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| Concepts based on NC  | Y1 |  |  | Y1/2 |  | Y2 |  |
| KS1 Topic | **Age of the dinosaur/Stone Age** | **Cortonwood Colliery** | **Flight** | **Water & land explorers** | **Great fire of London** | **Polar explorers** | **Castles** |
| Location | Name and locate 7 continents-to show that fossils of dinosaurs have been found in every continent, even Antarctica  | Locate where Cortonwood colliery was in relation to the school/Brampton | Name and locate 7 continents 5 oceans-‘Fly to’ and name each continent and ocean. Where did famous aeronauts/pilots fly from/to.Could also find holiday destinations that people fly to | Name and locate 7 continents and 5 oceans- with a focus on those in warmer climates as well as the equator, Where hot and cold areas fall in relation to the equator  | The name, location and **characteristics** of the four countries (and capital cities) of the UK and its surrounding seas -with a focus on London and it’s tourist landmarks/significant buildings eg St Paul’s cathedral, Buckingham Palace, Tower of London, Houses of Parliament, London Eye | Name and locate 7 continents 5 oceans -Recall of all but a focus on colder climates Antarctica, Europe, North America and Arctic/Antarctic oceansKS2 objective- locate the equator and Arctic/Antarctic circles | Name and locate 4 countries and capitals of UK-Recall all then focus on: Identify characteristics of the four countries and capital cities- focus on castles in each of the capitals (Tower of London Edinburgh castle, Cardiff castle, Belfast castle) |
| Place |  |  | What do the places we choose to go on holiday to have in common/ what makes them unique? | Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK- see below  | What is London like to visit as a tourist? | Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country- see below |  Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK- see below |
| Human Geography | Why did Stone Age people place monuments where they did? | How land use of the site of Cortonwood colliery has changed over time  | Eg Resorts, hotels, tourist attractions etc | Human geography of a small settlement in a warmer climate and how this compares to Brampton (Kamokila, Hawaii) | How the great fire of London allowed for a redevelopment of London and the work of Christopher Wren | Look at a small settlement in a cold climate -how does this compare to learning about Brampton village in Y1Link to Kenya study  | Why did people choose to build castles where they did? |
| Physical Geography | Simple understanding of the process of fossilisation |  | Eg Places of natural interest, often coastal, climate that is different to UK etc location of hot and cold areas in relation to the equatorIdentify seasonal and daily weather patterns in UK | Physical geography of a small settlement in a warmer climate and how this compares to Brampton (Kamokila, Hawaii) |  | Location of hot and cold areas in relation to the equator and North and South Poles – how hotter countries tend to be closer to the equatorIdentify seasonal and daily weather patterns in UK | Which features do many castles have in common/ tend to be built near (hill, river, soil, vegetation, forest, sea, etc) |
| Environment (global/topical issues) |  | Sustainable energy sources v fossil fuels | Carbon footprintImpact of tourism on places | the effects of pollution on the oceans | The significance of the Tower of London not burning down  | Climate change- Rising sea temperatures, glacial melting |  |
| Geographical skills/Fieldwork |  | Use aerial photographs, plan perspectives to recognise landmarks and basic human and physical features devise a simple map with key  | Use world maps, atlases and globes to identify continents oceans and some countries linked to famous flightsUse simple compass directions and locational/ directional language to describe the location of features and routes on a map Flight journeys made by key figuresUse aerial photographs to recognise landmarks and basic human and physical features | Use maps, atlases and globes to identify continents, oceans and countries studiedUse simple compass directions and locational/ directional language to describe the location of features and routes on a map- to explore expeditions taken | Use aerial photographs, plan perspectives to recognise landmarks and basic human and physical features  | Use maps, atlases and globes to identify continents, oceans and countries studiedUse simple compass directions and locational/ directional language to describe the location of features and routes on a map- to explore expeditions taken | Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features devise a simple map with key Physical fieldwork undertaken on visit to Conisbrough castle |

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| Concepts based on NC  | Y3 |  |  | Y4 |  |
| LKS2 Topic | **History of the school** | **Bronze Age to Iron Age** | **Ancient Greece** | **Roman Empire**  | **Viking explorers** |
| Location | Revision of where Brampton is within the wider locality/county of YorkshireExplore land use patterns of the school site and immediate area | Geographic and county location of Stonehenge (learned about at KS1) Arbor Low stone circle and Mam Tor as well as any famous settlements studied eg Maiden Castle DorsetIdentify key topographical features-use maps to explore the landscape of settlements | Locate the countries of Europe using maps- understand where in Europe Greece liesIdentify the natural regions/important sites of Ancient Greece: Peloponnese- Sparta, Central Greece- Athens, Northern Greece- Mt Olympus, Island groups | Locate the countries of Europe using maps- the coverage of the Roman EmpireName and locate geographical regions, counties and cities of the United Kingdom -linked to the Roman invasion/ settlement within the UKIdentify some key physical/human characteristics within the geographical region- eg Hadrians wall/Roman ruins in North east  |  Locate the world’s countries using maps- following the routes taken by Viking explorers to reach North AmericaName and locate geographical regions, counties and cities of the United Kingdom- linked to Viking invasion/ settlement within the UKIdentify some key physical/human characteristics within the geographical region eg Viking YorkExplore how land use patterns change over time-eg how Vikings used what Romans built |
| Place |  |  |  |  |  |
| Human Geography | Explore why the school was important to the area when it was built and how the changing needs of the community have affected the school’s land/ buildings/use | Settlements and land use How did settlers transform the landscape?Natural resources- minerals | Settlements within a country with 80% mountains as well as 1000’s of islandsCity states eg Athens Sparta | Settlements and land use- town development/roads/Hadrian’s wall | Economic activity- trade links |
| Physical Geography |  | What do **hill** fort locations have in common? | Mount OlympusHow the mountains, seas and islands created natural barriers between states  |  |  |
| Environment(global/topical issues) |  |  |  |  |  |
| Geographical skills/Fieldwork |  | Use of aerial photographs, topographical maps to describe featuresUse 4 points of the compass Use ordnance survey maps- 4 grid references and symbols/keys | Use maps, atlases, globes and digital mapping to locate countries and describe features studied-mountains | Use maps, atlases, globes and digital mapping to locate countries and describe features studied- Roman roads/place names | Use maps, atlases, globes and digital mapping to locate countries and describe features studied- describe the routes takenUse 4 points of the compass  |

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| Concepts based on NC  | Y5 |  | Y6 |  |
| UKS2 Topics | **British Industrial Era** | **Mayans**  | **WW2** | **Ancient Egypt** |
| Location | Name and locate geographical regions, counties and cities of the UK, explore land use patterns and how some of these aspects have changed over time- in relation to key industrial citiesIdentify some key physical/human characteristics within the geographical region- eg Ironbridge in West MidlandsIdentify key topographical features-use maps to explore Sheffield’s landscape Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones | Locate the countries of North and South America- identify those that would have been where Mesoamerica wasIdentify some key physical/ human characteristics and major cities | Locate the world’s countries using maps- European countries involved/America as an ally | Locate the world’s countries using maps (Egypt is an African country with a cross over into Asia)Identify Egypt as a desert environmental regionIdentify some key physical/human characteristics and major cities eg pyramids, desert, Cairo, Nile, Suez canal |
| Place | Understand geographical similarities and differences through the study of human and physical geography of a region of the UK Building on **Cortonwood Colliery topic** explore Sheffield as a **city (greenspaces, shopping hub, industry etc)** |  |  |  |
| Human Geography | Sheffield’s industrial elements- factory, steel, coal,Understand the significance between the growth of globalisation/communicaton due to the railways and the need to standardise timezones | Land use- agriculture/ populationTrade routes- riversNatural resources- did the Mayans take too much from the land, leading to their decline? | How the war affected how land was used and economic activity. Actions taken to protect landmarks | Settlements and land use/natural resources-food- agriculture |
| Physical Geography | hills, valleys and rivers eg 7 hills (nr Pennines), rivers (Don, Sheaf, Rivelin, Loxley, Porter), Peak district, coal | Biomes: rainforest, savannah Lowlands, highlands, , swamp  | How being an island and close proximity to France affected invasion | Retrieval of Y4 knowledge of Water cycle/Rivers – using the River Nile as an example as well as a local river such as Dearne/Don studied in Y5 |
| Environment(global/topical issues) | How industry affected pollution/climate Air pollution/water quality- flood risksHousing V greenspace  | Current issues around taking too much natural resources- eg food, energy, waterDeforestation  | Consequences of war/conflict | Drought/flood.  |
| Geographical skills/Fieldwork | Use maps, atlases, globes and digital mapping to locate countries and describe features studiedUse 8 points of the compass, 6 grid references, symbols and keyUse fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods  | Use maps, atlases, globes and digital mapping to locate countries and describe features studied-different biomes | Use maps, atlases, globes and digital mapping to locate countries and describe features studied-key landmarks of UKUse 8 points of the compass, 6 grid references, symbols and keyUse fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods | Use maps, atlases, globes and digital mapping to locate countries and describe features studied- River Nile/ Dearne/Don |