

Geography

Long Term Progressional Knowledge Plan, monitoring coverage of core content and subject vocabulary

Year	EYFS Overview	EYFS UW objectives (excluding technology)	EYFS Core knowledge to be explored	Existing LTP Planning Links	How Covered: Discrete/Cross Curricular
Nur	EYFS: Understanding the world: Past and Present, People and Communities, The Natural World. <u>Topics Year A (2021-22 & 2023-24, alternating)</u> Aut 1: All about me Aut 2: Festivals & celebrations Spr 1: People who help us (occupations) Spr 2: Colours Sum 1: Rumble in the Jungle Sum 2: The seaside <u>Topics Year B (2022-23 & 2024-25, alternating)</u> Aut 1: Favourite stories Aut 2: Festivals Spr 1: Houses & homes Spr 2: Spring	<u>EYFS UW: Range 5: 3-4 year olds (36-48m)</u> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<u>Topics Year A</u> <u>Aut 1: All about me</u> (Texts: My favourite stories, You Choose, Let's Make Faces, Little Red Riding Hood, Alfie's Feet, Funnybones, Only One You) • Discussion about ourselves, home and families, what makes us special • Natural materials to make faces • Investigating 5 senses • Seasons • Growth & bones <u>Aut 2: Festivals & celebrations</u> • Halloween (texts - Room on the Broom, Meg and Mog) • Festivals of Light- Bonfire Night, Diwali, Hanukkah • Family celebrations, birthdays, weddings • Autumn & Halloween • Eid al fitr • Christmas (Stick Man) <u>Spr 1: People who help us</u> (Texts: non-fiction, Mouseville, Fireman Sam, Paw Patrol, Postman Pat, Guess how much I love you, Smartest Giant in Town) • Our school & our families	Global Links – Chinese New Year cultural activities, Global Links – Know some of the features of Chinley and what makes it different to other places such as Manchester. Know that Chinley is in England RE –Harvest, Remembrance Day, Christmas, Easter. UW: Technology	Cross-curricular. EYFS syllabus interlinks UW with Communication and language, Literacy, Mathematics, Personal, social and emotional development, Physical development, Expressive art and design.

	Sum 1: Minibeasts Sum 2: Holidays	<u>EYFS UW: Range 6: 4-5 year olds (48-60m) & 5-6 year olds (60-71m)</u> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them.	• Doctors, nurses, dentists • Police, fire & rescue • Vets & pets • Mechanics • Internet safety • Postal workers • Valentine's Day, Shrove Tues, Chinese New Year • Signs of Winter <u>Spr 2: Colours</u> (Texts: The Rainbow Fish, Elmer stories, I Spy Colours) • Rainbow activities, colour mixing & other colour experiments • Elmer – elephant facts & where they live • Using Beebots & simple maps • St David's Day, St Patrick's Day, St George's Day, Mothering Sunday, Easter <u>Sum 1: Rumble in the Jungle</u> (Texts: Rumble in the Jungle, The Jungle Book, The Tiger who came to Tea, Betty Goes Bananas, Monkey Puzzle, Dear Zoo, Walking through the Jungle) • Jungle & rainforest habitats • Animals, movements, sounds • Tribes of the Amazon • Google Earth maps <u>Sum 2: The seaside</u> (Texts: Sharing a Shell, The Snail & the Whale, The Singing Mermaid, Shark in the Dark, Rosie's Hat, Pirates Love Underpants, Do I have to go to School?, Starting School, Harry & the bucketful of Dinosaurs) • Packing a suitcase • Safety in the sun		
--	---	---	---	--	--

			• Drawing Pirate maps & using Beebots • Snails & their habitats • Sea creatures & life underwater • Graduation from Nursery to Reception <u>Topics Year B</u> <u>Aut 1: Favourite stories</u> (Texts: Jack & the Beanstalk, Stinky Jack, The Little Red Hen, Handa's Surprise, The Enormous Turnip, Each Peach, Pear, Plum) • Getting to know our new friends • Sharing our feelings • Our holidays • Our favourite fairytales • Nursery rules • Harvest & Autumn <u>Aut 2: Festivals & Celebrations</u> (Texts: Room on the Broom, Meg & Mog, Stick Man) • Autumnal walk • Festivals of Light - Bonfire Night, Diwali, Hanukah • Special family times, birthdays & weddings • Science experiments • Eid al-Fitr, special foods • Christmas <u>Spr 1: Houses & homes</u> (Texts: You Choose, The Three Little Pigs, Goldilocks & the Three Bears, We're going on a Bear Hunt) • Different houses around the world.		
--	--	--	---	--	--

			- Investigating materials to build houses - Animals & their homes - Use of maps & globes - Experiments & STEM challenge - Shrove Tuesday, Valentine's Day, Chinese New Year, signs of Winter <u>Spr 2: Spring</u> (Texts: The Ugly Duckling, Guess How Much I Love You in the Spring, George Flies South, Chicken Licken, The Crocodile Who Didn't Like Water) - Growth, baby to adult - New life - Signs of Spring - Seeds, plants & flowers - Science experiments & rainbows - World Book Day - St David's Day, St Patrick's Day, St George's Day, Mothering Sunday, Easter, Holi festival <u>Sum 1: Minibeasts</u> (Texts: The Very Hungry Caterpillar, Walter's Wonderful Web, The Bad-Tempered Ladybird, Superworm, Slug Needs a Hug, There was an Old Woman) - Identifying & looking after minibeasts - Life cycles - Worms - Spiders - Beebots & ICT <u>Sum 2: Holidays</u> - Similar to 'The Seaside' Year A Sum 2 plans		
--	--	--	---	--	--

Year	EYFS Overview	EYFS UW objectives (excluding technology)	EYFS Core Knowledge to be explored	Existing LTP Planning Links	How Covered: Discrete/Cross Curricular
Rec	EYFS: Understanding the world: Past and Present, People and Communities, The Natural World. <u>Topics:</u> Aut 1: All about me! Aut 2: Terrific Tales! Spr 1: Amazing animals! Spr 2: Come outside! Sum 1: Ticket to ride! Sum 2: Fun at the seaside!	<u>Statutory ELG: Past and Present:</u> 1. Talk about the lives of the people around them and their roles in society. 2. Know some of the similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 3. Understand the past through settings, characters, and events encountered in books read in class and storytelling. <u>Statutory ELG: People, Culture and Communities:</u> 1. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 2. Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate- maps. <u>Statutory ELG: The Natural World</u> 1. Explore the natural world around them, making observations and drawing pictures of animals and plants. 2. Know some of the similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <u>Topics:</u> Aut 1: All about me!	Topics: <u>Aut 1: All about me!</u> • Discussion about our families • Families that are different to ours • People who help us. Discussion about superheroes in the community • Navigate the school grounds on a superhero mission. • Autumn walk • Harvest • How times have changed <u>Aut 2: Terrific Tales!</u> • Create maps of forest – link with story • Look at local area • Where we are in the world – house, town, country, continent • Life in grandparents’ time when they were younger • Comparing old and new versions of stories • Remembrance Day • Christmas around the world <u>Spr 1: Amazing animals!</u> • Winter – seasons, hibernation • Arctic animals – facts, comparisons, habitats • Jungle animals • Farm animals • Deadly animals	Global Links – Chinese New Year cultural activities, Global Links – Know some of the features of Chinley and what makes it different to other places such as Manchester. Know that Chinley is in England RE –Harvest, Remembrance Day, Christmas, Easter. UW: Technology	Cross-curricular. EYFS syllabus interlinks UW with Communication and language, Literacy, Mathematics, Personal, social and emotional development, Physical development, Expressive art and design.

		Aut 2: Terrific Tales! Spr 1: Amazing animals! Spr 2: Come outside! Sum 1: Ticket to ride! Sum 2: Fun at the seaside!	- Chinese New Year – different cultures & beliefs <u>Spr 2: Come outside!</u> - Seasons & growing plants - Weather experiments - Sensory outdoor walks - Caring for the environment - Zoo lab visit - Easter story <u>Sum 1: Ticket to ride!</u> - Compare food from different countries - Possibly look at African culture - Compare local environment to other countries around world - Transport – in past and nowadays - Space travel <u>Sum 2: Fun at the seaside!</u> - Seaside – in past & nowadays - Under the sea maps - Sea creatures - Dinosaurs & fossils - All about France		
Year	Overview	Core Knowledge	New, important vocabulary to be explored	Existing LTP Planning Links	How Covered
1	Topic: What is geography? Use Key Text: 'Here We Are - Notes for Living on Planet Earth' by Oliver Jeffers Topic: Where and how do we live on planet Earth?	Recognise: Geography is the study of Earth's physical properties and our interaction with that. Identify: UK is union of 4 nations; England, Scotland, Northern Ireland, Wales. Union Jack is combination of national flags. What is the difference between UK and GB?	Physical; human. Planet Earth; land; sea; sky; food; water; warmth; resources. North; south; Equator. Country, island, nation, nationality; coast, mountains, mountain ranges, lakes/ lochs/loughs; rivers; rural; urban.	Literacy - 'Here We Are - Notes for Living on Planet Earth' by Oliver Jeffers as key text Maths – construct the cross of St George with ruler (centre/ half/	7 lesson Geography block in Autumn 2 term + Key Text reading and

	Use world maps, atlases and globes to identify the United Kingdom and its nations. Name, locate and identify characteristics of the four nations and capital cities of the United Kingdom and its surrounding seas. Identify and compare physical and human features of the four nations to consider what makes our different 'nationalities'. <i>(Aim to draw attention to life at the coast compared to Derbyshire as land-locked county- focus on vocabulary of the coast)</i>	Comparing and contrasting: <u>Scotland</u>: Edinburgh; St Andrew; Ben Nevis, lochs, language, food, customs. <u>Wales</u>: Cardiff; St David; Snowdon; language; food; customs. <u>Northern Ireland</u>: Belfast; St Patrick; Giant's Causeway; loughs; Northern Ireland and Eire; food, customs. <u>England</u>: London; St George; Scar Fell; lakes; language; food; customs. National Curriculum coverage: <i>Name, locate and identify characteristics of the four Nations of the UK, their capital cities and surrounding seas.</i> <i>Basic geographical vocabulary (physical and human)</i> <i>Use world maps, atlases, globes, Google Earth to identify UK's position on Earth.</i>	North Sea; Irish Sea; English Channel. England, Northern Ireland, Scotland, Wales, union, United Kingdom, Great Britain Capital cities; Belfast; Edinburgh; London; Cardiff. Customs; traditions; languages; patron saints.	quarters/ rule/ equal) PSHE – 'You are never alone on planet Earth' British Values – Respect and recognition of national differences. Outdoor Learning – 'Torchlight/ Starlight/ Moonlight' Union Jack construction of nations Platinum Jubilee; the UK and the Commonwealth	discussion at Story-time + Cross Curriculum through LTP Links Continuous Assessment over the term + End of Term Quiz
1	Topic: From Here to There Geography Skills and Fieldwork Overview: The application of geographical knowledge for a purpose: <i>How do</i>	Recognise different views (plan, birds-eye, satellite). Identify different features using symbols and apply these to be able to read a map. Describe routes using directional language.	Map, plan, perspective, birds-eye view, symbol, key, contour Physical features including: beach, cliff, coast, forest, wood, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Art – drawing bird's-eye views of objects; observational drawings of school grounds and wider environs	6 lesson Geography block in Spring 1 term Cross Curriculum

	<i>we find our way whenever we get lost?</i> <i>What are the conventions of a map? Explore physical and human features of our landscape and learn the symbols for these.</i> <i>Apply this knowledge through orienteering; map drawing; storytelling of routes taken on journeys; making and navigating a map for Beebots</i>	Select appropriate symbols to draw their own maps. Develop fieldwork skills by observing key human and physical features of the school environment and use for a 3D map of the school grounds. National Curriculum coverage: <i>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</i> <i>I can use directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</i> <i>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</i>	Human features including: city, town, village, factory, farm, house, office, port, harbour and shop. Directional language – North, South, East, West, near, far, left, right, towards, continue, approach, Basic symbols on a map, aerial view, plan view. Local area (through History and Field Trip) – Canals, Buxworth Basin, canal barge, locks, tramway, limestone. Chinley, Black Brook, Chinley Churn, Cracken Edge, Sheffield, Manchester, Whaley Bridge, Chapel-en-le-Frith, railways, by-pass, commuters, hotel, bowling green, Green Lane, Lower Lane, Black Brook.	History – history of Chinley, canal building and railways in local area. Maths/ Computer Science – directional skills with Beebots (Autumn 1 term). RE – Journey to Bethlehem – Global Links and directional language PE - Orienteering Outdoor Learning/ Literacy - Mouse's Adventure	through LTP Links Practical fieldwork through Field Trip and Outdoor Learning Continuous Assessment over the term
1	Topic: Hey Ho Mexico! Overview: <i>How does the village of Tocuaro, Mexico compare to where I live?</i> In Literacy, the lives of one Tocuaran family will be studied and compared to our lives: environment, farming,	Compare and contrast the lives of our families and those of Tocuaro. Develop an understanding of the environmental and cultural aspects of Mexico (climate, transport, farming methods, tourism etc) and through this start to use reasoning and speculation to explain why our lives may be different. National Curriculum coverage:	Mexico, Central America, Gulf of Mexico, Gulf of California, Pacific Ocean, Tropic of Cancer, rainforest, desert, Chihuahuan Desert, cacti, Sierra Madre, Rio Grande, plateau, climate, weather, Yucatan Peninsula Spanish, Mayan, temple, maize, tacos, mole, enchiladas, guacamole, Day of the Dead, pollution, water supply, volcano, chihuahuas, geckos, iguana, jaguar, tree frog	Art/ Craft/ Design – clay masks, Day of the Dead skeletons, Diego Rivera mural, Frida Kahol self-portraits, pollution poster design, textile design, Ojos de Dios, weaving with wool , building models of Mayan temples PE – Mexican Hat Dance	6 lesson Geography block in Summer 2 term + Cross Curriculum through Topic Links

	work, school, food, housing, customs. In Geography, Mexico will be studied for creation of a 3D map of Mexico and its place in Central America.	<i>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</i>		Literacy - see Overview – ‘Elena’s Serenade’ History – Mayans, Chichen Itza Cookery – making and tasting Mexican food Music – Mariachi bands MFL – Spanish - greetings	Continuous Assessment over the term
Year	Overview	Core Knowledge	New, important vocabulary to be explored	Existing LTP Planning Links	How Covered
2	Topic: Planet Protectors (Climate change & environmental focus) – traffic pollution, effects & solutions, weather patterns in UK, climate zones in world, climate change	Read ‘Oi, get off our train’, to think about types of transport, and how the air pollution affects communities. Recall Mexican transport from Y1 topic. Fieldwork – traffic survey outside school. Investigate solutions air pollution. Investigate seasonal and daily weather patterns in UK. Understand difference between climate and weather. Locate 4 climatic zones in world and how animals have adapted to the climates. Describe climate change, what this means for communities, and suggest ways in which we can help. Thinking skills – recognise, observe, describe, select, categorize, classify, compare and contrast, recall, reason, explain, justify	Transport, vehicle emissions. Air pollution. Renewable energy. Electric cars United Kingdom and its four countries Compare ‘weather’ and ‘climate’? 4 climate zones - temperate, cold, warm, tropical. Hot and cold countries & their wildlife. Countries, continents, oceans. Climate change. Melting sea ice.	Science – climate change experiments ECO – cultivate wild flower beds outside Y2 Lit – persuasive poster for reducing air pollution. ICT – design a ‘greener’ vehicle	Cross-curricular
2	Topic: World Wide Wanderers – 7 Continents	In World Wide Wanderers topic, use world maps, atlases and globes to identify the United Kingdom and its countries, as well as	Globe, 7 continents; Africa, Antarctica, Asia, Europe, North America, South America, Australia. 5	History - exploration of	Cross-curricular

	& 5 Oceans. Study of non-European and European countries compared with Britain.	the countries, continents and oceans studied in KS1. Understand geographical similarities and differences through studying the human and physical geography of Chinley, with a small area in a contrasting non-European country – which might include Australia, China, USA. Find out about other European countries such as France and Spain. In maps and photographs recognise landmarks and basic human and physical features. Name and locate the world's seven continents and five oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use simple compass directions (North, South, East and West) and locational and directional language (eg near/far, L/R) to describe the location of features and routes on a map. Thinking skills – Recognise, identify, describe, select, categorise, classify, compare and contrast, recall, reason, explain.	oceans; Pacific, North Atlantic, South Atlantic, Indian Ocean, Southern Ocean. Also; North Sea, Mediterranean Sea. Northern & Southern Hemispheres, Equator, Tropics of Cancer and Capricorn, Arctic, Antarctic Australia, desert, mountains, rainforest, Great Barrier Reef, States of Australia. Other countries, possibly including France, Spain, China, USA	Christopher Columbus	
2	Topic: Room on a Broom Mapwork and fieldwork skills	Using 'Room on a Broom' by Julia Donaldson as a stimulus, geographical activities include drawing a sketch map of our local area. Fieldwork skills – observe physical features and human features of our local area. Possible shop or building survey. Map and atlas work. Thinking skills – describe, speculate, observe, compare and contrast, use appropriate subject vocabulary	Continents, oceans. Soil type, seasons and weather. Physical features on maps - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation. Human features on maps - city, town, village, factory, farm, house, office, port, harbour and shop.	Lit – imaginative writing, descriptive writing. Art – drawing imaginary journey destinations	

2	Topic: Amazon Rainforest - location, climatic zones, features of rainforest	In Rainforest topic, use world maps and globes to locate rainforests around the world. Study the Amazon Rainforest and its features. Thinking skills – recognise, observe, identify, describe, select, compare and contrast, recall.	Tropical rainforests, names of countries containing rainforests. 4 layers of rainforest: emergent, canopy, understory, forest floor. Animals living in each layer. Climatic zones of world; tropical, temperate, warm, cold.	Literacy – Rainforest postcard, acrostic poems	Cross-curricular
Year	Overview	Core Knowledge	New, important vocabulary to be explored	Existing LTP Planning Links	How Covered
3	Where do we live? Where is the UK? European continent. Volcanoes. Map skills. (*Russia not covered in 2021-22 due to sensitivity of having a Ukranian girl in class during on-going conflict.)	Know where UK & Europe, including Russia*, is on a globe and atlas. Be able to identify the countries of Europe, their capital cities and key physical (oceans, mountains & rivers) and human characteristics. Name some countries of world, 7 continents, 5 oceans, and some major mountain ranges and major rivers of world. Map skills – plan drawing of bedroom, weather & climate in UK, land use in UK. Location of volcanoes in world.	France/Paris, Spain/Madrid, Germany/Berlin, Denmark/Copenhagen, Holland/Amsterdam, Belgium/Brussels, Sweden/Stockholm, Norway/Oslo. Name some of the countries of world, the 7 continents & 5 oceans, and some major mountain ranges and major rivers of world.	Global Links - World, Europe and the UK MFL – French Science – Topic: Volcanoes; Topic: Grow your own - conditions for growing vegetables in UK Literacy – volcanic descriptions	Mapwork – discrete Volcanoes – cross-curricular
Year	Overview	Core Knowledge	New, important vocabulary to be explored	Existing LTP Planning Links	How Covered
4	Where do we live? Where are other countries outside Europe? Topic: Peru (South America)	Know the location of some countries outside Europe and which continents they are located in. Know some of their capital cities and flags. Know the 8 points on a compass and be able to use a compass. Peru topic: Know the human characteristics of South America – cultures, language, tribes etc. Know the physical characteristics of South America – landscapes, rivers, lakes and	Countries, Capitals, USA/Washington, Egypt/Cairo, India/Delhi, Pakistan/Lahore, China/Beijing, Russia/Moscow, Canada/Ottawa, South Africa/Johannesburg, Australia/Canberra, Peru/Lima, Argentina/Buenos Aires, Chile/Santiago, Brazil/Brazilia.	History - The Romans (wider empire) MFL - French Black History	Geography lessons – Ancient/Modern Greece, Romans (Italy) and South America (Peru).

		mountains. Know the different climates around the world and why some countries have different climates. Know the similarities and differences between the UK and countries outside of Europe – South America/Peru. Know the different types of products exported from the Amazon rainforest.	Cardinal and ordinal points on a compass, North, East, South, West, North-West, South-East, North-East, South-East, coastline, borders, Central America, tribes, Machu Picchu, Lake Titicaca, Andes, Hemisphere, Equator, climates, Mediterranean, Arid/Desert, Arctic/Polar, Tropical, Temperate. Mount Olympus, Troy, Crete, Delphi, Olympia, Athens and Sparta.		
Year	Overview	Core Knowledge	New, important vocabulary to be explored	Existing LTP Planning Links	How Covered
5	Topic: Epic Explorers and Antarctica: physical and human geographical knowledge of Antarctica and the Himalayas. Mapping.	Understand where Antarctica is located and be able to describe some of its physical geographic features. Understand where the Himalayas are located, how they were formed and their physical and human geographical features. Be able to use geographical terminology of mapping. Be able to identify lines of latitude and longitude, and understand how to use them to identify places. Understand the terms equator and southern and northern hemispheres.	Latitude, longitude, Equator, Southern Hemisphere, Northern Hemisphere, summit, Tibet, Nepal, China, Pakistan, mountain range, Mount Everest, Sherpa, continent.	History: Victorian and Edwardian explorers – features of the periods PSHE: inspirational people. Lit: writing diaries and explanatory texts	Other ways of life – the Sherpas. Disputed territory of Tibet.
	Topic: Anglo Saxons, Vikings and 1066: historical development of the human geography of the British Isles,	Understand how the geography of Britain has changed over time and how it has been impacted by human choices, which are, in turn, impacted by the physical geography of an area.	Region, county, Derbyshire, North-East, North-West, Midlands, East Anglia, South East, South West, Northumbria, Yorkshire, Lancashire, Cumbria, Home Counties, Norfolk, Suffolk, Devon, Cornwall, Kent,	Literacy: report writing History: features of the period between the Anglo-Saxons and Normans in Britain.	Cross-curricular: Human movement through history. The historical basis

	regions and counties. Mapping.		Sussex, Mercia, Denmark, Sweden, Norway, Scandinavia, North Sea.	RE: the origins of British Christianity. DT: Anglo Saxon settlement design	of the UK as a country of immigrants.
	Topic: Earth and Space: extreme earth physical geography and its impact on human life, covering plate tectonics, continental drift, earthquakes, volcanoes and tsunamis. Mapping.	Understanding how the earth was formed and how the structure of the planet impacts upon the physical geography of different parts of the world.	Plate tectonics, continental drift, tsunami, earthquake, volcano, lava, magma, core, mantle, crust, Richter Scale, magnitude, ring of fire, fault, fault line. Latitude, longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, Equator, Prime/Greenwich Meridian, time zones (including day and night)	English: report writing, poetry History: development of understanding of the formation of the universe	Cross-curricular: Natural disasters and how they impact on the lives of those living through them. Charity responses.
Year	Overview	Core Knowledge	New, important vocabulary to be explored	Existing LTP Planning Links	How Covered
6	Topic: Deserts Location, weather, climate, formations, desertification, adaptation	Geography Skills and Fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locational Knowledge I can identify key topographical features (including hills, mountains, coasts and rivers). Deserts: Find out what deserts are and where in the world they are located using atlases, globes and digital mapping. Human and Physical Geography I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation Investigate the weather and climate of deserts, find out about desert formations, find out how deserts are used by humans, find out about the causes and effects of desertification.	Climate, climate change, temperature, arid, biome, erosion, weathering, precipitation, saguaro, temperate, sustainable, desertification, deforestation, livestock.	Global Links - Weekly 'Where in the world' quiz Lit - Text: Holes by Lois Sachar (set in Texas desert) Science – adaptation of plants and animals	Cross-curricular

6	Topic: Ancient Egypt Location, River Nile, seasons, agriculture, way of life	Geography Skills and Fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locational Knowledge I can identify key topographical features (including hills, mountains, coasts and rivers). Ancient Egypt: Locate Egypt on a map, identifying significant places. Human and Physical Geography I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Learn about the significance of the River Nile; know that there were three seasons in Ancient Egypt and understand the role each season plays in the production and harvest of food.	River Nile, seasons in Ancient Egypt	Hist - Ancient Egypt Global Links - Weekly 'Where in the world' quiz	Cross-curricular
6	Topic: World War 2 Mapwork	Geography Skills and Fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locational Knowledge I can identify key topographical features (including hills, mountains, coasts and rivers). World War 2: Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs of places.	Countries & major cities of Europe (including Russia), connected with World War 2.	Hist – World War 2 MFL – German Global Links - Weekly 'Where in the world' quiz Lit - Boy in the Striped Pyjamas by John Boyne (set in Berlin and Auschwitz)	Cross-curricular

6	Topic: Mapwork Reading different scales of OS maps, 4 & 6-figure grid references, UK mapwork, 8 compass points planning a journey	Geography Skills and Fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locational Knowledge I can identify key topographical features (including hills, mountains, coasts and rivers). Place Knowledge I can understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Subject: German Map work: Use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map. Use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world by planning a journey.	Ordnance Survey, symbols, plan view, scales of maps, specific symbols, grid references, Eastings, vertical, Northings, horizontal, latitude, longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, Equator, Prime/Greenwich Meridian, time zones (including day and night).	Global Links - Weekly 'Where in the world' quiz MFL - German	Both Cross-curricular & Discreet
6	MFL: German River Rhine, Germany	Place Knowledge I can understand geographical similarities and differences through the study of human and physical geography of a region in a European country. River Rhine, Germany: Find out about castles and river trade on the Rhine, and draw pictures to illustrate their findings. Use the River Rhine as the focus for a river study in geography. Make an illustrated display about the Rhine.	Rhine, source, tributary, estuary, delta, rapids, canal, gorge, flood.	Global Links - Weekly 'Where in the world' quiz MFL - German	Cross-curricular