



Geography Overview showing sequential learning

Year	Topic Title	Curriculum Objectives	Linking Topics
Foundation Stage	Who am I?	<p><u>UW past and present</u> What have I played with today? I can talk about something I have done today</p> <p>What is the difference between my toys and grandma’s toys? I can remember and talk about significant events in my own experience.</p> <p><u>UW People, Cultures and Communities</u> I can recognise my own immediate family and relations. I can explore natural materials inside and outside. I enjoy playing with small world reconstructions.</p> <p>I can talk about members of my immediate family and community. I enjoy joining in with family customs and routines. I am beginning to explore simple maps. I can talk about where I live.</p>	Y1 changes within living memory Y1 where do we live houses and homes Where is Ladybrook
	How do you celebrate?	<p><u>UW past and present</u> Who do you celebrate? I can remember and talk about significant events in my own experience. I can recognise and describe special times or events for family or friends.</p> <p><u>UW People, Cultures and Communities</u> I enjoy joining in with family customs and routines. I can recognise and describe special times or events for family or friends.</p>	Y1 significant people Y1 local area where do we live Y1 changes within living memory
	Who can help you?	<p><u>UW past and present</u> I show interest in the lives of people who are familiar to me.</p>	Y1 significant people Y1The local area

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		<p>I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. How are nurses different today than in the past? I can comment on images of familiar situations in the past. (Firefighters) I can compare and contrast characters from stories, including figures from the past. <u>UW People, Cultures and Communities</u> I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. I can name and describe people that are familiar to me. Special people and places in our local area I can talk about places I have been or places I have seen in photos. I can draw information from a simple map. I understand that some places are special to members of my community.</p>	
	<p>What's in the garden?</p>	<p><u>UW past and present</u> Planting and growing I can remember and talk about significant events in my own experience.</p> <p>How has our school grounds changed in 20 years? I can comment on images of familiar situations in the past. <u>UW People, Cultures and Communities</u> I can notice features of objects in the environment. I can use all my senses in hands-on exploration of natural materials. I can talk about what I see.</p> <p>I can describe what I see, hear, and feel whilst outside. I recognise that some environments are different to the one in which I live. I understand the effect of changing seasons on the natural world around me. How do you care for plants? I am interested in plants and animals and am beginning to understand that we need to take care of them.</p> <p>I can talk about the need to respect and care for the natural environment and all living things. I know how to take care of plants and animals</p>	<p>Y1 Plants</p> <p>Links to Y1 science topic of 'Plants'. Foundations of fair-trade geography topic in Y5. Sets the foundation of Y3 geography topics for Rainforests and deserts by introducing knowledge of the world. Leads into Y1 topic for Science. Foundation for Science topics of plants in Y1, Y2, Y4 and Y5. Foundations for Y4 food chains.</p>

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	<p>How will we get there?</p>	<p><u>UW past and present</u> I show interest in different occupations.</p> <p>I can talk about the lives of people around me and their roles in society. I know some similarities and difference between things in the past and now, drawing on my experiences and what I have read in class. I understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>UW People, Cultures and Communities</u> Talk about journeys I can talk about what I see, using a wide vocabulary.</p> <p>I can describe my immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p>Travelling to different countries I know that there are different countries in the world and talk about the differences I have experienced or seen in photos.</p> <p>I can explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and when appropriate) maps.</p>	<p>Leads to Y1 topic where in the World is ladybrook Y2 topic Would you rather live in Mombasa or Skegness? Local and world geography</p> <p>Y2 significant people nurses</p>
	<p>Where do you find water?</p>	<p><u>UW past and present</u> (seaside holidays) I am beginning to make sense of my own life-story and family's history.</p> <p>I can talk about the lives of people around me and their roles in society. I know some similarities and difference between things in the past and now, drawing on my experiences and what I have read in class. I understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>UW People, Cultures and Communities</u> Where do you find water?</p>	<p>Y1 changes with in living memory Y1 local area</p> <p>Leads into Y1 topic of how weather affects us. Introduction to vocabulary to support later topics linked to climates: Y2 comparison of Mombasa and Skegness, Y3 comparison of jungles and deserts, Y5 comparison of</p>

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		<p>Caring for the environment I am beginning to understand the need to respect and care for the natural environment and all living things.</p> <p>Compare the seaside to Ladybrook I can explore the natural world around me, making observations and drawing pictures of animals and plants. I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</p> <p>Water cycle I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter. I can increase my knowledge of the world using non-fiction texts and technology.</p>	regions, Y6 earthquakes, mountains and climate change
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Year 1	Where in the world is Ladybrook?	<p>Geography</p> <p><u>Locational Knowledge:</u> Continents and Oceans, Lines of latitude and longitude, Equator, North and South Poles, United Kingdom including naming, locating and identifying the characteristics of the four countries and capital cities in the United Kingdom</p> <p><u>Place Knowledge</u> Small area of the United Kingdom</p> <p><u>Human and Physical</u> Physical and human features, Basic subject vocabulary</p> <p><u>Skills and fieldwork</u> World maps, Atlases and globes, Compass directions, Aerial photographs and plans, Fieldwork</p>	<p>Follows on from FS Who am I and How will we get there</p> <p>Leads into History topic of the local area – homes since mining time.</p> <p>Foundation of Y4 mining study (including the study of the local area)</p> <p>Foundation of Y5 leisure and entertainment topic</p> <p>Foundations of Y5 geography topic where a comparison is needed of a region in the UK.</p> <p>Foundation of Y6 WWII topic.</p>
	What are the four capital cities of the U.K?	<p>Geography</p> <p><u>Locational Knowledge:</u> Continents and Oceans, Lines of latitude and longitude, Equator, North and South Poles, United Kingdom</p> <p><u>Human and Physical</u> Weather, Seasons, Hot and cold areas, Physical and human features, Basic subject vocabulary</p> <p><u>Skills and fieldwork</u> World maps, Atlases and globes, compass directions, aerial photographs and plans, fieldwork</p>	<p>Introduction to vocabulary to support later topics: Y2 comparison of Mombasa and Skegness, Y3 comparison of jungles and deserts, Y5 comparison of regions, Y6 earthquakes, mountains and climate change</p>
	Why does it matter where our food comes from?	<p>Geography</p> <p><u>Locational Knowledge:</u> Continents and Oceans, Lines of latitude and longitude, Equator, North and South Poles, United Kingdom</p> <p><u>Human and Physical</u> Weather, Seasons, Hot and cold areas, Physical and Human features, Basic subject vocabulary</p> <p><u>Skills and fieldwork</u> World maps, Atlases and globes, Compass directions, Aerial photographs and plans, Fieldwork</p>	<p>Links to Y1 science topic of ‘Plants’.</p> <p>Foundations of fair-trade geography topic in Y5.</p> <p>Sets the foundation of Y3 geography topics for Rainforests and deserts by introducing knowledge of the world.</p> <p>Leads into Y1 Seasons topic for Science.</p> <p>Foundation for Science topics of plants in Y2, Y4 and Y5. Foundations for Y4 food chains.</p>

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Year 2	<p>Would you rather live in Mombasa or Skegness?</p>	<p>Geography <u>Locational Knowledge:</u> Continents and Oceans, Lines of latitude and longitude, Equator, North and South Poles, United Kingdom <u>Place Knowledge</u> Small area in a contrasting non-European country <u>Human and Physical</u> Weather, Seasons, Hot and cold areas, Physical and human features, Basic subject vocabulary <u>Skills and fieldwork</u> World maps, Atlases and globes, compass directions, aerial photographs and plans, fieldwork</p>	<p>Weather topic from Y1 builds the foundation as they will know about climates in different continents. Introduction to vocabulary to support later topics linked to climates: Y3 comparison of jungles and deserts, Y5 comparison of regions, Y6 earthquakes, mountains and climate change</p>
	<p>Why can't giraffes dance in Antarctica?</p>	<p>Geography <u>Locational Knowledge:</u> Continents and Oceans, Lines of latitude and longitude, Equator, North and South Poles, United Kingdom <u>Human and Physical</u> Weather, Seasons, Hot and cold areas, Physical and human features, Basic subject vocabulary <u>Skills and fieldwork</u> World maps, Atlases and globes, compass directions, aerial photographs and plans, fieldwork</p>	<p>This builds on Mombasa and Skegness (Y2 topic) to build a greater knowledge of the world.</p> <p>This also builds on the learning of weather for a temperate climate to understand there are different climates around the world.</p> <p>Introduction to vocabulary to support later topics linked to climates: Y3 comparison of</p>

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			jungles and deserts, Y5 comparison of regions, Y6 earthquakes, mountains and climate change
Why do we love to be beside the seaside?	<p>Geography</p> <p><u>Locational Knowledge:</u> Continents and Oceans, Lines of latitude and longitude, Equator, North and South Poles, United Kingdom</p> <p><u>Human and Physical</u> Weather, Seasons, Hot and cold areas, Physical and human features, Basic subject vocabulary</p> <p><u>Skills and fieldwork</u> World maps, Atlases and globes, compass directions, aerial photographs and plans, fieldwork</p>	Builds on Y1 knowledge which focuses on the familiarity of our locality to then compare Skegness (Y2 topic and our nearest seaside town) allowing us to build on a wider range of human and physical geography knowledge e.g. cliffs and erosion. This then creates the foundation of other physical geography e.g. volcanoes (y4), rivers (y4) and mountains (y6).	Also builds the foundations for the comparison topic of three different regions (y5 topic).

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Year 3	Will the Rainforest survive the 21 st Century?	<p>Geography</p> <p><u>Locational Knowledge</u></p> <p>United Kingdom</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</p> <p><u>Human and Physical</u></p> <p>Natural resources</p> <p><u>Skills and fieldwork</u></p> <p>Maps, atlases, globes and digital mapping, Fieldwork – observe, measure, record and present</p>	<p>Follows on from Y1 geography food topic. Links to Y1 science topic of ‘Plants’.</p> <p>Leads into Y1 Seasons topic for Science.</p> <p>Foundation for Science topics of plants in Y2, Y4 and Y5. Foundations for Y4 food chains. Foundations of fair-trade geography topic in Y5. Foundations of climate change topic in Y6.</p>
	Why are the jungles so wet and the deserts so dry?	<p>Geography</p> <p><u>Locational Knowledge</u></p> <p>South America, United Kingdom, Latitude and longitude, Northern and Southern Hemisphere, Equator, the Tropics of Cancer and Capricorn</p> <p><u>Human and physical</u></p> <p>Climate zones, Biomes and vegetation belts</p> <p><u>Skills and fieldwork</u></p> <p>Maps, atlases, globes and digital mapping, Eight compass points, map symbols and key</p>	<p>Weather topic from Y1 and comparison of Mombasa and Skegness in Y2 builds the foundation as they will know about climates in different continents.</p> <p>Introduction to vocabulary to support later topics linked to climates: Y5 comparison of regions, Y6 earthquakes, mountains and climate change</p> <p>Follows on from Y1 geography food topic. Links to Y1 science topic of ‘Plants’.</p> <p>Leads into Y1 Seasons topic for Science.</p> <p>Foundation for Science topics of plants in Y2, Y4 and Y5. Foundations for Y4 food chains. Foundations of fair-trade geography topic in Y5. Foundations of climate change topic in Y6.</p> <p>Builds on Y1 and Y2 human and physical geography knowledge e.g. rivers. This then creates the foundation of other physical geography: rivers (y4), national parks (y5) and mountains (y6).</p>

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		<p>What is a megacity and why do so many people live in them?</p>	<p>Geography <u>Locational Knowledge</u> Europe including Russia, North America, South America, United Kingdom, United Kingdom, Latitude and longitude, Northern and Southern Hemisphere, <u>Human and physical</u> Settlement and land use, Economic activity and trade <u>Skills and fieldwork</u></p> <p>Maps, atlases, globes and digital mapping</p>	<p>Builds on learning from Y1 Ladybrook topic allows us to compare and contrast.</p> <p>Leads into the Y4 local study topic about Mansfield as we can compare different land uses.</p>
Year 4	Would you rather be a Mayan or a miner?	<p>What would Trip Advisor say about Mansfield?</p> <ul style="list-style-type: none"> Why is Mansfield on the map? How and why is the local area changing? 	<p>History A local History study (mining)</p> <p>Geography <u>Locational Knowledge</u> United Kingdom <u>Human and Physical</u> Settlement and land use <u>Skills and fieldwork</u> Maps, atlases, globes, and digital mapping, Eight points of compass, Map symbols and the use of Ordnance Survey maps, Fieldwork – observe, measure, record and present</p>	<p>Builds on Y1 ‘Ladybrook’ topic and Y2 homes topic. Foundation of Y4 mining study (including the study of the local area) Foundation of Y5 leisure and entertainment topic Foundations of Y5 geography topic where a comparison is needed of a region in the UK. Foundation of Y6 WWII topic.</p>
		<p>Which jobs did the Mayans have and how do these compare with our knowledge about Mansfield in the past?</p>	<p>History A non-European society that provides contrasts with British history – one study chosen: Mayan civilization c. AD 900</p>	<p>Started to learn the vocabulary linked to rulers and monarch in the Y1 monarch topic and Y2 Great Fire of London topic and Y3 Romans topic. This leads into the Y5 Romans and Greeks, Y6 study of English monarchs.</p>

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		<p>How did the Mayans survive without a water source?</p>	<p>Geography <u>Locational Knowledge</u> South America, Longitude and latitude, Northern and Southern Hemisphere <u>Human and Physical</u> Rivers and the water cycle, Natural resources <u>Skills and fieldwork</u> Maps, atlases, globes and digital mapping, Eight points of compass, Four and six figure grid references, Map symbols and key and the Ordnance survey maps, Fieldwork – observe, measure, record and present.</p>	<p>Extends on Y1, Y2, Y3 of human and physical geography knowledge e.g. cliffs and erosion. This then creates the foundation of other physical geography e.g. National Parks (Y5) and mountains (Y6).</p>
		<p>How do volcanoes affect the lives of people on Hiemaey?</p>	<p>Geography <u>Locational Knowledge</u> Europe including Russia, Latitude and longitude, Northern and Southern Hemisphere and time zones <u>Place Knowledge</u> A region in a European country <u>Human and Physical</u> Climate zones, volcanoes and earthquakes, Settlement and land use, Economic activity and trade <u>Skills and fieldwork</u> Maps, atlases, globes and digital mapping, Eight compass points, Map symbols and key</p>	<p>Builds on Y1 and Y2 previous vocabulary experience of human and physical geography e.g. cliffs and erosion. This then creates the foundation of other physical geography e.g. National Parks (Y5) and mountains (Y6). Provides locational knowledge to support the history topic of the Vikings. Links to Scandinavia homelands.</p>

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Year 5	Who are Britain's National Parks for?	<p>Geography</p> <p><u>Locational Knowledge</u> North America, United Kingdom, Latitude and longitude, Northern and Southern Hemisphere</p> <p><u>Place Knowledge</u> A region in the United Kingdom</p> <p><u>Human and Physical</u> Mountains, Types of settlement and land use, Economic activity, Natural resources</p> <p><u>Skills and fieldwork</u> Maps, atlases, globes and digital mapping, Eight points of compass, four and six figure grid references. Map symbols and key and the use of Ordnance survey maps</p>	<p>Building on prior locational knowledge that has been taught throughout all the previous school years.</p> <p>Building on human and physical geography vocabulary knowledge taught throughout all previous year groups.</p> <p>Links to educational visit to Hathersage putting fieldwork into practise beyond the local area.</p>
	Is fair trade fair to the tigers?	<p>Geography</p> <p>Locational knowledge identify the position and significance of latitude, longitude, Equator, Northern Hemisphere</p>	<p>Follows on from Y1 geography food topic and Y3 Rainforests and Deserts topics. Links to Y1 science topic of 'Plants'.</p> <p>Leads into Y1 Seasons topic for Science.</p> <p>Builds on Y4 Food chains.</p> <p>Foundation for Science topics of plants in Y2, Y4 and Y5. Foundations of climate change topic in Y6.</p> <p>Extends on the Y4 Rivers topic (food sources).</p>
		<p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Human and physical geography physical geography, including: climate zones, biomes and vegetation belts, human geography, including: land use and economic activity and the distribution of natural resources including food,</p>	

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		<p>Geographical skills use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies</p> <p>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</p>	
	<p>What influence have the Romans and Greeks had over different countries?</p>	<p>History Ancient Greece – a study of Greek life and achievements and their influence on the western world including the legacy of Greek and Roman culture (art, architect and literature) on later periods in British history, including the present day.</p> <p>Geography (comparison of three regions: Attica, South Atlantic State and East Midlands)</p> <p><u>Locational Knowledge</u> Europe including Russia, North America, South America, United Kingdom, Latitude and longitude, Northern and Southern Hemispheres and time zones</p> <p><u>Place Knowledge</u> Region within North or South America, Region within Europe, Region within the United Kingdom</p> <p><u>Human and Physical</u> Climate zones, Settlement and land use, Economic activity and trade</p> <p><u>Skills and fieldwork</u> Maps, atlases, globes and digital mapping, Eight points of compass, Map symbols and key</p>	<p>Weather topic from Y1, comparison of Mombasa and Skegness in Y2 and why are jungles wet and deserts dry comparison in Y3 builds the foundation as they will know about climates in different continents. Introduction to vocabulary to support later topics linked to climates: Y6 earthquakes, mountains and climate change</p> <p>Links to Y1 science topic of Food. Links to fair-trade geography topic in Y5. Builds on Y3 geography topics for Rainforests and deserts by introducing knowledge of the world. Leads into Y1 Seasons topic for Science. Foundation for Science topics of plants in Y2, Y4 and Y5. Foundations for Y4 food chains.</p> <p>Links to National Parks topic by extending beyond the direct local area. Builds on the Human and Physical geography throughout all previous school years.</p>

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			<p>Builds on Y1 'Ladybook' topic, Y2 homes topic and Y4 mining study (including the study of the local area) Foundation of Y6 WWII topic.</p> <p>Started to learn the vocabulary linked to rulers and monarch in the Y1 monarch topic and Y2 Great Fire of London topic and Y3 Romans topic, Y4 Mayans and Y4 Anglo-Saxons, Vikings and Picts topics. This leads into Y6 study of English monarchs.</p> <p>Builds on significant people from the past Y1 Space topics, Y2 nurses topic, Y3 Egyptians and Romans topic and Y4 Anglo-Saxons, Picts and Vikings and supports Y6 monarchy topic.</p>
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Year 6	<p>Why do some earthquakes cause more damage than others?</p>	<p>Geography <u>Locational Knowledge</u> South America, Longitude and latitude, Northern and Southern Hemisphere and time zones the Prime/Greenwich Meridian and time zones (including day and night) <u>Human and Physical</u> Volcanoes and earthquakes <u>Skills and fieldwork</u> Maps, atlases, globes and digital mapping, Map symbols and key</p>	<p>Weather topic from Y1, comparison of Mombasa and Skegness in Y2 and why are jungles wet and deserts dry comparison in Y3 builds the foundation as they will know about climates in different continents. There are also links with the three Y6 topics: earthquakes, mountains and climate change</p> <p>Uses and applies prior knowledge from all previous year groups to understand the location of the places with the most frequent earthquakes.</p>
	<p>Why are Mountains important?</p>	<p>Geography <u>Locational Knowledge</u> Europe including Russia, North America, South America, United Kingdom, Latitude and longitude, Northern and Southern Hemisphere <u>Human and Physical</u> Mountains, Natural resources <u>Skills and fieldwork</u> Maps, atlases, globes and digital mapping, Eight points of compass, Four and Six figure grid references, Map symbols and key and the use of Ordnance Survey maps.</p>	<p>Weather topic from Y1, comparison of Mombasa and Skegness in Y2 and why are jungles wet and deserts dry comparison in Y3 builds the foundation as they will know about climates in different continents. There are also links with the three Y6 topics: earthquakes, mountains and climate change</p> <p>Builds on physical and human geography vocabulary which has been taught throughout all previous year groups.</p>

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	<p>How does climate change affect the world?</p>	<p>Geography <u>Locational Knowledge</u> North America, United Kingdom, Latitude and longitude, Northern and Southern Hemisphere, Arctic and Antarctic Circle, <u>Human and Physical</u> Climate zones, Biomes and vegetation belts, Types of settlement and land use Natural resources <u>Skills and fieldwork</u> Maps, atlases, globes and digital mapping, Map symbols and key</p>	<p>Weather topic from Y1, comparison of Mombasa and Skegness in Y2 and why are jungles wet and deserts dry comparison in Y3 builds the foundation as they will know about climates in different continents. There are also links with the three Y6 topics: earthquakes, mountains and climate change</p> <p>Follows on from Y1 geography food topic. Links to Y1 science topic of 'Plants'. Leads into Y1 Seasons topic for Science. Foundation for Science topics of plants in Y2, Y4 and Y5. Foundations for Y4 food chains. Foundations of fair-trade geography topic in Y5.</p>
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