

Overview of Topics								
	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Autumn time Explore our school environment	Autumn – changing seasons	Weather and Seasons Poles, Equators, Climate Four Countries of the United Kingdom and their capitals	History Focus	History Focus	Counties of the UK	History Focus	History Focus
Autumn 2	Respect and care for our school environment	‘Special’ places in and around our community.	History Focus	History Focus	Settlement and Land Use	History Focus	European Cities Compare UK with Spain	Rivers
Spring 1	Winter time Predicting weather Chinese New Year – understand that some people live in other countries.	Winter – changing seasons Transport - recognise some similarities and differences between life in this country and life in other countries. Identifying simple features on local maps. Drawing own simple map.	Human and Physical Features Locational language	Simple Compass Directions Continents and Oceans	History Focus	Climate Locational skills including hemispheres, Tropics (Latitude)	Latitude and Longitude Time zones	History Focus
Spring 2	Spring time Positional language games	Spring- changing seasons Environments	History Focus	Compare and Contrast Wombwell with Cleethorpes (focus on Human and Physical Features)	Mountains and Volcanoes	History Focus	History Focus	North or South America and Compare with UK
Summer 1	Minibeasts - respect and care for all living things. Routes and locations	Create own environments using play maps and small world equipment.	Recap 4 countries of UK UK surrounding Seas Map skills	History Focus	History Focus	Deserts	History Focus	History Focus
Summer 2	Summer Holidays - different countries in the world Familiar routes.	Summer – changing seasons	History Focus	Compare and Contrast the UK with Kenya (Human and Physical)	Cities of the UK and Europe	History Focus	Local Area Resources and Land Use changes	Rainforests focus on South America

# NATIONAL CURRICULUM

## At Early Years Foundation Stage:

Pupils should describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Understand some important processes and changes in the natural world around them, including the seasons.

## At Key Stage One:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

	<b>Place and Locational Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Identify the North and South Poles</li> <li>use basic geographical vocabulary to refer to:                             <ul style="list-style-type: none"> <li>key physical features, including: coast, forest, hill, mountain</li> <li>key human features, including: city, town, village, factory, farm, house, office</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>use aerial photographs and recognise landmarks and basic human and physical features; devise a simple map</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>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</li> </ul>	<p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</li> <li>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</li> <li>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</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>

## NATIONAL CURRICULUM

**At Key Stage Two:** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

<b>Year 3</b>	<ul style="list-style-type: none"> <li>▪ locate the world's countries, using maps to focus on Europe</li> <li>▪ name and locate cities of the United Kingdom, and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns;</li> </ul>	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>▪ physical geography, including: mountains and volcanoes</li> <li>▪ human geography, including: types of settlement and land use, economic activity</li> </ul>	<ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>▪ use fieldwork to record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>▪ locate the world's countries, focussing on their environmental regions</li> <li>▪ name and locate counties of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns;</li> <li>▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> </ul>	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>▪ physical geography, including: climate zones, biomes and vegetation belts and the water cycle</li> <li>▪ human geography, including: economic activity including trade links. (Romans)</li> </ul>	<ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>▪ use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including graphs and digital technologies.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>▪ locate the world's countries, using maps to focus on Europe (including Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>▪ identify the position and significance of time zones</li> <li>▪ understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country.</li> </ul>	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>▪ physical geography, including: time zones,</li> <li>▪ human geography, including: types of settlement and land use, economic activity including the distribution of natural resources including energy, food, minerals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ 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</li> <li>▪ use fieldwork to observe, 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.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North/South America</li> </ul>	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>▪ physical geography, including: rivers</li> <li>▪ human geography, including: types of land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ 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</li> <li>▪ 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</li> </ul>

# Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Town, weather, hot, cold, soil, here, there, near, far</p> <p>Seasons, world, village, countryside, farm, factory, house, hill, sea, beach, shop hill, map</p> <p>Country, differences</p>	<p>Map, atlas, globe, photographs, landmarks, near, far, left, right, forwards, backwards</p> <p>Seasons, autumn, summer, spring, winter, weather, rain, sunny, windy, snow, hot, cold, clouds, storm</p> <p>Forest, hill, mountain, soil, valley, vegetation (trees, plants), city, town, village, factory, farm, house, office</p> <p>Physical geography, human geography</p> <p>England, Ireland, Scotland, Wales, United Kingdom, London, Cardiff, Edinburgh, Belfast</p> <p>English Channel, North Sea, Irish Sea, Atlantic Ocean</p>	<p>polar, arctic, desert</p> <p>England, Ireland, Scotland, Wales, United Kingdom, London, Cardiff, Edinburgh, Belfast, capital city</p> <p>Symbols, keys, compass, north, south, east, west</p> <p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, port, harbour, shop</p> <p>Climate, hot, cold, equator, North Pole, South Pole</p> <p>Continents, North America, South America, Europe, Asia, Africa, Oceania, Antarctica</p> <p>Arctic Ocean, Atlantic Ocean, Pacific, Indian, Southern</p>	<p>Settlement, human characteristics, physical characteristics</p> <p>Europe, France, Germany, Spain, Portugal, Belgium, Netherlands, Italy.</p> <p>Glasgow, Birmingham, Manchester, Leeds, Bristol, human and physical landmarks, features, characteristics</p> <p>Mountains, volcanoes, highest, active, ash, crater, dormant, eruption, extinct, volcanic, rock, lava, magma, Ring of Fire, vent, altitude, foothills, highlands, hillside, peaks, ridges, slopes, terrain, mountainous, steep, incline, valley, summit, mountain range, landscape, tectonic plates, Similarities, differences, land use, changes, rural, urban, agriculture, forestry, green belt, coastal, industry, retail, settlements, river crossing</p> <p>Economic activity, trade, trade links, distribution, natural resources, energy, food</p> <p>Street View, contour lines, Aerial, view</p>	<p>tropical, temperate, humid, climate, urban, rural, county</p> <p>Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, water cycle</p> <p>Environmental regions, climate zones, biomes, vegetation belt, desert, monsoons, rainforest, temperate, tropical, Arctic Circle, Antarctic Circle, anemometer, barometer, Beaufort scale, climate, climate zone, climate graph, condensation, precipitation, evaporation, water vapour, run off, drought, flood, rainfall, heatwave, polar, rain gauge, storm, thermometer, weather forecast, weather station, wind direction, wind speed, wind vane, thunderstorm</p> <p>Counties, Yorkshire, Cumbria, Norfolk, Cornwall</p> <p>Interpret, thematic maps, cardinal points, north-east, south-east, south-west, north-west, scale, scale plan</p>	<p>Ordnance survey, Greenwich, time zones, meridian, grid reference, symbol, key, economic, region, distribution, trade links, Northern hemisphere, Southern hemisphere, longitude, latitude, time zones</p> <p>Europe, Scandinavia, Russia, principal cities, capital cities</p> <p>North America, Central America, Caribbean</p> <p>Local area, distribution, natural resources</p> <p>Sketch map, scale bar, style of map, purpose</p>	<p>rivers, meander, natural resources, distribution, vegetation belts</p> <p>South America</p> <p>Rivers, bank, basin, bed, canal, current, confluence, delta, downstream, erosion, estuary, floodplain, meander, mouth, silt, source, stream, tidal, tributary</p> <p>Rainforests, Amazon, forest floor, emergent layer, canopy, understory, tropical, equator, sustainable, deforestation, Tropics, climate, Fairtrade</p> <p>Similarities, differences</p> <p>6-figure grid references, field data</p>

<b>FS1</b>	<b>Understanding the World</b>		
	<b>ELG: Past and Present</b>	<b>ELG: People and Communities</b>	<b>ELG: The Natural World</b>
-Look at maps with Paddington. -Talk about how people live in different places. -Explore seasonal changes. -Learn to care for living things in our environment. -Learn simple directions			
<b>FS2</b>	<b>Understanding the World</b>		
	<b>ELG: Past and Present</b>	<b>ELG: People and Communities</b>	<b>ELG: The Natural World</b>
-Explore seasonal changes -Identify special places in our local area (church). -Look at and create our own maps. -Explore the differences between other countries and our own. -Create environments, maps and routes using small world. -Build on our positional language to give directions			

<b>Y1</b>	<b>Place and Locational Knowledge</b>	<b>Human and Physical Geography</b>	<b>Map Skills</b>	<b>Field Work</b>
<b>Autumn</b>	<u>To know North and South Poles and Equator.</u>  <u>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</u> Climate, Equator, North Pole, South Pole  <u>Name and locate the four countries and capital cities of the United Kingdom</u> England, Scotland, Wales, Northern Ireland London, Edinburgh, Cardiff, Belfast	<u>Identify seasonal and daily weather patterns in the United Kingdom.</u> Seasons, autumn, summer, spring, winter, weather, rain, sunny, windy, snow, hot, cold, clouds, storm	<u>Use world maps, atlases and globes to identify the United Kingdom, its countries and capital cities.</u> Map, United Kingdom, England, Northern Ireland, Wales, Scotland.  <u>Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</u> Directions, near, far, left, right, forwards, backwards	<u>Use simple fieldwork and observational skills to study the geography of their school and its grounds</u> - Measure simple weather conditions in the playground (rainfall, temperature). - Observe and record seasonal changes (weather, changes in trees and plants) - Visit a green space to observe physical and human features and how people use it (trip to woods) - Use small word / role play to make models of visited places.
<b>Spring</b>	<u>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</u> England – farmland, coasts, seaside towns Northern Ireland – separated from Great Britain Scotland – Mountains and lakes Wales – Mountains, farmland, coast, rain  London – Buckingham Palace, Thames Belfast – Belfast City Hall, Docks Edinburgh – Edinburgh Castle, coast Cardiff – Docks, Football stadium	<u>Use basic geographical vocabulary to refer to:</u> <u>Physical Geography</u> Forest, hill, mountain, coast,  <u>Human Geography</u> city, town, village, factory, farm, house, office	<u>Use aerial photographs to recognise landmarks and basic human and physical features</u> London – Buckingham Palace, Thames Belfast – Belfast City Hall, Docks Edinburgh – Edinburgh Castle, coast Cardiff – Docks, Football stadium  <u>Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</u> Directions, near, far, left, right, forwards, backwards	<u>Use simple fieldwork and observational skills to study the geography of their school and its grounds</u> Take digital photographs of places visited
<b>Summer</b>	<u>Recap the 4 countries of the UK their capitals and characteristics of these.</u>  <u>Name and locate the surrounding seas of the United Kingdom.</u> English Channel, North Sea, Irish Sea, Atlantic Ocean		<u>Use world maps, atlases and globes to identify the UK and the surrounding seas.</u> English Channel, North Sea, Irish Sea, Atlantic Ocean  <u>Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</u> Directions, near, far, left, right, forwards, backwards	

Y2	Place and Locational Knowledge	Human and Physical Geography	Map Skills	Field Work
<b>Autumn</b>				
<b>Spring</b>	<p><u>Name and locate the world's seven continents and five oceans</u>  <a href="#">Europe, Asia, Africa, North and South America, Oceania, Antarctica.</a>            Arctic Ocean, Atlantic Ocean, Pacific, Indian, Southern</p>	<p><u>Understand and study the difference between human and physical geography with a study of a contrasting location</u>  <a href="#">Cleethorpes – Wombwell</a>  <u>Physical Geography</u>            beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  <u>Human Geography</u>            city, town, village, factory, farm, house, office, port, harbour and shop            .</p> <p>When contrasting places, look at key physical and human features, as well as how the area is used by the people who live and visit it.</p>	<p><u>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</u>  <a href="#">Link to contrasting localities</a>            Aerial photographs, landmarks, symbols, key</p> <p><u>Devise a simple map, using and constructing basic symbols in a key</u>            features, landmarks, symbols, key</p> <p><u>Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map</u>            Compass, directions, magnetic pole, north, south, east, west, directions</p>	<p><u>Use simple fieldwork and observational skills to study the geography of the key human and physical features of the school's surrounding environment.</u></p> <ul style="list-style-type: none"> <li>- Draw a freehand map of the playground, identifying human and physical features (eg trees for physical, courts, adventure playground for human features).</li> <li>- Compare and contrast areas (link to comparative study of Wombwell and Cleethorpes).</li> </ul>
<b>Summer</b>	<p><u>Name and locate the world's seven continents and five oceans</u>  <a href="#">Africa, Kenya</a></p>	<p><u>Understand and study the difference between human and physical geography with a study of a contrasting location</u>  <a href="#">UK and a non-European country (Kenya).</a>            Physical – mountains, rivers, coasts, beach, cliff, forest, hill, mountain, sea, ocean, river.            Human – farms, cities, towns, villages, roads, shops, factories.</p> <p>When contrasting places, look at climate and key physical and human features, as well as how the area is used by the people who live and visit it.</p> <p><b>Kenya:</b> coast, mountains, plateaus, Maasai Mara Plains, climate, animals, capital city.  <b>England:</b> coast, hills, mountains, capital city, climate, animals.</p>	<p><u>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</u>  <a href="#">Link to contrasting localities</a>            Aerial photographs, landmarks, symbols, key</p> <p><u>Use simple compass directions (North, South, East and West) to describe the location of features on a map</u>            Compass, directions, magnetic pole, north, south, east, west, directions</p>	

Y3	Place and Locational Knowledge	Human and Physical Geography	Map Skills	Field Work
<b>Autumn</b>	<p><u>Locate land use patterns and understand how some of these aspects have changed over time.</u> From Stone Age to Iron Age to now land use. Similarities, differences,</p>	<p><b>Human Geography</b> - types of settlements and land use in <u>Early Britain and modern Britain: villages, towns, cities.</u> <u>Why did people choose to settle there?</u> Explain why settlements grow where they do (access to water, river crossings, on a hill for protection). Explain what land use was like during the periods of history studied and why. Identify local area land use. Know and understand the difference between villages, towns cities and be able to explain them: A hamlet is a very small settlement with just a group of houses. A village is also small but may have houses, a primary school, a few shops, a Post Office and a village hall. A town is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre. A city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral. Understand how land use is different in modern cities</p>	<p><u>Use maps, atlases, globes and digital/computer mapping to describe features studied:</u> - Use digital maps to identify where they live on a map. - Use digital maps, including Google Street View and maps to explain what places are like at a local scale.</p> <p><u>Use Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world</u> Begin to look at routes on maps of sites (on a school trip, for eg)</p>	<p><u>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.</u> Investigate local human and physical features in local area linked to settlements land use changes Use historical photos to compare features of Wombwell</p>
<b>Spring</b>	<p><u>Locate a range of the world's most significant human and physical features:</u> Highest mountains (Everest, K2, Aconcagua;; Mount Kilimanjaro,Mount Blanc). Famous volcanoes: Vesuvius, Etna, Krakatoa, Mt Fuji, Popocatepetl. Ring of Fire  <u>and compare with UK.</u>  Highest mountains in the UK: Scotland – Ben Nevis Wales – Snowdon England – Scafell Pike Northern Ireland - Slieve, Donard</p>	<p><u>Describe and understand key aspects of mountains and volcanoes</u> How formed, see above for more aspects.</p> <p><b>Physical Geography</b> including Volcanoes and mountains, <u>looking at the ring of fire</u> Physical features of volcanoes and mountains: how they are formed, active, dormant, extinct <b>Human features</b> Human features: farming, fertile, tourism, monitoring</p>	<p><u>Use maps, atlases, globes and digital/computer mapping to locate countries and</u> <u>Describe features studied:</u> - Use digital maps, including Google Street View to explore the physical and human features of mountains and volcanoes, including photo features. - Use digital maps, including Google Street View and maps to explain what places are like at a local scale. - Use digital maps (Digimaps) to explore patterns in physical features – volcanoes. - Compare oblique and aerial views.</p>	<p><u>Use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</u> - Make models and annotated drawings (linked to volcanoes and mountains)</p>
<b>Summer</b>	<p><u>Name and locate the World's countries - Europe:</u> France, Germany, Spain, Portugal, Belgium, Netherlands and Italy</p> <p><u>Name and locate cities of the UK and the human and physical characteristics</u> London, Cardiff, Edinburgh, Belfast, Dublin. Glasgow, Birmingham, Manchester, Leeds and Bristol</p>	<p><u>UK Significant physical features:</u> London — Thames. Cardiff — coast, sea Edinburgh — hills, extinct volcanoes, coast. Belfast — River Lagan, Lough Neagh</p> <p><u>UK Significant human features</u> London — (Buckingham Palace, Houses of Parliament, London Eye, Shard, Gherkin), Cardiff — docks, BBC studios, castle Edinburgh — Castle, Scottish Parliament, docks. Belfast — Industry (ship building), docks.</p>	<p><u>Use maps, atlases, globes and digital/computer mapping to locate countries and</u> <u>Describe features studied:</u> - Use digital maps, including Google Street View and maps, to explore the physical and human features of UK cities, including photo features. - Use digital maps, including Google Street View and maps to explain what places are like at a local scale. - Use atlases to locate countries – Europe.</p> <p><u>Use Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world</u> Recognise that contour lines show height and steepness</p>	<p><u>Use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</u> Investigate human and physical features</p>

Y4	Place and Locational Knowledge	Human and Physical Geography	Map Skills	Field Work	
Autumn	<p><u>Locate and name the main counties in the UK and their identifying human and physical characteristics</u></p> <ul style="list-style-type: none"> <li>- Focus on key tourist features (human and physical) and similarities and differences.</li> <li>- Yorkshire – Moors, coast, Dales</li> <li>- Cumbria – Mountains and lakes</li> <li>- Cornwall – Coast</li> <li>- Norfolk – Coast</li> <li>- Look at infrastructure needed to cope with large numbers of tourists.</li> <li>- Compare coastlines for Yorkshire, Cornwall and Norfolk.</li> </ul>	<p><u>Locate and name the main counties in the UK and their identifying human and physical characteristics</u></p> <ul style="list-style-type: none"> <li>- Focus on key tourist features (human and physical) and similarities and differences.</li> </ul> <p><b>Physical Geography</b> - including coasts, mountains/hills and rivers.</p> <p><b>Human Geography</b> - Economic activity - tourism, trade links, distribution of natural resources</p>	<p><u>Use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied</u></p> <ul style="list-style-type: none"> <li>- Use historical maps to compare and identify changes</li> </ul> <p><u>Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</u></p> <ul style="list-style-type: none"> <li>- Use the eight cardinal points to describe location of counties in relation to each other.</li> <li>- Explain what places are like at a local scale digital maps and atlases.</li> <li>- Begin to understand scale (create a scale plan of a Roman villa).</li> <li>- As a group, follow a route on a map (map of a museum or other place visited on a trip).</li> <li>- Use OS maps to identify human and physical features of different counties.</li> </ul>	<p><u>Use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including graphs and digital technologies.</u></p>	
	Spring	<p><u>Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics</u></p> <p>Brazil for tropical, India for monsoon tropical, Australia for desert, Spain and UK for temperate</p> <p>Tropical, temperate, humid,</p> <p><u>Identify the position and significance of the Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and the Antarctic Circle.(Latitude)</u></p> <ul style="list-style-type: none"> <li>- Effects on climate in those areas of the world.</li> <li>- Climate zones, Environmental regions, biomes, vegetation belt, desert, monsoons, rainforest, temperate, tropical, Arctic and Antarctic Circle</li> </ul>	<p><u>Describe and understand key aspects:</u></p> <p><b>Physical Geography</b> - including the water cycle, climate zones, biomes and vegetation belts.</p> <p>Water cycle, evaporation, precipitation, condensation.</p> <p><b>Human Geography</b> - Economic activity, trade links, distribution of natural resources, food linked to climate zones.</p> <p>Advantages and disadvantages of different climate zones related to what you can grow and what needs to be imported:</p> <p>Brazil for tropical, India for monsoon tropical, Australia for desert, Spain and UK for temperate</p> <p>Economic activity including trade links. (Romans)</p>	<p><u>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</u></p> <ul style="list-style-type: none"> <li>- Use historical maps to compare and identify changes</li> <li>- Use thematic maps in atlases to interpret climate information – annual rainfall, monthly average temperatures, rainy seasons</li> </ul> <p><u>Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</u></p> <ul style="list-style-type: none"> <li>- Use the eight cardinal points to describe location of countries in relation to each other.</li> <li>- Explain what places are like at a local scale digital maps and atlases.</li> </ul>	<p><u>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.</u></p> <ul style="list-style-type: none"> <li>- Use standard measurement devices to measure weather (thermometers, anemometers, barimeter).</li> <li>- Collect, analyse and present quantitative data in charts and graphs (relate to climate – eg collect rainfall data for a week and plot on a bar chart or present in a table).</li> </ul>
		Summer	<p><u>Locate the world's countries, concentrating on areas of similar environmental regions, eg desert regions (habitats link).</u></p> <p><u>Identify and locate largest deserts in the world.</u></p> <p>Antarctic, Arctic, Sahara</p> <p>Great Australian, Arabian</p> <p>Gobi</p>	<p><u>Describe and understand key aspects:</u></p> <p><b>Physical Geography</b> - including climate zones, biomes and vegetation belts</p> <p><b>Human Geography</b> - Economic activity, trade links, distribution of natural resources, food linked to climate zones.</p> <p>Advantages and disadvantages of different climate zones related to what you can grow and what needs to be imported</p>	

Y5	Place and Locational Knowledge	Human and Physical Geography	Map Skills	Field Work
Autumn	<p><u>Locate the main countries in Europe (all of those involved in WWII, including the Scandinavian countries and Russia) and name principal (capital) cities, concentrate on their environmental regions, and key physical and human characteristics.</u></p> <ul style="list-style-type: none"> <li>- Physical – coasts, deserts, mountains, volcanoes, climate, rivers.</li> <li>- Human – Main cities, industry, tourism, trade links.</li> </ul>	<p><u>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 – Spain</u></p> <ul style="list-style-type: none"> <li>- Physical - climate, mountains, coast, rivers.</li> <li>- Human – employment, settlements, tourism, building types and why (esp. housing), industry, trade links, land use, population.</li> </ul>	<p><u>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</u></p> <ul style="list-style-type: none"> <li>- Use atlases to calculate distances between places using scale bars</li> <li>- Use atlases to identify key physical and human features of a country</li> <li>- Compare and contrast different types of maps (including scale) and discuss what we use them for.</li> </ul> <p><u>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</u></p> <ul style="list-style-type: none"> <li>- Use OS symbols and key, contour lines etc to describe what a place is like (local area).</li> </ul>	<p><u>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</u></p> <ul style="list-style-type: none"> <li>- Analyse quantitative data in charts and graphs</li> </ul>
	Spring	<p><u>Identify the position and significance of latitude/longitude and the Greenwich Meridian and time zones.</u></p> <ul style="list-style-type: none"> <li>- Northern hemisphere, Southern hemisphere, longitude, latitude, time zones, Greenwich Meridian, position, location</li> </ul>		<p><u>Use maps, atlases, globes and digital/computer mapping to locate countries and Describe features studied</u></p> <ul style="list-style-type: none"> <li>- Use atlases to calculate distances between places using scale bars</li> <li>- to identify the location of places using longitude and latitude</li> </ul> <p><u>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</u></p>
Summer		<p><u>Locate land use patterns and understand how some of these aspects have changed over time – Wombwell.</u></p> <ul style="list-style-type: none"> <li>- Farming to mining to commercial use, including growth in residential areas.</li> <li>- Local area, distribution, natural resources</li> </ul>	<p><u>Describe and understand key aspects of:</u></p> <p><b>Physical Geography</b> – of the local area.  <b>Human Geography</b> - Economic activity, trade links, distribution of natural resources, focus on energy.</p> <ul style="list-style-type: none"> <li>- Distribution of coal fields in the UK, linked to Wombwell and why it grew as village.</li> <li>- What trade links Wombwell / Barnsley used to have and what it has now (industry past and present). How money is brought into Barnsley now (commercial, entertainment).</li> </ul>	<p><u>Use maps, atlases, globes and digital/computer mapping to describe features studied</u></p> <ul style="list-style-type: none"> <li>- Compare and contrast different types of maps (including scale) and discuss what we use them for.</li> <li>- Use digital maps (Digimaps) to identify changes in land use.</li> </ul> <p><u>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</u></p> <ul style="list-style-type: none"> <li>- Use OS symbols and key, contour lines etc to describe what a place is like (local area).</li> <li>- Create a sketch map including symbols and a key (link to local area).</li> <li>- Use OS maps to calculate distances between places using scale bars.</li> <li>- Use four figure grid references to identify places on OS maps (local area).</li> <li>- With support, follow a route on an OS map (local area)</li> <li>- Independently follow a route on a map of a site (trip to NCM Museum for eg)</li> </ul>

Y6	Place and Locational Knowledge	Human and Physical Geography	Map Skills	Field Work
<b>Autumn</b>	<p><u>Locate the world's countries, using maps to focus on North and South America. Locate and name the principal cities of South America, concentrate on their environmental regions, and key physical and human characteristics.</u></p> <p>Physical – climate, coasts, deserts, mountains, volcanoes, climate, rivers, rainforests, ecosystems Human – Main cities, favelas, trade links, settlements.</p> <p><u>Locate the world's countries, concentrating on areas of similar environmental regions: rivers</u> Focus on Amazon River: Physical Features: Upper course: source, trickle, stream, v-shaped valleys, waterfalls, confluences, erosion. Middle course: meanders, oxbow lakes, deposition, erosion, beach. Lower course: delta, estuary, floodplains, deltas, tidal, sandflats.</p> <p>Human Features: Farming, settlements, land use, bridges, economic activity, trade, distribution of resources, reservoirs, dams, flood prevention</p>	<p><b>Physical geography – rivers.</b> <u>Rivers - Rivers, bank, basin, bed, canal, current, confluence, delta, downstream, erosion, estuary, floodplain, meander, mouth, silt, source, stream, tidal, tributary</u></p> <p><b>Human Geography - Types of settlements and land use, Economic activity, trade links, distribution of natural resources, food related to rivers.</b></p> <ul style="list-style-type: none"> <li>- Recap from Y3 the importance of rivers and water to settlements.</li> <li>- How humans use rivers (water, transport, farming, tourism, leisure).</li> <li>- Reservoirs, dams, canals.</li> <li>- Key settlements by the Amazon (Santarém and Macapá) and tribal settlements.</li> <li>- Importance of rivers as trade links.</li> </ul>	<p><u>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</u></p> <ul style="list-style-type: none"> <li>- Use 6 figure grid references (linked to a local river).</li> <li>- Use all the features of an OS map to build their knowledge (local river).</li> <li>- Draw measured plans from field data (local river). Independently follow a route on an OS map (river study)</li> </ul> <p><u>Use maps, atlases, globes and digital/computer mapping to locate countries and Describe features studied</u></p> <ul style="list-style-type: none"> <li>- Work confidently with a wide range of maps to identify places, and physical and human features (rivers, rainforests, South American countries)</li> <li>- Relate different maps to each other.</li> </ul>	<p><u>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.</u></p> <ul style="list-style-type: none"> <li>- Explore the physical and human geography of an unfamiliar area (local river).</li> <li>- Visit a local river to investigate physical features (River Porter in Sheffield)</li> <li>- Make annotated drawing and field sketches to record observations linked to learning.</li> <li>- Take and annotate digital photos with labels and captions linked to learning.</li> <li>- Create soundscapes through sound recordings (different parts / features of the river).</li> <li>- Use standard field sampling techniques appropriately (taking water samples from a stream, measuring rate of flow on both sides of a meander).</li> </ul>
<b>Spring</b>	<p><u>Locate the world's countries, using maps to focus on North and South America</u></p>	<p><u>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.</u></p> <p>Physical – climate, coasts, deserts, mountains, volcanoes, climate, rivers, rainforests Human – Main cities, industry, tourism, trade links, land use, settlements, population.</p>	<p><u>Use maps, atlases, globes and digital/computer mapping to locate countries and Describe features studied</u></p> <ul style="list-style-type: none"> <li>- Work confidently with a wide range of maps to identify places, and physical and human features (rivers, rainforests, South American countries) – see learning objectives above for more detail.</li> <li>- Relate different maps to each other.</li> </ul>	
<b>Summer</b>	<p><u>Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics: areas of similar environmental regions: rainforest</u> Amazon Rainforest: Physical Features: Trees – tall, dense, Forest Floor, Shrub layer, Understory, Canopy, Emergents, Humidity, Rainfall, Climate, Biodiversity, natural resources</p> <p>Human Features: Tribes, Deforestation, Beef farming and industry, Medicines, Trade</p>	<p><b>Physical geography – rainforests.</b> <u>Rainforests - Rainforests, Amazon, forest floor, emergent layer, canopy, understory, tropical, equator, sustainable, Tropics, climate,</u></p> <p><b>Human Geography - Types of settlements and land use, Economic activity, trade links, distribution of natural resources, food linked to rainforests</b> Tribal settlements, farming, deforestation, distribution of resources. Fairtrade, resources from the rainforests for medical use. Wood and its uses.</p>	<p><u>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</u></p> <ul style="list-style-type: none"> <li>- Work confidently with a wide range of maps to identify places, and physical and human features (rivers, rainforests, South American countries)</li> <li>- Relate different maps to each other.</li> </ul>	