

Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & 2	Our Local Area			At The Farm	Beside the Seaside	
	<ul style="list-style-type: none"> -Recognise familiar places in their local area. - Use maps to gather information about the local area. - Locate places/landmarks on a map. - Use simple compass directions (N, E, S, W). - Use aerial photographs to recognise basic human and physical features. - Recognise basic map symbols. - Use simple fieldwork skills to study the geography of the local area. - Make simple observations. - Plot a simple route on a map. - Recognise housing types. - Explore geographical issues through discussion. - Use basic subject specific vocabulary. - Ask simple geographical questions. - Express own views and opinions about the environment. . 			<ul style="list-style-type: none"> - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - use basic geographical - vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - 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 	<ul style="list-style-type: none"> use key words to describe different places, including seaside locations; • locate their nearest seaside resort on a map and begin to locate some seaside resorts of the UK; • explain that seaside resorts can be found in the UK and worldwide; • begin to classify key features of places into 'natural' and 'man-made'; • observe aerial photographs of seaside locations to recognise basic human and physical features; • understand that seaside resorts have changed over time and explain some simple features of seaside holidays in the past; • describe a UK seaside resort (St.Ives, Cornwall) in detail using a range of information; • explain how an island is different from the mainland and locate some of the main British islands using an atlas; • visit a seaside resort to carry out fieldwork and observations; • use and follow simple compass directions (NESW); • plan and follow routes on a map using map symbols; 	

					<ul style="list-style-type: none"> ask geographical questions – Where is it? What is this place like? How near/far is it? 	
Year 3 & 4		Africa			Poles apart	The local area
		<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>			<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, 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>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</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>- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch</p>

						maps, plans and graphs, and digital technologies
Year 5 & 6		Rivers			Europe	
		<p>Understand the processes that give rise to key physical geographical features of the world</p> <p>Describe and understand key aspects of physical geography</p> <p>Use Maps, atlases, globes and digital maps</p> <p>Name and locate geographical regions of the United Kingdom.</p> <p>Use maps to describe features studied.</p> <p>Understand land-use patterns and how they change over time.</p> <p>Interpret a range of sources of geographical information.</p> <p>Describe and understand key aspects of human geography.</p> <p>Understand geographical similarities and differences.</p> <p>Identify key topographical features</p> <p>Locate the worlds countries</p> <p>Describe and understand biomes.</p>			<p>Locate the worlds counties</p> <p>Describe and understand key aspects of physical geography</p> <p>Use maps to locate and describe countries</p> <p>Name and locate counties and cities in the United Kingdom</p> <p>Describe and understand key aspects of human geography.</p> <p>Identify the position and significance of the Arctic Circle.</p> <p>Understand similarities and differences in human geography</p>	

Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & 2			Sensational Safari	The Four Seasons		What a Wonderful World
			<p>Explain where Kenya is located in the world and find Kenya on a world map or globe.</p> <p>Draw a map of Kenya and locate the capital city, some main cities and oceans.</p> <p>Understand what some aspects of Kenyan life are like.</p> <p>Identify the features of a national park and begin to explain the difference to a game reserve.</p> <p>Describe some differences and similarities between Kenya and the UK.</p> <p>Begin to understand the importance of tourism to Kenya.</p> <p>Draw a freehand map of Kenya.</p> <p>Draw a map of a national park and begin to consider the location of key features.</p> <p>Identify animals that live in Kenya and begin to explain the concept of 'endangered species'.</p> <p>Confidently use compass directions to move around a map.</p> <p>Use an atlas/globe to locate accurately places and landmarks in Kenya.</p> <p>Ask geographical questions – Where is it? What is this place like? How near/far is it?</p>	<p>- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>		<p>Understand that the world is spherical.</p> <p>Name the seven continents and five oceans of the world correctly.</p> <p>Use an atlas to accurately locate the continents and oceans of the world.</p> <p>Locate continents, oceans including their own continent and country using a world map</p> <p>Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary.</p> <p>Locate hot and cold areas of the world.</p> <p>Use and follow simple compass directions (NESW).</p> <p>Follow routes on a map.</p> <p>Use aerial photographs and satellite images to recognise basic human and physical features</p> <p>To ask geographical questions – Where is it? What is this place like? How near/far is it?</p>

Year 3 & 4	The UK			Environment/Climate change		Coast
	<ul style="list-style-type: none"> . locate the countries that make up the UK on a map; • name the capital cities of the countries of the UK; • label the key cities in the UK on a map; • name the seas surrounding the UK; • name some of the UK's main rivers; • find the names of seas on a map; • explain what a county is; • find their county on a map; • find areas of higher ground on a map of the UK; • name some areas of higher ground in the UK; • explain who first settled in London; • describe some ways that London has changed since AD 43; • find London on world and UK maps; • describe how the UK population has changed over time; • identify where some immigrants to the UK came from; • identify similarities and differences between their daily routine and that of a child from another historical period. 			<ul style="list-style-type: none"> - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		<ul style="list-style-type: none"> - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Year 5 & 6	Living Planet		North America		Volcanoes and Earthquakes	
	Understand the Solar System and the Earth's position in it. Understand that the Earth and other planets in the Solar System orbit the Sun		Locate the world's continents Describe and understand key aspects of physical geography Understand the key physical and human characteristics of North and South America		Describe and understand volcanoes and earthquakes Describe key aspects of the Earth's structure Understand that scientific methods help us answer questions	

	<p>Understand that the Earth is rotating in its axis</p> <p>Understand the features of Earth that make it habitable</p> <p>Describe and understand key aspects of human geography and natural resources</p> <p>Understand that day and night are a result of the Earth's orbit</p> <p>Identify the position and significance of the Prime Meridian Line and Greenwich Mean Time.</p> <p>Understand the significance of time zones. Describe and understand key aspects of physical geography.</p> <p>Be able to describe the location of the world's seas</p> <p>Describe and understand key aspects of climate zones and biomes.</p> <p>Locate the worlds countries</p> <p>Understand land-use patterns</p>		<p>Describe and understand key aspects of human geography</p> <p>Identify the position and significance of the arctic circle</p> <p>Identify the position of the Antarctic circle</p> <p>Identify the position and significance of the latitude, the Equator, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circle.</p> <p>Use maps to locate and describe countries</p>		<p>Understand the Earth's crust is split into tectonic plates that are able to move</p> <p>Understand the=at continents are shaped by tectonic plates</p> <p>Describe the different types of plate boundaries</p> <p>Understand how different types of boundaries give rise to earthquakes and volcanoes</p> <p>Use maps in investigate the physical features of plate boundaries around the world.</p> <p>Describe and understand volcanic eruptions.</p> <p>Describe and understand earthquakes.</p>	
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