a frozen ocean surrounded by land. - The Antarctic is located in the Southern Hemisphere, containing a large landmass covered by thick ice caps. - Key geographical features include ice caps, tundra (a cold, treeless area), and surrounding oceans (Arctic Ocean and Southern Ocean). Ecosystems and Adaptations: - The polar regions support unique ecosystems where plants and animals have adapted to extreme cold. Adaptations include thick fur or blubber for animals, and plants being low-growing to avoid the wind and cold. Common species include polar bears, penguins, seals, and various birds that are specially adapted to these conditions. Human Impact and Environmental Challenges: Climate change is causing the ice in both the Arctic and Antarctic to melt, threatening wildlife and local habitats. Human activities, such as pollution and oil drilling, are further impacting these fragile environments. - Indigenous communities, like the Inuit in the Arctic, are facing challenges due to changes in their traditional way of life caused by warming temperatures and environmental disruption.	Locate and Identify European Countries and Capital Cities and their distance from us: Europe consists of around 50 countries, and students should be able to locate some of these countries on a map. - Students should know the capital cities of key European countries (e.g., London for the UK, Paris for France, Berlin for Germany, Rome for Italy, Madrid for Spain). - They should recognize how to use an atlas or digital tools (like online maps) to identify countries and capitals. Physical and Political Geography of Europe and how this impacts tourism: - Key physical features of Europe include rivers (e.g., the Danube River), mountains (e.g., the Alps and Pyrenees), and seas (e.g., the Mediterranean Sea and Baltic Sea). Political geography involves understanding national borders and how Europe is divided into various countries. - Students should distinguish between physical maps (showing mountains, rivers, and other natural features) and political maps (showing countries and capitals). Cultural Diversity in European Countries and how this differs from the UK: - Europe is rich in cultural diversity, with each country having its own language, food, traditions, and landmarks. - Students should explore Italy (Pompei/Venice) and Greece (Athens) in-depth, understanding the cultural characteristics that make each one unique, looking at terrain, cultural significance, transport and history. Compare Tourism and Population within European Countries and how this Impacts the Local Cultures: - Students should compare the population sizes of European cities (e.g. London, vs. Barcelona) using ariel photograph studies: https://www.theguardian.com/cities/gallery/2018/mar/22/most-densely-populated-square-kilometres-europe-mapped - They should compare tourism levels within the countries and reasoning for this (such as the presence of landmarks, history, weather and religious significance e.g Vatican City) - Evaluate how the climate, and how land area influences the economy and development of a country.

	Cultural and Historical Significance: - The Arctic and Antarctic regions have been areas of exploration, with significant historical events related to scientific research and expeditions. (Shackleton) - Indigenous peoples, such as the Inuit, have adapted to the harsh environment through traditional practices like hunting, fishing, and building igloos. Exploration history includes famous figures like Roald Amundsen and Robert Falcon Scott, who explored Antarctica. Global Connections: - The polar regions play an important role in the Earth's global systems. For example, the polar ice caps help regulate sea levels. - The melting ice influences global ocean currents, which affect weather patterns around the world. - The polar regions are important for understanding climate patterns and the Earth's ecosystems globally.	- Discuss how tourism can impact locals and the impact this can have on their environment. Create a balanced argument/letter explaining the impact of tourism: - Using knowledge of capital cities, geography, and culture, children will be able to identify the patterns of population and diversity within these areas. - They will incorporate cultural highlights (e.g., visiting Venice Island, the Colosseum in Rome, and the Sagrada Familia in Barcelona) and the impact tourism has on these places (e.g., exploring the Alps, or exploring Naples, Pompeii). - They will give advice on how to be respectful as a tourist in another locality.
Disciplinary Knowledge	Inquiry and Investigation: - Students will investigate the climate characteristics of the polar regions through visual and interactive methods, such as comparing temperature and sunlight data for the Arctic and Antarctic. - They will use maps, globes, and digital tools to locate the Arctic and Antarctic regions and describe their geographical features. Scientific Observation: - Students will observe and describe the adaptations of polar animals and plants. For example, they might explore how polar bears' fur or penguins' blubber helps them survive the cold. - Activities could include comparing different ecosystems in the polar regions, looking at how organisms adapt to extreme climates. Critical Thinking: - Students will evaluate the effects of human activities and climate change on the polar regions. They will analyse information and discuss the impact of melting ice, changing ecosystems, and the potential loss of biodiversity. - They will be encouraged to think critically about how humans can reduce their impact on these delicate environments (e.g., reducing carbon footprints, protecting wildlife). Survival: - They will explore the significance of the Inuits and other indigenous groups in relation to survival in the polar regions.	Geographical Inquiry and Mapping: - Students will use maps and atlases to locate European countries, their capitals, and key physical features. - They will practice map reading skills, such as understanding scale, orientation, and grid references, to identify countries and capitals. - Students will use digital tools (e.g., interactive maps and apps) to reinforce their mapping skills and locate countries and capitals. - They will look at how these features influence human settlements and activities, such as trade, agriculture, and tourism. Comparing and Contrasting: - Students will engage in comparative analysis by examining population sizes and land areas of European countries. They will use data to explore how geography affects the lifestyle and economy of different countries. - They will use data tables, charts, and graphs to compare and present information. Critical Thinking and Problem Solving: - When planning their balanced argument/letter, students will engage in critical thinking by deciding which countries and cities will be impacted the most based on their cultural and geographical knowledge. - They will have to consider factors like population density, money, and impact when planning their letter/argument, using maps to collect and interpret data.

		Geographical Understanding: - Students will develop their understanding of how the polar regions affect global systems by using diagrams to illustrate how ocean currents and the polar ice caps impact weather and sea levels worldwide. - They will also explore the relationship between the polar regions and broader environmental systems, fostering a sense of interconnectedness. Environmental Stewardship: - Students will be involved in discussions and activities related to the protection and sustainability of polar environments. - They will engage in activities to better understand conservation efforts and how individuals and communities can contribute to preserving the polar regions (e.g., reducing waste, supporting climate change initiatives).	- Children will consider the impacts that tourism could have by comparing their knowledge of localities, environment and change over time. Application of Data: - In comparing population and land area, students will work with numerical data to identify trends and understand how different factors (e.g., geography, climate, economic opportunities) influence population distribution and land use. - They will develop data analysis skills, making inferences from the information and drawing conclusions about how people's lifestyles are affected by geography.
	Where will this learning take us next:	KS3 Knowledge: - Polar climates and adaptations of plants, animals, and humans. - The role of the polar regions in regulating global climate. - The impact of climate change on ice caps, sea levels, and ecosystems. - Governance of Antarctica under the Antarctic Treaty. Deeper Learning Challenges: Challenge: Debate the ethics of exploiting polar resources vs. preserving fragile ecosystems. Investigation: Examine how melting ice caps influence global sea levels and weather patterns. Application: Design 'day in the life plan' for how best an explorer could survive the Antarctic ecosystem.	KS3 Knowledge: - The physical and human geography of Europe (rivers, mountains, economies). - The European Union and how geography affects trade, migration, and politics. - Population distribution and cultural diversity across Europe. - Case studies of contrasting European countries (e.g., Norway vs. Spain). Deeper Learning Challenges: Challenge: Analyse how European geography has shaped migration patterns. Investigation: Compare how two European countries have adapted to different climates. Application: Plan a sustainable European travel itinerary that minimises environmental impact.
Summer		Rivers, Mountains, water cycle: Exploring the Earth's Natural Features	Fieldwork and Discovery: Exploring Local Geography (Conducting fieldwork, data collection, and observing local changes)
	Overview	Identify the Features of Rivers and Mountains: Students will look at local river case study (River Aire) and recognize and describe the main parts of a river (source, course, mouth) and recognise mountain range in our local area (The Dales – River Aire source, Wharfedale, Pen-y-ghent and Ingleborough) then the key features of mountains in Lake District (peak, slope, base) using labelled diagrams and real-world examples as we zoom out. Understand How Rivers and Mountains Are Formed: Students will explore and explain the basic processes behind the formation of rivers and mountains, comparing Lake District with Rocky Mountains including erosion and tectonic activity, through age-appropriate experiments and visuals.	Plan and Conduct Local Fieldwork: Students will design and carry out a simple fieldwork investigation, selecting Castleford Town Centre to observe and explore geographical features (e.g., parks, rivers, streets) comparing with London (Y6) and Newby Wiske (Y5). Collect and Record Geographical Data: Students will use tools such as maps, photographs, and data sheets to gather information about the local environment, including land use, change over time, and human activities.

	Describe the Water Cycle and Its Role in River Formation: Students will understand and illustrate the stages of the water cycle (evaporation, condensation, precipitation, and collection) and explain how it connects to the flow of rivers. Locate Famous Rivers and Mountains Around the World: Students will use maps and globes to identify significant rivers (e.g., the Amazon, Nile) and mountains (e.g., Rockies) and learn about their locations on different continents including comparison with the River Ouse and Lake District. Explore the Importance of Rivers and Mountains to People and Nature: Students will investigate how rivers and mountains provide resources, habitats, and recreational opportunities and discuss their role in human and animal life locally and globally. E.g. distribution of natural resources – what is the impact of drought on the Nile and surrounding settlements? Outcome: Children create case study to track the River Aire local to Castleford from source to Castleford. Explaining what they find out about, habitat, river features and environmental impact of land use.	Analyse and Present Fieldwork Findings: Students will organize their collected data into charts, tables, and maps, and present their findings to explain patterns and changes observed in the local area. Identify and Explain Local Changes Over Time: Students will examine how their local area has changed over time (e.g., new buildings, land use changes) using maps, photographs, and discussions with community members. Evaluate the Impact of Human Activities on the Local Environment: Students will discuss the effects of human activities on their local area, identifying positive and negative impacts, and suggest ideas for sustainable improvements. Outcome: Children create case study with their own geographical enquiry – looking at how we can change/ improve our local area based on our research.
Recall	- Name a river and a mountain in the UK (e.g., River Thames, Ben Nevis). - Identify a river on a simple map. - Know that rivers flow from high ground to the sea. - Recall that mountains are high landforms. - Recognize how rivers and mountains look different in photos.	- Fieldwork means exploring a place to learn about it. We can study parks, rivers, streets, and buildings to understand how they are used. - We use tools to collect information. Maps, compasses, and data sheets help us record what we see, like weather, land use, and human activities. - We can present our findings in different ways. Charts, tables, and simple maps help us show what we learned about a place. - Places change over time. Buildings, roads, and parks may be added or removed, and we can compare old and new maps or photos to see these changes. - People affect the local environment. Some activities, like planting trees, help nature, while others, like littering, can harm it. - We can suggest ways to improve our area. Keeping spaces clean, recycling, and creating green areas help make our local environment better for everyone.
Substantive Knowledge	Identify the Features of Rivers and Mountains: Rivers have specific features such as the source (where the river starts), the course (the path the river follows), and the mouth (where the river meets a larger body of water, such as the sea). - Rivers are shaped by water movement. Over time, flowing water erodes the land, making valleys and changing the river's path. Mountains have key parts like the peak (the highest point – look at Scafell Pike), the slope (the sides of the mountain), and the base (the bottom of the mountain).	Plan and Conduct Local Fieldwork: Fieldwork involves planning and carrying out investigations in real-world environments. - Students will learn how to select a local area (e.g., park, street, river) to explore, observing geographical features like land use, vegetation, or human structures. - They will consider the purpose of their investigation, which could be to explore land use patterns, the distribution of natural features, or human impact on the environment. Collect and Record Geographical Data: - Students will use a variety of tools to collect geographical data, including: Maps (to understand the layout of the area),

	- Students should be able to recognize and label these features using diagrams and real-world examples (e.g., the Amazon River and Mount Everest). Understand How Rivers and Mountains Are Formed: Rivers form through processes like precipitation (rain, snow) that gather into streams, which eventually become rivers. Mountains form through tectonic activity (the movement of the Earth's plates) and processes like erosion (wearing away of rocks). - Examples of mountain formation include the Lake District (formed by tectonic collision) and river formation through the natural process of water flow. Describe the Water Cycle and Its Role in River Formation: - The water cycle includes key stages: evaporation (water turns into vapor), condensation (vapor forms clouds), precipitation (rain or snow falls), and collection (water gathers in rivers and oceans). - This cycle is crucial to the flow of rivers as the water from the cycle eventually flows into rivers, starting the river formation process. Locate Famous Rivers and Mountains Around the World: - Students should be able to identify well-known and local rivers like the Amazon, Nile, and Mississippi, Ouse and famous mountains like Mount Everest, Andes, Lake District and Rockies. - They should use maps and globes to locate these rivers and mountains on different continents, learning about their geographical importance. Explore the Importance of Rivers and Mountains to People and Nature: Rivers are important because they provide water for drinking, agriculture, and transportation, and are home to various species of plants and animals. Mountains provide resources like minerals, offer recreational opportunities like hiking and skiing, and are home to unique ecosystems. - Both rivers and mountains play key roles in human life (agriculture, trade, and tourism) and the natural environment (biodiversity and ecosystem balance).	Compasses (to find directions and measure orientation), Data sheets (to record observations such as weather conditions, types of buildings, types of vegetation, etc.). - They will gather information about the local environment, such as land use (e.g., residential, commercial, green spaces), weather patterns, and human activities (e.g., construction, farming, transportation). Analyse and Present Fieldwork Findings: - After collecting data, students will need to organize it in meaningful ways, such as: Charts (e.g., bar charts, pie charts to show land use or weather patterns), Tables (to compare different observations like temperature at different times), Maps (to visually represent geographical features and changes). - They will then present their findings, explaining any patterns or trends observed in their local area. Identify and Explain Local Changes Over Time: - Students will investigate changes in their local area over time. This could include new developments (e.g., new buildings, roads), changes in land use (e.g., from agricultural to residential), or shifts in natural features (e.g., erosion of riverbanks). - They will compare old and new maps, photographs, and other sources to visualize how the area has evolved. - Students will explore how human activities, such as urbanization or farming, have led to these changes. Evaluate the Impact of Human Activities on the Local Environment: - Students will learn about the effects of human actions, both positive and negative, on their local environment. For example: Positive impacts: conservation efforts, green spaces, recycling programs. Negative impacts: pollution, deforestation, urban sprawl. - They will suggest ideas for sustainable improvements, such as reducing waste, promoting public transport, or preserving local parks.
Disciplinary Knowledge	Geographical Inquiry and Mapping: - Students will use maps and globes to locate rivers and mountains around the world, using skills such as map reading, orientation, and scale interpretation. - They will practice labelling and identifying river and mountain features on maps and diagrams.	Geographical Inquiry and Investigation: Planning and conducting fieldwork: Students will develop skills in investigation by selecting a local area to study. They will learn how to observe and ask relevant geographical questions (e.g., "How does the land use in this area differ from London/Newby Wiske?").

	Scientific Exploration of Earth's Processes: - Students will engage with simple experiments and visual representations (like diagrams and videos) to explore the processes that form rivers and mountains. - They will learn about erosion and tectonic movement through practical activities, demonstrating how these processes shape the land. Diagramming and Labelling: - Students will practice creating and interpreting diagrams of rivers and mountains, using labelled parts to clearly represent features like the source, mouth, and peak. - They will create visual aids to support their understanding of the water cycle and how it relates to river formation. Comparative Analysis of Global Examples: Discussion of Environmental Importance: - Students will discuss how rivers and mountains are vital for human survival and the environment. They will analyse the challenges of managing these resources (e.g., flooding in river valleys or deforestation in mountain regions). - Investigate local impact of rivers on Castleford (flood plains, barriers, areas of settlement)	- They will practice making observations on-site, collecting data in real-time, and adjusting their focus based on what they observe. Use of Tools and Data Collection Techniques: - Students will practice using maps, compasses, and data sheets to collect relevant information from the field. They will become familiar with different data collection techniques, ensuring that they record data accurately and systematically. - They will learn how to handle different types of data, including qualitative data (descriptions of features) and quantitative data (measuring distances, counts, or temperatures). Data Organization and Analysis: - After collecting data, students will need to organize it into usable forms such as tables, charts, or maps. This helps them see patterns and trends. - They will also analyse the data to answer geographical questions (e.g., "What land use is most common in this area?" or "What are the common weather patterns here over the last week?"). Interpretation and Presentation of Findings: - Students will practice presenting their findings in a clear and organized way. They will learn how to create maps and charts that effectively communicate their observations. - They will develop the ability to explain their findings and offer possible interpretations based on the data (e.g., "The increase in residential buildings is likely due to population growth"). Evaluating and Reflecting on Local Environmental Change: - Students will reflect on how their local environment has changed over time, connecting this to human activities. They will learn to identify causes of these changes (e.g., "urbanization led to increased traffic and air pollution") and consider their impact on the environment. - By evaluating the effects of these changes, students will engage in critical thinking, considering both the benefits and drawbacks of human intervention in the landscape. Sustainability and Problem-Solving: - Students will develop a sense of responsibility for the environment, learning to suggest and explore sustainable practices that can improve the local area. This includes suggesting ideas like green spaces, waste reduction, and improving public transport. - Through group discussions and projects, students will practice problem-solving to address environmental issues in their own communities.
Where will this	UKS2 Knowledge:	KS3 Knowledge:

	learning take us next: - River processes (erosion, transportation, deposition). - Mountain formation through tectonics and folding. - The role of rivers and mountains in human settlement and economy. - Case studies of significant rivers and mountain ranges (e.g., the Nile, the Alps). Deeper Learning Challenges: Challenge: Investigate how rivers contribute to economic activity and trade. Investigation: Analyse how glaciation has shaped mountainous landscapes. Application: Develop an educational tool that explains the impact of climate change on mountain ecosystems.	- How to conduct fieldwork (data collection, observation, analysis). - Using field sketches, surveys, and GIS for geographical research. - Analysing human and physical geographical changes in an area. - Evaluating environmental quality and land use patterns. Deeper Learning Challenges: Challenge: Investigate how a local area has changed due to urban development. Investigation: Conduct an environmental impact survey of a nearby river or park. Application: Present your findings to local council members with recommendations for improvement.
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 Geography- Substantive Content Year B 			
Autumn		The United Kingdom: Countries, Cities, and Counties (Key geographical features and human characteristics of the UK)	Marvels of the Americas: From the Amazon to the Rocky Mountains (Focus on North and South American countries and key features)
	Overview	Identify the Countries and Capitals of the United Kingdom: Students will locate and name the four countries of the UK and their capital cities on a map. Explore Key Physical Features of the UK: Students will identify major rivers, mountains, and seas in the UK, such as the River Thames, Ouse, Severn and mountains Ben Nevis (Scotland), Scafell Pike (England), Snowdon and Snowdonia (Wales) and Giant's Causeway, Cliffs of Dover). Understand Counties and Local Areas in the UK: Students will explore the concept of counties and identify Yorkshire within the UK, including key landmarks – River Ouse, Malham Cove, York Minster etc. Compare Rural and Urban Areas in the UK: Students will examine the differences between rural and urban areas – London and Yorkshire Dales, identifying examples of each within the UK.	Locate Countries and Key Features of the Americas: Students will identify and locate countries in North and South America on a map, including major cities and regions like Amazon, Rockies, Toronto, Rio, including their comparative scale and distance from us. Explore Physical Features of the Americas: Students will investigate key geographical features such as the Amazon Rainforest, the Rocky Mountains, describing their significance and ecosystems. Children will compare this to our local physical features e.g. previous learning on River Aire/Lake District from LKS2. Understand Climate Zones in the Americas: Students will identify diverse climate zones across the Americas, such as tropical rainforests, arid deserts, and temperate mountain regions, and explain how they affect living conditions. Considering how their way of life differs to ours.

	Learn About Famous UK Landmarks: Students will investigate important landmarks, such as Stonehenge, Big Ben, and Edinburgh Castle, and their significance on human life. Outcome: Children will create a double page spread explaining their opinion about the geographical identity (what does this place mean to the people who live there, why is it so important) of the UK – splitting this into the four countries and naming key landmarks, rivers, mountains, notable physical and human features and annotate.	Investigate Human Interaction with the Landscape and Indigenous People: Students will analyse how people have adapted to and changed the landscapes of the Americas, including agriculture in the plains and deforestation in mountainous areas as a result of urban development – two lessons. Outcome: Canada / Brazil – Where the Forest Meets the Sea (Jeannie Baker) themed outcome based on textiles with oracy outcome to explain the impact of deforestation on the landscape.
Recall	- Name the four countries that make up the United Kingdom. - Recall the capital city of England, Scotland, Wales, and Northern Ireland. - Identify the UK flag (Union Jack) and what it represents. - Name and locate the seas around the UK. - Recognize major UK landmarks (e.g., Big Ben, Edinburgh Castle)	- The Americas have many countries. North America includes countries like the USA and Canada, and South America has countries like Brazil and Argentina. - The Americas have big physical features. The Amazon Rainforest is the largest rainforest, the Rocky Mountains are tall, and the Mississippi River is one of the longest rivers. - Native peoples in the Americas have rich traditions. The Inca lived in the Andes mountains, and Native American tribes lived across North and South America, adapting to the land. - The Americas have different climates. There are tropical rainforests near the equator, deserts in places like Mexico, and temperate areas like parts of Canada and the USA. - The geography of the Americas affects how people live. People grow crops on the plains and build cities in the mountains, adapting to their environment. - Geography shapes cultures. Indigenous people lived in different regions and used the natural resources around them to survive, like hunting, fishing, and farming.
Substantive Knowledge	Identify the Countries and Capitals of the United Kingdom: Countries of the UK: The United Kingdom consists of four countries: England, Scotland, Wales, and Northern Ireland. Capitals: Each country has its own capital city: London (England), Edinburgh (Scotland), Cardiff (Wales), and Belfast (Northern Ireland). Map skills: Students will learn to locate and name the countries, counties and capitals of the UK on a map and understand their geographical positions. Explore Key Physical Features of the UK: Rivers: Students will identify major rivers in the UK, such as the River Thames and River Severn, understanding their geographical importance. Mountains: Key mountains in the UK include Ben Nevis (the highest mountain in the UK) and the Penines (the backbone of England). Seas: The UK is surrounded by seas, including the North Sea, Irish Sea, and English Channel. - Students will learn the significance of these physical features for natural landscapes and human activities. Understand Counties and Local Areas in the UK:	Locate Countries and Key Features of the Americas: Geographical location: Students will learn that the Americas consist of North America, Central America, and South America. Countries and capitals: They will locate key countries such as Canada, the USA, Mexico, Brazil, and Argentina. Major regions: They will identify important regions, such as the Rockies and Amazon Rainforest Map skills: Using maps, atlases, and globes, students will locate these features and recognize their position relative to one another. Explore Physical Features of the Americas: Mountains and Rivers: The Rocky Mountains (stretching across the USA and Canada). Rainforests and Ecosystems: The Amazon Rainforest (the world's largest rainforest, home to diverse plant and animal species).

	• Counties: The UK is divided into different counties. Students will explore what a county is and how the country is divided administratively. • Local Areas: Students will focus on their own local area, identifying key features, landmarks, and areas within it. • Landmarks: Students will explore landmarks in their own local area and how they contribute to local identity and culture. Compare Rural and Urban Areas in the UK: • Rural Areas: These are areas located outside cities and towns, such as villages and countryside, and are often characterized by agriculture and open space. • Urban Areas: These are areas with higher population density, such as cities and towns, and are typically centres of industry and commerce. • Students will examine key differences between rural and urban areas in terms of population, land use, transportation, and lifestyle. Learn About Famous UK Landmarks: • Students will explore famous landmarks in the UK, such as: • Stonehenge (a prehistoric monument in England), • Big Ben (a clock tower in London), • Edinburgh Castle (a historic fortress in Scotland). • They will understand the cultural and historical significance of these landmarks and how they are part of the UK's identity and heritage.	• Environmental significance: Students will explore how these geographical features shape ecosystems, biodiversity, and human settlements. Understand Climate Zones in the Americas: • Tropical Climate: Found in the Amazon Rainforest, with high temperatures and rainfall. Investigate Human Interaction with the Landscape: • Adaptation to environments: • Farming in the Great Plains (agriculture in flat, fertile land). • Living in dense rainforests (how indigenous groups in the Amazon use natural resources). • Deforestation Urban development: • Growth of cities like Rio/Toronto • Environmental impact: • Deforestation in the Amazon. • Pollution and industrialization in major cities.
Disciplinary Knowledge	Geographical Inquiry and Investigation: • Locating countries and capitals: Students will use maps and atlases to locate the four countries of the UK and their capitals. They will practice identifying their position within Europe and the world. • Exploring physical features: Students will observe and describe key physical features such as rivers, mountains, and seas. They will develop an understanding of the natural landscapes of the UK and how these features affect human activities. Map Skills and Representation: • Students will learn how to read and interpret maps, identifying physical and political features. • Map skills: Using grid references (two to four figure), compasses, and symbols, students will navigate maps to locate key geographical features and landmarks. Observation and Description:	Map Skills and Spatial Awareness: • Students will use atlases, digital maps, and globes to locate countries, capital cities, and major physical features. • They will practice using latitude and longitude to find locations. • They will explore GIS mapping skills to investigate diversity of land use and changes of land use within Americas. Analysing Physical and Human Geography: • Students will compare and contrast physical landscapes (e.g., Amazon Rainforest vs. Rocky Mountains). • They will examine how natural resources influence trade and economy (e.g., Brazil's role in coffee production). Understanding Change Over Time: • Students will investigate historical vs. modern landscapes, seeing how human activities (such as urbanization and agriculture) have altered environments.

	- Through activities like field trips or local studies, students will observe and describe the landscapes of rural and urban areas. They will explore the physical characteristics of these areas, such as open fields or city infrastructure. - Students will develop the ability to compare and contrast different types of settlements (e.g., rural vs urban). Cultural Understanding and Significance: - When exploring famous landmarks, students will research the historical and cultural significance of sites like Stonehenge, Big Ben, and Edinburgh Castle. They will reflect on how these landmarks represent the history and culture of the UK. - Students will develop an understanding of how landmarks connect to the UK's national identity and tourism. Comparative and Critical Thinking: - When comparing rural and urban areas, students will learn to analyse the differences in terms of land use, economic activity, and lifestyle. They will critically examine the challenges and opportunities of each type of area. - They will use data and case studies to identify patterns of development and urbanization in the UK. Local Geography and Personal Connection: - Students will identify key features of their own local area, including landmarks, transportation networks, and green spaces. They will engage with maps and photos to explore these features. - This helps students develop a sense of place and connection to their local geography.	- They will explore how indigenous ways of life have changed due to colonisation and modernisation. Critical Thinking and Discussion: - Students will evaluate the positive and negative effects of human activities, such as deforestation vs. conservation efforts. Fieldwork and Data Analysis (where possible): - If applicable, students may collect and analyse data on local climates and compare it to climate zones in the Americas. - They may conduct research projects on specific countries, focusing on their geography, culture, and environmental challenges.
Where will this learning take us next:	UKS2 Knowledge: - The impact of historical events on the UK's landscape. - Patterns of population density and within the UK. Deeper Learning Challenges: Challenge: Investigate how physical geography (e.g., coastline erosion, river systems) has influenced settlement patterns.	KS3 Knowledge: - The Amazon Rainforest: deforestation, biodiversity, and climate impact. - The Andes and Rocky Mountains: tectonic activity, tourism, and farming. - Indigenous cultures and how geography shaped their development. - The role of natural disasters in shaping the landscape (e.g., hurricanes, earthquakes). Deeper Learning Challenges: Challenge: Evaluate the impact of deforestation on climate and biodiversity in the Amazon. Investigation: Investigate how the Rocky Mountains influence the climate of North America.

			Application: Design a conservation campaign to balance economic activity with rainforest protection.
Spring		Our Changing World: Weather, Climate, and Seasons (Differences between weather and climate, global climate zones)	Sustainability and Our Environment: Protecting Our Planet (Impact of human activity, renewable energy, and conservation)
	Overview	Distinguish between Weather and Climate: Students will explain the difference between daily weather and long-term climate, using examples from Yorkshire and other parts of the world. Observe and Record Weather Patterns: Students will keep a simple weather diary over a week, noting temperature, rain, and wind, and discuss how weather changes over time – Bridlington/Cornwall/Athens Explore the Four Seasons: Students will describe the characteristics of the four seasons in the UK and explain how they affect people, plants, and animals. Learn About Global Climate Zones: Students will identify and describe different global climate zones (e.g., tropical, dry, continental, polar, temperate) and locate them on a world map. Understand How Climate Affects Daily Life Across the UK: Students will discuss how climate influences the way people live, dress, and work in different parts of the UK - specifically. How has climate change impacted this? Outcome: Children to explain how daily life is impacted by climate in two contrasting regions within the UK; analysing what life would be like based on this data through annotations and images.	Understand Human Impact on the Environment: Students will explore how activities such as deforestation, pollution, and urban development impact ecosystems and biodiversity. Learn About Renewable and Non-renewable Resources: Students will identify examples of renewable (e.g., solar, wind) and non-renewable (e.g., coal, oil) resources and explain their importance for sustainability. Children will research impacts and importance of local recycling plant. Investigate the Effects of Climate Change: Students will examine how climate change affects the environment, including rising sea levels, extreme weather, and impacts on wildlife and communities. They will then investigate how that impacts us directly. Explore Conservation Practices: Students will learn about practices they and the wider world can implement that help protect the planet, such as recycling, wildlife conservation, and reforestation, and discuss how they can contribute. Outcome: Design a Sustainability Project: Students will plan and present a small-scale sustainability project, such as a school recycling initiative or creating an exhibition for our community to promote energy-saving tips relevant to our local area and school. E.g. Video, Artwork, Presentation, Leaflet, Literacy Link, Web page
	Recall	- Name types of weather (sunny, rainy, snowy, cloudy, windy). - Recognize symbols used in weather forecasts. - Recall which clothes are suitable for different weather types. - Understand that weather changes with seasons. - Describe the weather in their local area.	- Human activities affect the environment. Things like deforestation (cutting down trees), pollution, and building cities can harm ecosystems and animals. - There are two types of resources. Renewable resources, like solar and wind energy, can be used again and again, while non-renewable resources, like coal and oil, will run out. - Climate change is affecting the Earth. It causes rising sea levels, more extreme weather like storms and floods, and it harms animals and plants. - Conservation helps protect the planet. Recycling, planting trees (reforestation), and protecting wildlife help keep the Earth healthy. - Everyone can help protect the environment. Simple actions like turning off lights, using less plastic, and picking up litter can make a big difference. - Sustainability is about making good choices. Doing things like saving energy or creating a school recycling program helps create a cleaner, safer world for everyone.
	Substantive Knowledge	Weather and Climate Concepts: Difference between weather (short-term atmospheric conditions) and climate (long-term patterns).	Understand Human Impact on the Environment: Pollution: Waste from factories, cars, and plastic affects air, land, and water quality, harming wildlife and human health.

		- Types of weather: temperature, precipitation, wind, humidity, cloud cover. - Understanding of microclimates – small-scale variations in climate (e.g. shady vs sunny areas). Seasonal Change - Causes of seasons due to Earth’s orbit and tilt. - How seasons influence vegetation, wildlife, and human activities (e.g. farming, clothing, holidays). Local and National Patterns - How local weather compares with broader UK patterns. - Familiarity with regional variations in UK weather and climate zones. Climate Change Awareness - Introduction to climate change causes (e.g. greenhouse gases). - Local consequences of global climate trends (e.g. changing rainfall, urban heat islands).	Urban Development: Expanding cities leads to habitat loss, increased energy use, and pollution. Biodiversity Loss: Fewer species survive when habitats are destroyed or polluted. Learn About Renewable and Non-renewable Resources: Renewable resources (can be replaced naturally), Solar energy, Wind power, Hydroelectric power (water) Non-renewable resources (limited supply, take millions of years to form): Coal, Oil, Natural gas, Metals and minerals Sustainability: Using resources carefully to protect the environment and ensure future generations have enough. Investigate the Effects of Climate Change: Rising sea levels: Melting glaciers cause flooding in coastal areas. Extreme weather: More heatwaves, hurricanes, and droughts affect people and wildlife. Wildlife impacts: Some species struggle to survive in warmer temperatures, leading to migration or extinction. Community challenges: Farmers struggle with unpredictable weather, and some areas face water shortages. Explore Conservation Practices: Recycling: Sorting waste (paper, plastic, glass) reduces landfill use and pollution. Wildlife conservation: Protecting endangered animals through national parks, breeding programs, and anti-poaching laws. Reforestation: Planting trees to replace those cut down, helping absorb carbon dioxide and provide habitats. Energy-saving actions: Turning off lights, using less water, and choosing eco-friendly transport.
	Disciplinary Knowledge	Fieldwork & Observation - Accurately observe and record weather using instruments (e.g. thermometers, rain gauges). - Conduct systematic seasonal observations in the local environment. Measurement & Data Handling	Data Collection and Analysis: - Using maps to track deforestation or rising sea levels. - Analysing graphs and charts showing temperature changes over time. - Surveying classmates and family members about their recycling habits. Comparing and Evaluating Solutions: - Comparing different energy sources and discussing their pros and cons. - Investigating which countries are leading in environmental conservation and why. - Discussing why some communities are more affected by climate change than others.

	- Collect and interpret numerical data (e.g. temperature logs, rainfall charts). - Use simple equipment to measure microclimate differences in the school grounds. Communication & Presentation - Create and present weather forecasts using appropriate vocabulary, symbols, and visual tools (e.g. maps, charts). - Write or perform reports explaining local weather trends or climate concerns. Analysis & Comparison - Compare local findings with national averages using secondary data (e.g. Met Office charts). - Identify patterns and anomalies (e.g. unusually wet months or heat spikes). Decision-Making & Evaluation - Discuss how weather affects daily life and long-term planning. - Explore potential actions to mitigate climate change locally (e.g. planting trees, reducing energy use).	Critical Thinking and Debate: - Holding a class debate: "Should we stop using plastic completely?" - Discussing the balance between economic growth and environmental protection (e.g., "Should we build more houses in forests?"). - Evaluating real-life environmental campaigns and their success. Fieldwork and Community Engagement: - Conducting a litter survey in the local area and recording findings. - Visiting a nature reserve or recycling plant to see conservation in action. - Writing and presenting ideas for a school or community sustainability project.
Where will this learning take us next:	KS3 Knowledge: - The differences between weather and climate. - Factors influencing climate zones (latitude, altitude, ocean currents). - The role of the water cycle in weather systems. - How climate change is affecting extreme weather patterns. Deeper Learning Challenges: Challenge: Compare two cities from different climate zones and analyse how geography influences their daily life. Investigation: Track and predict local weather patterns using real-world data. Application: Design a climate adaptation plan for a city facing increasing floods or droughts.	KS3 Knowledge: - Causes and effects of climate change. - Renewable vs. non-renewable energy sources. - Conservation strategies and sustainable development goals (SDGs). - The impact of human activity on ecosystems. Deeper Learning Challenges: Challenge: Compare how two countries are tackling climate change (e.g., Sweden vs. China). Investigation: Conduct a carbon footprint audit and propose ways to reduce emissions.

			• Application: Design a school-wide sustainability initiative and pitch it to school leaders.
Summer		Exploring Africa: A Continent of Diversity (Key features, biomes, and cultures across Africa)	Tectonic and Volcanic (Conducting fieldwork, data collection, and observing local changes)
	Overview	Locate Africa on a Map and Explore Its Countries: Students will identify Africa on a world map and locate several key countries, learning their names and capitals. Discover Africa's Physical Features: Students will explore major geographical features of Africa, such as the Sahara Desert, Mount Kilimanjaro, and the Nile River. Learn About African Biomes: Students will investigate the variety of biomes found in Africa, including rainforests, savannahs, and deserts, and learn how plants and animals adapt to these environments. Explore African Cultures and Traditions: Students will explore cultural diversity in Africa, learning about different languages, traditions, and art from various regions. Understand the Role of Resources in Africa: Students will examine the importance of Africa's natural resources, such as gold and cocoa, and discuss how these contribute to global trade and local communities. Outcome: A journey through Africa – double page spread, based on river as it journeys through the ranging biomes of the River Nile, from Lake Victoria to Suez Canal	Understand the Earth's Layers and Plate Tectonics: Students will learn about the Earth's structure (core, mantle, crust) and describe how tectonic plates move to create landforms and natural disasters. Explore How Volcanoes Are Formed: Students will investigate how volcanoes form, identify famous volcanoes like Mount Vesuvius and Etna, and discuss their effects on people and the environment, linking to previous knowledge on tourism in Europe. Understand Earthquakes and Their Impact: Students will explore the causes of earthquakes in Japan, learn how they are measured, and discuss their impact on communities and infrastructure, including the sequent tsunamis. Identify Tectonic Plate Boundaries Around the World: Students will locate major tectonic plate boundaries on a map and explain how these areas are prone to natural disasters like earthquakes and volcanic eruptions. Outcome: Discuss Disaster Preparedness and Mitigation Students will learn how communities prepare for and reduce the effects of natural disasters through building design, evacuation plans, and early warning systems – children create a news reel explaining the reason for the eruption/earthquake and how their plan has supported community.
	Recall	• Locate Africa on a world map or globe. • Name one African country (e.g., Kenya, Egypt). • Recall that Africa has deserts, jungles, and savannahs. • Recognize African animals (e.g., lion, elephant). • Know that Africa is one of the seven continents.	• The Earth has three layers. The core is the very centre, the mantle is the thick middle layer, and the crust is the outer layer where we live. • Tectonic plates move. The Earth's crust is made of large pieces called tectonic plates that move and create landforms like mountains, valleys, and cause natural disasters. • Volcanoes are formed by magma. Magma from inside the Earth escapes through cracks to form volcanoes, and famous volcanoes include Mount Vesuvius and Mauna Loa. • Earthquakes happen when plates move. When tectonic plates shift, they can cause earthquakes, which are measured using a seismograph. Earthquakes can shake buildings and cause damage. • Tectonic plate boundaries are risky places. Areas where plates meet, like near the Pacific Ring of Fire, are more likely to experience volcanic eruptions and earthquakes.

		People prepare for disasters. Communities use evacuation plans, build stronger buildings, and use early warning systems to help reduce damage from natural disasters.
Substantive Knowledge	Locate Africa on a Map and Explore Its Countries - Africa is the second-largest continent, with 54 countries. - Key countries and capitals: Egypt – Cairo Nigeria – Abuja South Africa – Pretoria Kenya – Nairobi - Use of maps, atlases, and globes to identify African countries. Discover Africa’s Physical Features Sahara Desert: The largest hot desert in the world. Nile River: The longest river, flowing through multiple countries. Mount Kilimanjaro: Africa’s highest mountain, located in Tanzania. Great Rift Valley: A major landform stretching across East Africa. Learn About African Biomes Rainforests (e.g., Congo Rainforest): Dense, humid forests with diverse wildlife. Savannahs (e.g., Serengeti): Grasslands home to lions, elephants, and zebras. Deserts (e.g., Kalahari, Sahara): Dry areas with little rain and unique adaptations. Mountains and Highlands: Unique climates due to elevation (e.g., Ethiopian Highlands). Understand the Role of Resources in Africa Cocoa farming: Côte d’Ivoire and Ghana produce much of the world’s chocolate. Importance of trade: How these resources affect local economies and global markets linked to farming. Challenges: Fair trade, environmental impact, and sustainability.	Understand the Earth's Layers and Plate Tectonics - The Earth has three main layers: Crust: The outermost layer where we live. Mantle: A hot, semi-solid layer that moves slowly. Core: The hottest part, divided into outer (liquid) and inner (solid) core. - The Earth’s crust is divided into tectonic plates that move due to mantle convection. - Tectonic plate movement creates mountains, earthquakes, and volcanoes. Explore How Volcanoes Are Formed - Volcanoes form when magma from the mantle reaches the surface. - Types of volcanoes: active, dormant, extinct. - Famous volcanoes: Mount Vesuvius (Italy) – Destroyed Pompeii. Mount Etna - Italy - Volcanoes can cause lava flows, ash clouds, and tsunamis. Understand Earthquakes and Their Impact - Earthquakes occur when tectonic plates suddenly shift. - They are measured using the Richter scale and seismographs. - Effects include building damage, landslides, and tsunamis. - Major earthquake zones: Japan and the Pacific "Ring of Fire". Identify Tectonic Plate Boundaries Around the World - Types of boundaries: Divergent: Plates move apart (e.g., Mid-Atlantic Ridge). Convergent: Plates collide (e.g., Himalayas). Transform: Plates slide past each other (e.g., San Andreas Fault). The Pacific "Ring of Fire" has many active volcanoes and earthquakes. Discuss Disaster Preparedness and Mitigation

		• Building design: Earthquake-resistant buildings and flexible foundations. • Early warning systems: Seismometers and emergency alerts. • Evacuation plans: Drills, emergency kits, and community preparedness. • Volcano monitoring: Tracking gas emissions and ground movement.
Disciplinary Knowledge	Geographical Skills and Mapping • Using atlases, globes, and digital maps to locate African countries. • Investigating maps of Africa, including key physical features. Data Analysis and Comparison • Comparing biomes and climates of different African regions using graphs and charts and photographs. Scientific Inquiry and Investigation • Exploring how plants and animals adapt to African biomes. • Conducting experiments on desert survival (e.g., water retention in plants). • Investigating the Nile’s role in farming and water supply.	Geographical Skills and Mapping • Using maps and atlases to locate tectonic plates and earthquake-prone areas. • Identifying volcanoes and fault lines on a world map. Scientific Inquiry and Investigation • Building models of Earth’s layers using clay or diagrams. • Demonstrating tectonic plate movement using foam blocks. Data Analysis and Comparison • Comparing earthquake magnitudes and impacts using real-world data. • Analysing the frequency of earthquakes and volcanic eruptions in different regions. Problem-Solving and Critical Thinking • Designing an earthquake-proof building and testing its strength. • Evaluating how different countries prepare for natural disasters. Fieldwork and Inquiry-Based Learning • Interviewing experts or using virtual tours of volcanic sites. • Discussing the role of human activity in disaster risk (e.g., deforestation increasing landslides).
Where will this learning take us next:	UKS2 Knowledge: • Comparing and contrasting physical geography: deserts, savannas, rainforests. • Population growth, urbanisation, and economic activity. Deeper Learning Challenges: • Investigation: Compare life in two biomes within Africa	KS3 Knowledge: • Structure of the Earth – further detail. • Types of plate boundaries and their associated landforms. • How and why earthquakes and volcanoes occur. • Human responses to tectonic hazards and disaster management. Deeper Learning Challenges: • Challenge: Debate whether people should live in high-risk tectonic areas.

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