

Romans		
LKS2	Cycle A	Autumn

**Geography – Europe and the Roman Empire**

Overview	Skills
<p>The geographical emphasis of this unit will focus on European geography.</p> <p>The children will identify the countries in the Roman Empire. The geography of Europe including its climatic zones, the location of mountains and rivers will be studied together with the different biomes (Mediterranean and temperate vegetation types). Children will link, in simple terms, that climate affects vegetation type. For example: trees that do not need as much water will grow in places like Italy, e.g., an olive tree.</p> <p>The children will then contrast the above with Britain and note the difference in climate and vegetation which will lead them to have a greater understanding of the geographical reasons of how this impacted the Romans' choice to come here – silver mines, slaves, sheep and wool.</p>	Year 3
	<p><b>Maps and Fieldwork</b></p> <ul style="list-style-type: none"> <li>- Understand that world maps represent a deconstructed globe</li> <li>- Understand that topographic maps show the shape of the land and be able to describe key physical features and compare them to aerial images (link to place knowledge strand)</li> <li>- Use maps, plan views, symbols and keys to build their knowledge of the United Kingdom and Europe.</li> </ul> <p><b>Navigation and Orientation</b></p> <ul style="list-style-type: none"> <li>- To consolidate use of the 4 main compass points to describe locations on maps and give directions.</li> <li>- To know each cardinal compass point moves through 90 degrees.</li> <li>- To be able to use 2 figure grid references.</li> <li>- Know some OS map symbols and how to use a key.</li> </ul>
	Year 4
	<p><b>Maps and Fieldwork</b></p> <ul style="list-style-type: none"> <li>- Use globes and atlases to locate major countries of Europe together with their capital cities.</li> <li>- Understand and use European thematic maps in atlases (physical, economic, resource, climatic) to gain understanding of wider geographical factors.</li> <li>- Use maps, plan views, symbols and keys to build their knowledge of the United Kingdom and the wider world.</li> </ul> <p><b>Navigation and Orientation</b></p> <ul style="list-style-type: none"> <li>- To be able to use the 8 points of the compass.</li> <li>- To become familiar with OS maps of part of the UK and recognise some common symbols.</li> <li>- To be able to use 4 figure-grid referencing on OS maps.</li> </ul>

**Knowledge**

### **Y3 Knowledge**

#### **Locational**

##### **Locate countries of Europe including Russia and the major cities**

The minimum that needs to be taught:

- \*Use a world map to locate Europe and note its position in relation to the Equator. Lines of Latitude and Longitude and the Tropics; [Look in closer detail of the Roman Empire](#)
- \*Identify the countries of Europe; [Identify the Roman Empire and what country it is located in.](#)
- \*Note which countries have a coastline and which seas they border; [Is the Roman Empire?](#)
- \* Identify the capital cities of some of the Countries of Europe; [including Rome.](#)

#### **Place**

##### **Explore similarities and differences of a region of a European country with a region of the UK**

The minimum that needs to be taught:

- \* Select a region of the UK that has similarities with Roman Empire
- \* Learn about the similarities and any differences of the two places in terms of:  
> location, topography, climate, vegetation, settlement, land use and communication

#### **Human and Physical**

##### **Rivers and coasts:**

The minimum that needs to be taught:

- \*How the water cycle links to river formation and coasts; [key focus on Rome](#)

##### **Biomes & Climate zones**

The minimum that needs to be taught:

- \*What is the definition of a biome?
- \* Identify the main biomes of the world; [looking at Europe specifically](#)
- \*Explore what climatic factors influence each biome
- \*Understand the influence of the equator and the poles in certain biomes

##### **Vegetation**

The minimum that needs to be taught:

- \*In connection with biomes, look at world vegetation patterns; [looking at Europe specially.](#)
- \*learn about the features of some of the vegetation patterns e.g. rainforest, savannah, temperate forests, desert; [focusing on Europe in relation to the Romans.](#)

Bridges		
LKS2	Cycle A	Spring

**Geography – World Bridges**

Overview	Skills
<p>Children will explore notable bridges across the world and their geographical location. They will plot these on a world map – this will provide an opportunity to recap prior learning on the 7 continents. They will use this information to inform the purpose of bridge building.</p> <p>Children will explore in further detail significant bridges in Europe and how they facilitate communication and transport links. They will locate and explore bridges.</p> <p>Examples bridges from each continent may include:</p> <ul style="list-style-type: none"> <li>Millau viaduct (France, Europe)</li> <li>Tower Bridge (London, Europe)</li> <li>Humber Bridge (Hull, Europe)</li> <li>Leeuwarden Bridge (Netherlands, Europe)</li> <li>Sydney Harbour Bridge (Sydney, Australia)</li> <li>Golden Gates Bridge (San Fransico, N. America)</li> <li>Rio-Niteroi Bridge (Brazil, S. America)</li> <li>6th October Bridge (Egypt, Africa)</li> <li>Danyang–Kunshan Grand Bridge (China, Asia)</li> </ul>	<p>Year 3</p> <p><b>Maps and Fieldwork</b></p> <ul style="list-style-type: none"> <li>-Understand that world maps represent a deconstructed globe</li> <li>-Understand that topographic maps show the shape of the land and be able to describe key physical features and compare them to aerial images (link to place knowledge strand)</li> <li>-Use atlases to locate relevant regions, counties and major cities of the UK</li> <li>-Use fieldwork to sketch and collect data linked to locality.</li> <li>-Use maps, plan views, symbols and keys to build their knowledge of the United Kingdom and Europe.</li> </ul> <p><b>Navigation and Orientation</b></p> <ul style="list-style-type: none"> <li>- To consolidate use of the 4 main compass points to describe locations on maps and give directions.</li> <li>- To know each cardinal compass point moves through 90 degrees.</li> <li>- To be able to use 2 figure grid references.</li> <li>- Know some OS map symbols and how to use a key.</li> </ul>
	<p>Year 4</p> <p><b>Maps and Fieldwork</b></p> <ul style="list-style-type: none"> <li>-Use globes and atlases to locate major countries of Europe together with their capital cities.</li> <li>-Understand and use European thematic maps in atlases (physical, economic, resource, climatic) to gain understanding of wider geographical factors.</li> <li>-Use fieldwork to study a locality.</li> <li>-Use maps, plan views, symbols and keys to build their knowledge of the United Kingdom and the wider world.</li> </ul> <p><b>Navigation and Orientation</b></p> <ul style="list-style-type: none"> <li>- To become familiar with OS maps of part of the UK and recognise some common symbols</li> <li>- To be able to use 4 figure-grid referencing on OS maps</li> <li>- To be able to use the 8 points of the compass</li> </ul>

**Knowledge**

## Locational

Identify the continents on a world map (KS1 recap); [plot the bridges above from each continent on the map.](#)

**Revisiting countries of UK and understand what a county is and name some main cities.**

### **Minimum to be taught:**

Identify countries of UK in atlas as a recap; [looking at were Tower Bridge and Humber bridge is.](#)

Identify the county of Yorkshire and its 4 components (NSEW); [identifying that is Hull in in East Yorkshire and plot the Humber bridge on the map, looking at the location of the Humber bridge.](#)

**Locate countries of Europe and including Russia and the major cities**

### **Minimum to be taught:**

Use a world map to locate Europe and note its position in relation to the Equator. Lines of Latitude and Longitude and the Tropics; [using a world map, identify Europe then locate all the European bridges on the map.](#)

Note which countries have a coastline and which seas they border; [identify which country each bridge is in and discuss the sea that borders and geographical location of the bridge in relation to the sea.](#)

**Identify environmental, physical and human characteristics of Europe:**

### **Minimum to be taught:**

Identify main mountain ranges, rivers, coastlines; [looking at the rivers that the European bridges cross.](#)

Identify major communication links- roads, railway routes and bridges. Note where they are absent. Link to topographical features such as mountains; looking at each European bridge, [identify the reasoning for the building of each bridge and what they main purpose is.](#)

## Place

**Explore similarities and differences of a region within the UK with a region of Egypt.**

### **Minimum to be taught:**

Recap on the meaning of word 'region'; [discuss what region we are in and the fact Hull is in the same region, referring to the Humber bridge.](#)

\* Select a region of the UK that has similarities with the Nile region of Egypt

\* Learn about the similarities and any differences of the two places in terms of:

> location, topography, climate, vegetation, settlement, land use and communication

## Human and Physical

**Rivers and coasts:**

### **Minimum to be taught:**

How the water cycle links to river formation and coasts; looking

Key features of a river

How rivers form their own environment (plants/ wildlife)

How rivers influence land use

The impact of flooding on the environment and land use



Greece		
LKS2	Cycle A	Summer

Geography – Greece	
Overview	Skills
<p>Revisit the geography of Europe from the Autumn term (Romans). Locate Greece and note that it is made up of mainland and many islands which is significant in terms of the Greeks society and structure. Study the climate, the topography (land shape – mountains, coast) and biomes and understand how these impact the lives of the people living in Greece. The children will study the city of Athens and compare this to the island of Crete.</p>	<p>Year 3</p> <p><b><u>Maps and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>-Understand that world maps represent a deconstructed globe</li> <li>-Understand that topographic maps show the shape of the land and be able to describe key physical features and compare them to aerial images (link to place knowledge strand)</li> <li>-Use fieldwork to sketch and collect data linked to locality.</li> <li>-Use maps, plan views, symbols and keys to build their knowledge of the United Kingdom and Europe.</li> </ul> <p><b><u>Navigation and Orientation</u></b></p> <ul style="list-style-type: none"> <li>-To consolidate use of the 4 main compass points to describe locations on maps and give directions.</li> <li>-To know each cardinal compass point moves through 90 degrees.</li> <li>-To be able to use 2 figure grid references.</li> <li>-Know some OS map symbols and how to use a key.</li> </ul>
	<p>Year 4</p> <p><b><u>Maps and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>-Use globes and atlases to locate major countries of Europe together with their capital cities.</li> <li>-Understand and use European thematic maps in atlases (physical, economic, resource, climatic) to gain understanding of wider geographical factors.</li> <li>-Use fieldwork to study a locality.</li> <li>-Use maps, plan views, symbols and keys to build their knowledge of the United Kingdom and the wider world.</li> </ul> <p><b><u>Navigation and Orientation</u></b></p> <ul style="list-style-type: none"> <li>-To become familiar with OS maps of part of the UK and recognise some common symbols.</li> <li>-To be able to use 4 figure-grid referencing on OS maps.</li> <li>-To be able to use the 8 points of the compass.</li> </ul>
	<p>Knowledge</p>

## Locational

**Locate countries of Europe including Russia and the major cities**

### **Minimum to be taught:**

Use a world map to locate Europe and note its position in relation to the Equator. Lines of Latitude and Longitude and the Tropics

Identify the countries of Europe; [specify the focus on Greece – noticing there are many islands that make up Greece too.](#)

Note which countries have a coastline and which seas they border; [look at the sea that borders Greece and the islands.](#)

Identify the capital cities of some of the Countries of Europe; [identify the capital of Greece and locate where this is \(mainland Greece\).](#)

## Place

**Explore similarities and differences of a region of a European country with another region of Greece**

The minimum that needs to be taught:

\* Select a region of Greece that has similarities with an island; [Athens and Crete to be compared.](#)

\* Learn about the similarities and any differences of the two places in terms of:

> location, topography, climate, vegetation, settlement, land use and communication

## Human and Physical

**Rivers and coasts:**

The minimum that needs to be taught:

\*How the water cycle links to river formation and coasts; [key focus on Greece](#)

**Biomes & Climate zones**

The minimum that needs to be taught:

\*What is the definition of a biome?

\* Identify the main biomes of the world; [Greece](#)

\*Explore what climatic factors influence each biome

\*Understand the influence of the equator and the poles in certain biomes

**Vegetation**

The minimum that needs to be taught:

\*In connection with biomes, look at world vegetation patterns; [Greece](#)

\*learn about the features of some of the vegetation patterns e.g. rainforest, savannah, temperate forests, desert