

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Fieldwork – Where do we go to school? What is our local area like? Fieldwork & Observational Skills Geographical Skills: Use simple maps; use basic directional language (near, far, left, right, N/S/E/W). Human & Physical Geography: Identify and describe human and physical features of the school and local area. 1. Identify and describe human and physical features of the school environment and local area. 2. Create a sketch map of the school/local area with a title, key, and basic symbols. 3. Use the four cardinal points (N/S/E/W) to describe where features are located. 4. Conduct a fieldwork investigation to record and classify features in the local area. 5. Explain what our local area is like and compare human and physical features found.		Local Area – What can we see in our local area and how do we map it? Fieldwork & Observational Skills Geographical Skills: Create a simple map with a title, key, and north arrow; use directional language. Human & Physical Geography: Identify and describe key features of the local environment. 1. Use simple maps to locate different places in the local area. 2. Describe key human features (park, shops, houses) and physical features (rivers, green spaces, hills). 3. Create a more detailed sketch map of the local area with key landmarks labelled. 4. Conduct a fieldwork activity to count and classify different types of buildings in the local area. 5. Describe the local area using geographical vocabulary and compare human with physical features.		The United Kingdom – Where do we live and what is the United Kingdom like? Locational Knowledge Locational Knowledge: Name and locate the four countries of the UK and their capital cities on a map. Human & Physical Geography: Identify key physical features (mountains, rivers) of each UK country. 1. Locate the United Kingdom on a world map and identify the four countries. 2. Name the four capital cities and describe one landmark in each country. 3. Use a simple map to locate major cities and physical features (mountains, rivers) in the UK. 4. Compare and contrast key physical features of each country (Scotland – mountains; England – varied). 5. Describe what the United Kingdom is like using geographical vocabulary.	
	Vocabulary: Human feature, physical feature, locality, sketch map, symbol, key, cardinal point, compass, north arrow, fieldwork, observe		Vocabulary: Park, shops, houses, traffic, buildings, map, observation, route, direction, landmark, human, physical		Vocabulary: United Kingdom, England, Scotland, Wales, Northern Ireland, capital city, London, Edinburgh, Cardiff, Belfast, landmark, river, mountain	
	Prior Learning: EYFS: exploring school grounds and familiar environments.		Prior Learning: Y1 T1: school fieldwork, sketch maps, cardinal points.		Prior Learning: Y1 T1–T2: local area maps, human/physical features.	
Year 2	Continents and Oceans – Who protects the oceans? Name and locate the seven continents and five oceans. Locational Knowledge Locational Knowledge: Name and locate the world's seven continents and five oceans on a world map. Environment & Sustainability: Describe the role of oceans in supporting life and discuss threats to ocean health. 1. Identify and name all seven continents and five oceans on a world map. 2. Describe the role of oceans in supporting life on Earth. 3. Discuss human activities that impact the oceans (pollution, overfishing). 4. Identify organisations and measures that protect the oceans (Marine Conservation Society). 5. Create a labelled world map showing all continents and oceans and explain why oceans matter.		Contrasting Non-European Country – Are all cities the same? Mumbai vs London. Place Knowledge Place Knowledge: Identify and describe the geographical similarities and differences between Mumbai and London. Human & Physical Geography: Compare climate, transportation systems, and population density. 1. Identify and locate Mumbai and London on a world map. 2. Describe key landmarks and geographical features of Mumbai and London. 3. Compare and contrast the climate of Mumbai and London. 4. Discuss the differences in transportation systems between the two cities. 5. Analyse data on population density and living conditions and explain the most significant difference.		Contrasting Non-European Country – Why visit Nigeria? Geographical study of Nigeria. Place Knowledge Place Knowledge: Locate Nigeria and describe its key physical features and cultural characteristics. Culture & Diversity: Describe cultural aspects of Nigeria and compare with the local area. 1. Locate Nigeria on a world map and identify its position on the continent of Africa. 2. Use maps and atlases to explore different regions of Nigeria. 3. Describe key physical features of Nigeria (rainforests, rivers, savannahs). 4. Compare Nigeria with the local area in terms of climate and physical geography. 5. Discuss cultural aspects of Nigeria (food, clothing, traditions) and explain why they attract visitors.	
	Vocabulary: Continent, ocean, Atlantic, Pacific, Indian, Arctic, Southern, Africa, Asia, Europe, Americas, Australia, Antarctica, marine, conservation		Vocabulary: Major city, atlas, transportation, density, climate, landmark, population, continent, urban, comparison, non-European		Vocabulary: Nigeria, Africa, culture, rainforest, savannah, tradition, climate, river, region, physical feature, comparison	
	Prior Learning: Y1 T3: The United Kingdom — world map location.		Prior Learning: Y2 T1: continents, oceans. Y1 T3: UK capital cities.		Prior Learning: Y2 T1–T2: continents, oceans, city comparison. Y1 Science: animal habitats.	
Year 3	Locational Knowledge UK – Which country in the UK would you like to live in and why? Locational Knowledge / Place Knowledge Locational Knowledge: Use maps to locate major cities, landmarks, and physical features across the UK. Place Knowledge: Compare and contrast the climate, culture, and physical features of the four UK countries. 1. Use maps to locate major cities and key landmarks in each country of the UK. 2. Identify and describe the key physical features of each country (mountains, rivers, coasts). 3. Compare and contrast the climate in different parts of the UK using data. 4. Discuss cultural differences between the four countries of the UK.		Volcanoes – Will we ever experience a volcano in the UK? What is underneath us? Physical Geography Physical Geography: Describe how volcanoes are formed using the structure of the Earth (tectonic plates). Geographical Skills: Use maps and atlases to locate the Ring of Fire and major volcanic regions. 1. Identify and locate major volcanoes around the world on a map. 2. Use maps and atlases to locate the Ring of Fire and other volcanic regions. 3. Describe how volcanoes are formed and identify their key features (magma chamber, vent, crater). 4. Discuss the impact of volcanic eruptions on people and the environment.		River Thames and Water Cycle – Why are rivers important? Physical Geography Physical Geography: Explain the stages of the water cycle and trace the course of the River Thames source to mouth. Human & Physical Geography: Discuss the importance of rivers for human settlements and activities. 1. Locate the River Thames on a map and trace its course from source to mouth. 2. Describe the key features of a river (source, tributary, meander, mouth, estuary). 3. Explain the stages of the water cycle and its impact on rivers. 4. Discuss the importance of rivers for human settlements, trade, and activities.	

	5. Present findings using charts and maps to argue which UK country would be best to live in.	5. Compare the likelihood of volcanic activity in the UK with other parts of the world and explain why.	5. Conduct a simple fieldwork activity to observe a local water body and describe its uses.
	Vocabulary: Climate, landmark, physical feature, survey, chart, comparison, contrast, culture, preference, region, four nations	Vocabulary: Volcano, Ring of Fire, formation, eruption, magma, chamber, lava, impact, likelihood, structure, tectonic plate, active, dormant, extinct	Vocabulary: River Thames, source, mouth, features, meander, tributary, water cycle, estuary, settlements, observation, fieldwork, evaporation, precipitation
	Prior Learning: Y1 T3: UK countries and capitals. Y2 T1: continents and oceans.	Prior Learning: Y3 T1: UK physical features. Y1–Y2: physical and human geography.	Prior Learning: Y3 T1: London capital city. Y1–Y2: physical geographical features.
Year 4	Europe – What does it mean to be a European? Locational knowledge of Europe. Locational Knowledge Locational Knowledge: Identify and locate countries in Europe on a map; use 4-figure grid references and compass bearings. Place Knowledge: Describe the physical geography of Europe (mountains, rivers, plains) and compare climates. 1. Identify and locate key countries in Europe on a map using atlases. 2. Use maps to explore major European cities, landmarks, and physical features. 3. Describe the physical geography of Europe (Alps, Rhine, Danube, Mediterranean coast). 4. Compare and contrast the climates of different European regions. 5. Investigate and present on a European country's geography and cultural diversity.	Mountains and Rivers – How and why are mountains formed? Physical Geography Physical Geography: Describe the process of mountain formation (tectonic plates, volcanic activity) and trace major rivers. Geographical Skills: Use maps to trace river tributaries; conduct a fieldwork activity to study the local landscape. 1. Identify major mountain ranges in the world and locate them on a map. 2. Describe the process of mountain formation (tectonic plates, folding, volcanic activity). 3. Use maps to trace the course of major rivers and identify their key features and tributaries. 4. Compare the characteristics of different mountain ranges (Himalayas vs Alps). 5. Discuss the significance of rivers in shaping the landscape and supporting human settlements.	Europe Case Study – Why visit Sicily? Contrasting European locality. Place Knowledge Place Knowledge: Describe key physical features and cultural heritage of Sicily; compare with the local area. Geographical Skills: Use maps and atlases to explore cities and landmarks; create a travel brochure. 1. Locate Sicily on a map of Europe and describe its position and size. 2. Use maps and atlases to explore cities (Palermo, Catania) and landmarks in Sicily. 3. Describe the key physical features of Sicily (Mount Etna, coastline, fertile plains). 4. Compare Sicily with the local area in terms of geography and climate. 5. Create a travel brochure highlighting the geographical attractions of Sicily.
	Vocabulary: Nations, landmarks, mountains, rivers, climates, diversity, culture, languages, traditions, investigation, European, continent, 4-figure grid reference	Vocabulary: Tectonic plates, mountain ranges, tributaries, volcanic activity, characteristics, landscape, source, mouth, process, formation, valley, fold mountains	Vocabulary: Sicily, Palermo, Catania, Mount Etna, heritage, climate, region, travel brochure, attractions, culture, Mediterranean, comparison
	Prior Learning: Y1 T3: UK. Y2 T1: continents and oceans. Y3 T1: locational knowledge and 4-figure grid references	Prior Learning: Y3 T3: River Thames and water cycle. Y3 T2: volcanoes and tectonic processes.	Prior Learning: Y2 T2: non-European country comparison. Y4 T1: locational knowledge of Europe
Year 5	North America – Locational knowledge of North America. Locational Knowledge Locational Knowledge: Identify and locate countries and cities in North America; use 6-figure grid references and 8-point compass. Human & Physical Geography: Describe the physical geography of North America and cultural diversity. 1. Identify and locate countries in North America on a map using atlases. 2. Use maps and atlases to explore major North American cities and physical landmarks. 3. Describe the physical geography of North America (Rockies, Mississippi, Great Plains). 4. Compare and contrast the climates of different North American regions. 5. Investigate and present on a North American country's geography and cultural diversity.	North America Case Study: California – How has physical geography impacted life for Californians? Place Knowledge Place Knowledge: Describe the key physical features of California and analyse their impact on the economy and daily life. Environment & Sustainability: Investigate natural hazards (earthquakes, wildfires) and their geographical causes. 1. Locate California on a map of North America and describe its key physical features. 2. Use maps and atlases to explore cities (Los Angeles, San Francisco) and landmarks. 3. Discuss the impact of physical geography on California's economy (agriculture, tourism). 4. Compare the climate of California with other regions in North America. 5. Investigate and present on how physical geography has shaped life for Californians (earthquakes, wildfires).	Earthquakes – What is it like to live on a fault line? Physical Geography Physical Geography: Understand the structure of the Earth and effects of plate tectonics; describe causes and effects of earthquakes. Geographical Skills: Use maps and atlases to explore earthquake-prone regions; compare frequency and severity. 1. Understand the structure of the Earth (core, mantle, crust) and the effects of plate tectonics. 2. Describe the causes and effects of earthquakes and explain the role of fault lines. 3. Use maps and atlases to explore earthquake-prone regions and the distribution of tectonic plates. 4. Discuss the impact of living on a fault line on human settlements and activities. 5. Compare the frequency and severity of earthquakes in different regions and create a safety plan.
	Vocabulary: Continents, cities, landmarks, mountains, plains, climates, diversity, culture, traditions, investigation, 6-figure grid reference, 8-point compass	Vocabulary: Topographical map, economy, agriculture, tourism, climate, valleys, impact, regions, coastlines, fault line, wildfire, physical geography	Vocabulary: Mantle, crust, core, plate tectonics, plates, fault line, seismic, epicentre, tremor, magnitude, earthquake, tectonic
	Prior Learning: Y2 T1: continents and oceans. Y3 T1: UK and 4-figure grid references. Y4 T1: Europe and 4-figure grid/compass references.	Prior Learning: Y2 T2: place knowledge of non-European country. Y4 T1: locational knowledge of Europe. Y5 T1: locational knowledge of North America.	Prior Learning: Y4 T2: mountains and rivers. Y3 T2: volcanoes and tectonic activity.

Year 6	South America – What is life like in Brazil? Locational knowledge of South America. Locational Knowledge / Place Knowledge Locational Knowledge: Identify and locate countries and major cities in South America on a map. Place Knowledge: Describe the physical geography of Brazil (rainforests, rivers, mountains) and cultural diversity. 1. Identify and locate countries in South America on a map using atlases. 2. Locate Brazil and its major cities (São Paulo, Rio de Janeiro, Brasília) on a map of South America. 3. Describe the physical geography of Brazil (Amazon rainforest, rivers, Andes foothills). 4. Compare the climate of Brazil with other regions in South America. 5. Investigate and present on daily life in Brazil (economy, lifestyle, education, cultural diversity).	South America Case Study – What is the impact of human activity on the Amazon? Physical & Human Geography / Environment & Sustainability Physical & Human Geography: Describe the biodiversity of the Amazon and analyse the impact of deforestation. Environment & Sustainability: Evaluate conservation efforts to protect the Amazon and compare with other rainforests. 1. Locate the Amazon region on a map of South America and describe the Amazon River and rainforest. 2. Describe the biodiversity and ecological significance of the Amazon (oxygen, species, water cycle). 3. Discuss the impact of deforestation and human activity on the Amazon. 4. Compare the Amazon region with other rainforests around the world. 5. Investigate and present on conservation efforts to protect the Amazon and evaluate their effectiveness.	Human Geography – Is buying Fairtrade worth it? Economic activity including trade links. Human Geography Human Geography: Describe the principles and economic impact of Fairtrade; trace the journey of a Fairtrade product. Environment & Sustainability: Evaluate the importance of Fairtrade for sustainable development. 1. Identify and locate countries involved in Fairtrade on a world map. 2. Use maps and atlases to trace the journey of a Fairtrade product (cocoa, coffee, cotton). 3. Describe the principles and benefits of Fairtrade for producers and communities. 4. Discuss the economic impact of Fairtrade on producers and compare with non-Fairtrade alternatives. 5. Evaluate the importance of Fairtrade for sustainable development and present conclusions.
	Vocabulary: South America, Brazil, rainforests, rivers, climate, traditions, lifestyle, economy, education, culture, Amazon, biodiversity	Vocabulary: Amazon, river, rainforest, biodiversity, deforestation, human activity, ecological significance, conservation, impact, sustainability, species	Vocabulary: Fairtrade, products, journey, principles, benefits, economic impact, producers, communities, sustainable development, comparison, trade, supply chain
	Prior Learning: Y2 T1: continents and oceans. Y3 T1: UK and 4-figure grid references. Y4 T1: Europe — 4-figure grid/compass. Y5 T1: North America — 6-figure grid/8-compass references.	Prior Learning: Y2 T3: Nigeria — physical features. Y4 T1: place knowledge of Europe. Y5 T2: place knowledge of North America. Y6 T1: locational knowledge of South America.	Prior Learning: Locational knowledge — Years 2, 3, 4, 5, 6.