

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>To use fieldwork and observational skills to study the Geography of their school Where do we go to school?</p> <ol style="list-style-type: none"> Use simple maps to locate different areas within the school. Use basic directional language (near, far, left, right) to describe locations within the school. Identify and describe key features of the school environment (playground, classrooms, and hall). Create a simple map of the school with key landmarks labelled. Observe and discuss the different routes taken to school by students. Collect data on the most popular areas of the school (e.g., playground vs. library). 		<p>To use fieldwork and observational skills to study the Geography of their school What can we see in our local area?</p> <ol style="list-style-type: none"> Use simple maps to locate different places in the local area. Use basic directional language (near, far, left, right) to describe locations in the local area. Identify and describe key features of the local area (park, shops, and houses). Create a simple map of the local area with key landmarks labelled. Conduct a fieldwork activity to count different types of buildings in the local area. Discuss and record observations about traffic patterns in the local area. 		<p>The United Kingdom - Where do we live?</p> <ol style="list-style-type: none"> Locate the United Kingdom on a world map. Identify and name the four countries of the United Kingdom. Use a simple map to locate major cities and landmarks in the UK. Identify and discuss key landmarks in the UK (Big Ben, Edinburgh Castle). Compare and contrast the capital cities of the four countries in the UK. Describe key physical features of each country in the UK (mountains, rivers) 	
	<p>Vocabulary: Fieldwork Map Playground Classroom Direction Route</p>		<p>Vocabulary: Park Shops Houses Traffic Buildings Observations Map</p>		<p>Vocabulary: United Kingdom Countries cities Landmarks Big Ben Edinburgh Castle Rivers</p>	
	<p>Prior Learning:</p>		<p>Prior Learning:</p>		<p>Prior Learning:</p>	
Year 2	<p>Name and locate the seven continents and five oceans – Who protects the Oceans?</p> <ol style="list-style-type: none"> Identify and name the seven continents on a world map. Identify and name the five oceans on a world map. Create a simple map labelling the continents and oceans. Describe the role of oceans in supporting life on Earth. Discuss human activities that impact the oceans. Identify organizations and measures that protect the oceans (e.g., Marine Conservation Society). 		<p>Geographical study – Geographical study of a contrasting non-European country – Mumbai vs London Are all cities the same?</p> <ol style="list-style-type: none"> Identify and locate Mumbai and London on a world map. Use maps and atlases to explore the geographical layout of Mumbai and London. Describe key landmarks and features of Mumbai and London. Compare and contrast the climate of Mumbai and London. Discuss the differences in transportation systems between Mumbai and London. Collect and analyse data on population density and living conditions in Mumbai and London. 		<p>Geographical study of a non-European country Why visit Nigeria?</p> <ol style="list-style-type: none"> Locate Nigeria on a world map. Use maps and atlases to explore different regions of Nigeria. Identify and describe key cities and landmarks in Nigeria. Compare Nigeria with the local area in terms of climate and geography. Describe key physical features of Nigeria (rainforests, rivers, savannahs). Discuss cultural aspects of Nigeria (food, clothing, traditions) and why they attract visitors. 	
	<p>Vocabulary: Continents Oceans Map Marine Conservation Impact Life support</p>		<p>Vocabulary: Major cities Atlas Transportation Density Climate Landmarks population</p>		<p>Vocabulary: Culture Rainforest Savannah Tradition Climate River Region</p>	
	<p>Prior Learning: The UK Y1</p>		<p>Prior Learning: The UK capital cities Y1</p>		<p>Prior Learning: Animal habitats Science Y1</p>	
Year 3	<p>Locational and [Place Knowledge] in the UK Which country in the UK would you like to live?</p> <ol style="list-style-type: none"> Use maps to locate major cities and landmarks in the UK. [Location Knowledge] Identify and describe the key physical features of each country in the UK. Discuss cultural differences between the four countries of the UK. [Place Knowledge]. Compare and contrast the climate in different parts of the UK. Conduct a survey to find out which country in the UK classmates would prefer to live in and why. Present findings from the survey using charts and maps. 		<p>Volcanoes – will we ever experience a volcano in the UK? What is underneath us?</p> <ol style="list-style-type: none"> Identify and locate major volcanoes around the world. Use maps and atlases to locate the "Ring of Fire" and other volcanic regions. Describe how volcanoes are formed and their key features. Create a model or diagram to explain the structure of a volcano. Discuss the impact of volcanic eruptions on people and the environment. Compare the likelihood of volcanic activity in the UK with other parts of the world. 		<p>River Thames and water cycle - Why are rivers important?</p> <ol style="list-style-type: none"> Locate the River Thames on a map of the UK. [Location Knowledge] Use maps to trace the course of the River Thames from source to mouth. [Location Knowledge] Describe the key features of the River Thames. Explain the stages of the water cycle and its impact on rivers. Discuss the importance of rivers for human settlements and activities. Conduct a simple fieldwork activity to observe a local water body and its uses. 	
	<p>Vocabulary: Climate Landmarks Physical features Survey Charts Maps Comparison Contrast Preference Cities</p>		<p>Vocabulary: Volcanoes Ring of fire Formation Eruption Magma Chamber Lava Diagram Impact Likelihood Structure</p>		<p>Vocabulary: River Thames Source Mouth Features Meander Water Cycle Settlements Observation fieldwork</p>	
	<p>Prior Learning: The UK Y1 Continents and Oceans Y2</p>		<p>Prior Learning: Physical Geographical features Y1/2</p>		<p>Prior Learning: London capital city Y1 Physical Geographical features Y1/2</p>	
Year 4	<p>Europe What does it mean to be a European?</p> <ol style="list-style-type: none"> Identify and locate countries in Europe on a map. Use maps and atlases to explore major European cities and landmarks. Describe the physical geography of Europe (mountains, rivers, plains). Compare and contrast the climates of different European regions. Discuss the cultural diversity within Europe (languages, traditions, foods). Investigate and present on a European country's geography and culture. 		<p>Mountains and rivers How and why are mountains formed?</p> <ol style="list-style-type: none"> Identify major mountain ranges in the world and locate them on a map. [Location Knowledge] Use maps to trace the course of major rivers and their tributaries. [Location Knowledge] Describe the process of mountain formation (tectonic plates, volcanic activity). Compare the characteristics of different mountain ranges (Himalayas vs. Alps). Discuss the significance of rivers in shaping the landscape. Conduct a fieldwork activity to study the local landscape and any nearby hills or rivers 		<p>Europe Case study Why visit the Macedonia region?</p> <ol style="list-style-type: none"> Locate the Macedonia region on a map of Europe. [Location Knowledge] Use maps and atlases to explore cities and landmarks in the Macedonia region. [Location Knowledge] Describe the key physical features of the Macedonia region. Compare the Macedonia region with the local area in terms of geography and climate. Discuss the cultural heritage and history of Macedonia. Create a travel brochure highlighting the attractions of the Macedonia region. 	
	<p>Vocabulary: Nations Landmarks Mountains Rivers Climates Diversity culture Languages Traditions Investigaton Presentation</p>		<p>Vocabulary: Tectonic plates Mountain ranges Tributaries Volcanic activity Characteristics Landscape source mouth Process formation</p>		<p>Vocabulary: Macedonia Cities Landmarks Heritage Climate Heritage Region travel brochure attractions Culture</p>	

	Prior Learning: The UK Y1 Continents and Oceans Y2 Locational knowledge UK and 4 figure grid references – Y3	Prior Learning: River Thames and river cycle Y3	Prior Learning: Continents and Oceans Y2 Locational knowledge of Europe Y4
Year 5	North America <ol style="list-style-type: none"> Identify and locate countries in North America on a map. Use maps and atlases to explore major North American cities and landmarks. Describe the physical geography of North America (mountains, rivers, plains). Compare and contrast the climates of different North American regions. Discuss the cultural diversity within North America (languages, traditions, foods). Investigate and present on a North American country's geography and culture. 	North America case study: California How has physical geography impacted life for Californians? <ol style="list-style-type: none"> Locate California on a map of North America. Use maps and atlases to explore cities and landmarks in California. Describe the key physical features of California (mountains, coastlines, valleys). Discuss the impact of physical geography on California's economy (agriculture, tourism). Compare the climate of California with other regions in North America. Investigate and present on how physical geography has shaped life for Californians (e.g., impact of earthquakes, wildfires). 	Earthquakes What is it like to live on a fault line? <ol style="list-style-type: none"> To understand the structure of the Earth and the effects of plate tectonics. Describe the causes and effects of earthquakes. Use maps and atlases to explore earthquake-prone regions. Discuss the impact of living on a fault line on human settlements and activities. Compare the frequency and severity of earthquakes in different regions. Create a safety plan for what to do during an earthquake.
	Vocabulary: Continents cities landmarks mountains plains climates diversity culture traditions investigation presentation	Vocabulary: Topographical map economy agriculture tourism Climate Valleys impact regions coastlines	Vocabulary: Mantle Crust Core Plate tectonics Plates Fault line Seismic Epicentre Tremor Magnitude
	Prior Learning: Continents and Oceans Y2 Locational knowledge UK and 4 figure grid references – Y3 Locational knowledge of Europe – 4 figure grid/compass references Y4	Prior Learning: Continents and Oceans Y2 [Place Knowledge] of Europe Y4 Locational knowledge of North America Y5	Prior Learning: Mountains and rivers Y4
Year 6	South America What is life like in Brazil? <ol style="list-style-type: none"> Identify and locate countries in South America on a map. Locate Brazil and its major cities on a map of South America. Describe the physical geography of Brazil (rainforests, rivers, mountains). Compare the climate of Brazil with other regions in South America. Discuss the cultural diversity within Brazil (languages, traditions, foods) Investigate and present on daily life in Brazil (economy, lifestyle, education). 	South America case study What is the impact of human activity on the Amazon? <ol style="list-style-type: none"> Locate the Amazon region on a map of South America. Use maps and atlases to explore the Amazon River and rainforest. Describe the biodiversity and ecological significance of the Amazon. Discuss the impact of deforestation and human activity on the Amazon. Compare the Amazon region with other rainforests around the world. Investigate and present on conservation efforts to protect the Amazon. 	Human Geography Economic activity including trade links Is buying Fairtrade worth it? <ol style="list-style-type: none"> Identify and locate countries involved in Fairtrade on a world map. Use maps and atlases to trace the journey of a Fairtrade product. Describe the principles and benefits of Fairtrade. Discuss the economic impact of Fairtrade on producers and communities. Compare Fairtrade products with non-Fairtrade alternatives. Investigate and present on the importance of Fairtrade for sustainable development.
	Vocabulary: South America Brazil Rainforests Rivers Climate Traditions Lifestyle Economy Education Presentation Culture	Vocabulary: Amazon River Rainforest Biodiversity Deforestation Human activity ecological significance conservation impact	Vocabulary: Fairtrade products journey Principles Benefits Economic impact producers communities sustainable development comparison importance trade
	Prior Learning: Continents and Oceans Y2 Locational knowledge UK and 4 figure grid references – Y3 Locational knowledge of Europe – 4 figure grid/compass references Y4 Locational knowledge of North America – 6 figure grid/ 8 compass references Y4	Prior Learning: Continents and Oceans Y2 [Place Knowledge] of Europe Y4 [Place Knowledge] of North America Y5 Locational Knowledge of South America Y6	Prior Learning: Locational Knowledge – year 2, 3, 4, 5, 6

KEY	Red – “Location knowledge” i.e. where a place actually is found. it helps us describe and remember where places are.
	Blue – “Place knowledge” i.e. what a location is like. Describes the physical and / or human geography as well as the personal and cultural experience related to that place.
	Purple – “Physical and Human geography”
	Human Geography = The interactions between people, places and the environment. i.e. The built environment. Effect of migration and settlement. The effect on the landscape and environment. Physical Geography = The natural shaping of the surface of the Earth as well as the physical process that create the environment. i.e. The natural environment. How a place is shaped naturally by physical processes. How the environment is impacted by human geography.
Note: Skills and fieldwork i.e. use of atlases, maps and globes, is intertwined within all 3 main strands of Geography.	