

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Name of topic:	Where is my school? (Our School)	How has my local area changed? (Local Area)			How is Australia different from the UK? (Australia)	
Curriculum objective/s:	Location Knowledge:  1. name and locate the world's seven continents and five oceans  Place knowledge:  1. 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  Human and Physical geography:  2. use basic geographical vocabulary to refer to: key physical features and key human features.	Location Knowledge:  1. name and locate the world's seven continents and five oceans  Place knowledge:  1. 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  Human and Physical geography:  2. use basic geographical vocabulary to refer to: key physical features and key human features.			Location Knowledge:  1. name and locate the world's seven continents and five oceans  2. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Place knowledge:  1. 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  Human and Physical geography:  2. use basic geographical vocabulary to refer to: key physical features and key human features.	
Curriculum skills:	Geographical skills and fieldwork:  1. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  2. use simple compass directions (North, South, East and West) and locational and directional language  3. to describe the location of features and routes on a map	Geographical skills and fieldwork:  1. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  2. use simple compass directions (North, South, East and West) and locational and directional language			Geographical skills and fieldwork:  1. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  2. use simple compass directions (North, South, East and West) and locational and directional language	



Geography	3. to describe the location	3. to describe the location
4. use aerial photographs and		of features and routes on a
plan perspectives to recognise		map Geography
	d 4. use aerial photographs	4. use aerial photographs
physical features; devise a	and plan perspectives to	and plan perspectives to
simple map; and use and	recognise landmarks and	recognise landmarks and
construct basic symbols in a ke		basic human and physical
5. use simple fieldwork and	features; devise a simple	features; devise a simple
observational skills to study the		map; and use and
geography of their school and	construct basic symbols in	construct basic symbols in
its grounds and the key human		a key
and physical features of its	5. use simple fieldwork and	5. use simple fieldwork and
surrounding environmentt	observational skills to	observational skills to study
	study the geography of	the geography of their
	their school and its	school and its grounds and
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Year 2			
Name of topic:	What makes the UK? (The UK)	What is the weather like? (Weather Patterns & the Climate)	What differences can we find between hot and cold places? (Map Skills)
Curriculum objective/s:	Location Knowledge:  1. name and locate the world's seven continents and five oceans  Place knowledge:  1. 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  Human and Physical geography:  2. use basic geographical vocabulary to refer to: key physical features and key human features.	Location Knowledge:  1. name and locate the world's seven continents and five oceans  2. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Place knowledge:  1. 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  Human and Physical geography:  1. 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	Location Knowledge:  1. name and locate the world's seven continents and five oceans  Place knowledge:  1. 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  Human and Physical geography:  1. 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  2. use basic geographical vocabulary to refer to: key physical features and key human features.
Curriculum skills:	Geographical skills and fieldwork:  1. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  2. use simple compass directions (North, South, East and West) and locational and directional language  3. to describe the location of	Geographical skills and fieldwork:  1. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  2. use simple compass directions (North, South, East and West) and locational and directional language  3. to describe the location of	Geographical skills and fieldwork:  1. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  2. use simple compass directions (North, South, East and West) and locational and directional



features and routes on a map	features and routes on a map	language	
Geography	Geography	3. to describe the location	
4. use aerial photographs and		of features and routes on	
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landmarks and basic human and	landmarks and basic human	4. use aerial photographs	
physical features; devise a	and physical features; devise a	and plan perspectives to	
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construct basic symbols in a key	construct basic symbols in a key		
5. use simple fieldwork and	5. use simple fieldwork and	features; devise a simple	
observational skills to study the	observational skills to study the	map; and use and	
geography of their school and	geography of their school and	construct basic symbols in	
its grounds and the key human		a key	
and physical features of its	and physical features of its	5. use simple fieldwork	
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Samuelle Children	Sanding Chillionnicht	study the geography of	
		their school and its	
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		human and physical	
		features of its surrounding	
		environment	
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Name of topic:  What is a lake? (Lakes)  Location knowledge: 1. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  What is a lake? (Lakes)  Location knowledge: 1. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  What is a lake? (Lakes)  What is a lake? (Lakes)  What is a lake? (Lakes)  Whot of Great Lakes impact NE USA? (Volcanoes)  Human and physical geography:  I location knowledge: 1. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  Human and physical geography:  What effect does a volcano have on the local environment? (Volcanoes)  Human and physical geography:	Year 3				
1. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  1. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  1. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  1. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  3. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Name of topic:	•	NE USA?	volcano have on the local environment?	
Human and physical geography:  1a, physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  1b. 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 black and water through the study of human and physical geography of a region in a European country, and a region within North or South America Human and physical geography  Including: Climate zones, includings and earthquakes, and the water cycle  Including: Climate zones, including engaphy, including: types of settlement and and use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water through the study of human and physical geography of a region in a European country, and a region within North or South America Human and physical geography  America Human and physical geography  Including: Climate zones, including energy, including: types of settlement and the water cycle cycle  Including: Climate zones, inversion belts, rivers, mountains, volcanoes and weater cycle including: types of settlement and land use, economic activity including: types of settlement and land use, economic activity including: types of settlement and land use, economic activity including: types of settlement and land use, economic activity including: types of settlement and land use, economic activity including: types of settlement and land use, economic activity including: types of settlement and land use, economic activity including: types of settlement and land use, economic activity including: types of settlement and land use, economic activity including: types of settlement and land use, economic activity including: types of settlement and land use, economic activity including: types of settlement and land use, economic activity including: types of	Curriculum objective/s:	1. locate the world countries, using material focus on Europe (in the location of Rus North and South At concentrating on the environmental region physical and human characteristics, couland major cities  Human and physical geography: 1a. physical geography: 1b. human geography: 1c. physical g	1. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  Human and physical geography: 1a. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 1b. 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  Place Knowledge: 1. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography  on of physical geography  the countries, water single maps to focus on the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography  the countries of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography	Human and physical geography:  1a. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	



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	Curriculum skills:	fieldwork:  1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  2. use the eight points of a compass, four and sixfigure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider	fieldwork:  1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  2. 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	fieldwork:  1. use maps, atlases, globes and digital/computer mapping to locate countries and	



Year 4					
Name of topic:	How did the Victorians used to live? (Local Area)	How did the Victorians used to live? (Local Area)	How id Italy different from the UK? (Italy)		
Curriculum objective/s:	Place Knowledge  1. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human	Place Knowledge 1. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human	Location knowledge:  1. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  Place knowledge:  1. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography  Human and physical geography:  1a. physical geography  Human and physical geography:  1a. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  1b. 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		
Curriculum skills:	Geographical skills and fieldwork  1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Geographical skills and fieldwork  1. use maps, atlases, globes and digital/computer mapping to locate countries and	Geographical skills and fieldwork:  1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		



2. use the eight points of a	describe features studied		
compass, four and six-figure	2. use the eight points of a		
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Kingdom and the wider world	Survey maps) to build their		
3. use fieldwork to observe,	knowledge of the United		
measure, record and present	Kingdom and the wider		
the human and physical	world		
features in the local area using			
range of methods, including	observe, measure, record		
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Year 5				
Name of topic:		What is the importance of the Amazon? (The Amazon)	What is the importance of the Amazon? (The Amazon)	What is the journey of a river? (Rivers)
Curriculum objective/s:		Location knowledge:  2. 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  Place knowledge:  1. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography  Human and physical geography:  1b. 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	Location knowledge: 2. 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  Place knowledge: 1. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography  Human and physical geography: 1b. 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	Location knowledge: 2. 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  Place knowledge: 1. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography
Curriculum skills:		Geographical skills and	Geographical skills and	Geographical skills and



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		fieldwork:	fieldwork:	fieldwork:
		2. use the eight points of a	2. use the eight points of a	1. use maps, atlases,
		compass, four and six- figure grid references,	compass, four and six- figure grid references,	globes and digital/computer mapping
		symbols and key	symbols and key (including	to locate countries and
		(including the use of	the use of Ordnance	describe features studied
		Ordnance Survey maps) to	Survey maps) to build their	2. use the eight points of a
		build their knowledge of	knowledge of the United	compass, four and six-
		the United Kingdom and	Kingdom and the wider	figure grid references,
		the wider world	world	symbols and key (including
		3. use fieldwork to	3. use fieldwork to	the use of Ordnance
		observe, measure, record	observe, measure, record	Survey maps) to build their
		and present the human	and present the human	knowledge of the United
		and physical features in	and physical features in the	
		the local area using a	local area using a range of	world
		range of methods,	methods, including sketch	
		including sketch maps, plans and graphs, and	maps, plans and graphs, and digital technologies.	
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Year 6				
Name of topic:	What are coasts and why are they all different? (Coasts)	Why are the Poles so cold and how do they support life? (The Arctic and Antarctic)		Are all mountains the same? (Mountains)
Curriculum objective/s:	Location knowledge:  2. 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  Human and physical geography:  1a. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Location knowledge: 3. 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)  Human and physical geography, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		Location knowledge:  2. 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  Human and physical geography: 1a. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Curriculum skills:	Geographical skills and fieldwork:  1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  2. 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  3. use fieldwork to observe, measure, record and present the human and physical	Location knowledge: 3. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		Geographical skills and fieldwork:  1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  2. 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



features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			3. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs,
			and digital technologies.