	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. 6. Review: present fieldwork findings as a simple class display or local-area booklet page, using photos/drawings and key vocabulary. **Vocabulary:** human feature, physical feature, locality, sketch map, symbol, key, cardinal point, compass, north arrow, fieldwork, observe **Prior learning:** EYFS: exploring school grounds and familiar environments.		**The United Kingdom – Where do we live, and what is it and its weather like?** **Locational Knowledge / Human & Physical Geography** ***Locational Knowledge: Name and locate the four countries of the UK and their capital cities on a map.*** ***Human & Physical Geography: Identify key human and physical features (mountains, rivers, cities) of each UK country, and identify seasonal and daily weather patterns in the United Kingdom.*** 1. Locate the United Kingdom on a world map and identify the four countries. 2. Name the four capital cities and describe one landmark and one physical feature (mountain or river) in each country. 3. Identify the four seasons and use weather vocabulary and symbols to describe daily weather. 4. Observe and record the daily weather over a week (a simple class weather diary) and describe what we notice. 5. Compare seasonal weather patterns across the UK (e.g. Scotland colder/wetter than the South East) and explain what the UK's weather is like overall. 6. Review: create a labelled UK fact file showing the four countries, capitals, one physical feature each, and a simple description of UK weather. **Vocabulary:** United Kingdom, England, Scotland, Wales, Northern Ireland, capital city, landmark, river, mountain, season, weather, daily, seasonal, temperature, rainfall, forecast, weather symbol **Prior learning:** Y1 T3: fieldwork and mapping of the local area.	**What is Southend-on-Sea like? A small area of the United Kingdom** **Place Knowledge** ***Place Knowledge: Identify and describe the human and physical features of a small area of the UK (Southend-on-Sea) and compare with our local area.*** ***Geographical Skills: Use aerial photographs and simple maps to identify key features of the seaside.*** 1. Locate Southend-on-Sea on a map of the UK and describe its position. 2. Identify key physical features of Southend-on-Sea (coast, beach, sea, pier). 3. Identify key human features of Southend-on-Sea (pier, promenade, shops, houses). 4. Use aerial photographs/maps to compare Southend-on-Sea with our local area. 5. Describe what Southend-on-Sea is like and explain why people visit. 6. Review: create a simple postcard or poster about Southend-on-Sea, using key vocabulary to describe what it is like. **Vocabulary:** coastal, seaside, resort, pier, promenade, tourism, compare, contrast, feature, climate **Prior learning:** Y1 T3–T4: local area and UK.	
Year 2	**Continents and Oceans – Who protects the 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 (e.g. Marine Conservation Society). 5. Create a labelled world map showing all continents and oceans and explain why oceans matter. 6. Review: research and present one way people are working to protect the oceans (poster/fact-file).		**Hot and Cold – Why are some places hotter than others?** **Human & Physical Geography** ***Locational Knowledge: Locate the Equator, North Pole and South Pole on a map/globe.*** ***Human & Physical Geography: Describe hot and cold areas of the world in relation to the Equator and the North and South Poles.*** 1. Locate the Equator, North Pole and South Pole on a globe/world map. 2. Identify hot places in the world and describe their position in relation to the Equator. 3. Identify cold places in the world and describe their position in relation to the Poles. 4. Compare the weather, animals and way of life in hot and cold places. 5. Explain why places near the Equator are hotter and places near the Poles are colder.		**Are all cities the same? London vs Cape Town** **Place Knowledge** ***Place Knowledge: Identify and describe the geographical similarities and differences between London and Cape Town.*** ***Human & Physical Geography: Compare climate, landmarks and daily life.*** 1. Locate London and Cape Town on a world map and identify their countries and continents. 2. Describe key landmarks and physical features of London and Cape Town. 3. Compare and contrast the climate of London and Cape Town. 4. Compare human features and daily life (homes, school, transport) in the two cities. 5. Analyse the most significant similarities and differences between London and Cape Town. 6. Review: create a comparison fact-file or poster showing London and Cape Town side by side.	

		6. Review: sort and label pictures/facts about hot and cold places onto a world map.	
	Vocabulary: continent, ocean, Atlantic, Pacific, Indian, Arctic, Southern, marine, conservation, pollution	**Vocabulary:** Equator, North Pole, South Pole, hemisphere, climate, temperature, hot, cold, polar, tropical	**Vocabulary:** city, capital, landmark, climate, compare, contrast, population, continent, urban, non-European
	Prior learning: Y1 T4: UK on a world map.	**Prior learning:** Y2 T3: continents, oceans and world map.	**Prior learning:** Y2 T3–T4: continents, oceans, hot and cold places.
Year 3	**How are human and physical geography connected in London?** **Human Geography** ***Human Geography: Describe different types of settlement (hamlet, village, town, city) and identify land use in London.*** ***Human Geography: Explore trade links and economic activity connected to London.*** 1. Locate London on a map of the UK and identify it as the capital city. 2. Identify and describe different types of settlement (hamlet, village, town, city) and where London fits. 3. Use maps to identify land use zones in London (residential, commercial, industrial). 4. Investigate trade links connected to London (imports/exports, transport links). 5. Explain how London's location has influenced its growth as a settlement and trade centre. 6. Review: present findings on London's settlement and trade links as a class map/fact-file.	***What are the geographical features of the United Kingdom and why are rivers important?*** ***Locational Knowledge / Physical Geography*** ***Locational Knowledge: Use maps to locate the counties, cities and geographical regions of the UK.*** ***Physical Geography: Describe the key features of a river and explain why rivers are important to the UK.*** 1. Use maps to locate major cities, counties and regions of the UK. 2. Identify and describe key topographical features of the UK (highland, lowland, coast). 3. Locate the major rivers of the UK on a map and identify their source and mouth. 4. Describe the key features of a river (source, tributary, meander, mouth, estuary). 5. Explain the importance of rivers for UK settlements, trade and leisure. 6. Review: conduct a simple fieldwork/research activity on a local or UK river and present findings.	**How are mountains and volcanoes formed?** **Physical Geography** ***Physical Geography: Describe how mountains are formed and identify major mountain ranges of the world.*** ***Physical Geography: Describe how volcanoes are formed using the structure of the Earth (tectonic plates).*** 1. Identify major mountain ranges of the world and locate them on a map. 2. Describe the process of mountain formation (tectonic plates, folding). 3. Identify and locate major volcanoes and the Ring of Fire on a world map. 4. Describe how volcanoes are formed and identify their key features (magma chamber, vent, crater). 5. Discuss the impact of volcanic eruptions on people and the environment. 6. Review: research one famous mountain or volcano and present key facts to the class.
	Vocabulary: settlement, hamlet, village, town, city, land use, trade route, import, export, capital	**Vocabulary:** county, region, topography, highland, lowland, river, source, mouth, tributary, meander, estuary	**Vocabulary:** tectonic plate, mountain range, fold mountain, volcano, magma, crater, eruption, Ring of Fire, active, dormant
	Prior learning: Y1 T4: UK capital cities. Y2 T6: London (place knowledge).	**Prior learning:** Y1 T4: UK countries and capitals. Y3 T2: settlement.	**Prior learning:** Y3 T4: UK physical features and rivers.
Year 4	**What are the geographical regions of the UK and how do they differ?** **Locational Knowledge** ***Locational Knowledge: Identify and locate the geographical regions of the UK using maps and atlases.*** ***Geographical Skills: Use 4-figure grid references to locate places precisely.*** 1. Identify and locate the main geographical regions of the UK (e.g. South East, North West, Scottish Highlands). 2. Use atlases and maps to explore the physical and human features of different UK regions. 3. Use 4-figure grid references to locate places within a region. 4. Compare the physical geography of two contrasting UK regions. 5. Compare the human geography (population, industry) of two contrasting UK regions. 6. Review: investigate and present on one UK region's geography, using maps and grid references.	**How do coasts change and why does it matter?** **Locational Knowledge / Physical Geography** ***Locational Knowledge: Locate major coastal towns and features of the UK using maps and topographical features.*** ***Physical Geography: Describe how coasts are shaped by erosion, transportation and deposition.*** 1. Locate the UK coastline and key coastal towns/resorts on a map, using topographical features. 2. Describe the process of coastal erosion (hydraulic action, abrasion, attrition, solution). 3. Identify coastal landforms caused by erosion (cliffs, wave-cut platforms, stacks, arches). 4. Describe the process of longshore drift and coastal deposition (beaches, spits). 5. Discuss how coasts are managed and why coastal change matters to people. 6. Review: create a labelled diagram/case study of a UK coastal location showing erosion and management features.	**What is it like to live on a fault line?** **Physical Geography** ***Physical Geography: Understand the structure of the Earth and the effects of plate tectonics.*** ***Physical Geography: Describe the causes and effects of earthquakes.*** 1. Understand the structure of the Earth (core, mantle, crust) and the movement of tectonic plates. 2. Describe the causes 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 effects of earthquakes on people, buildings and the environment. 5. Compare the frequency and severity of earthquakes in different regions and discuss safety measures. 6. Review: design a simple earthquake-safety plan or poster based on what has been learnt.
	Vocabulary: region, county, grid reference, topography, Highland, lowland, population, industry, landscape, comparison	**Vocabulary:** erosion, longshore drift, coastal management, cliff, stack, arch, wave-cut platform, beach, deposition, hydraulic action	**Vocabulary:** mantle, crust, core, plate tectonics, fault line, seismic, epicentre, tremor, magnitude, earthquake

	Prior learning: Y3 T4: UK counties, regions and physical features.	**Prior learning:** Y1 T5: Southend-on-Sea (coast). Y4 T1: UK regions.	**Prior learning:** Y3 T6: mountains and volcanoes (tectonic plates).
Year 5	**Where is Europe in the world?** ***Locational Knowledge*** ***Locational Knowledge: Identify and locate countries of Europe on a map; use the Equator, latitude, longitude and time zones to describe global position.*** ***Geographical Skills: Use 4- and 6-figure grid references and atlases to explore Europe.*** 1. Identify and locate key countries and capital cities of Europe on a map using atlases. 2. Use latitude and longitude to describe the position of European countries. 3. Explain how the Equator, hemispheres and time zones affect Europe and the wider world. 4. Describe the physical geography of Europe (Alps, Rhine, Danube, Mediterranean coast). 5. Compare and contrast the climates of different European regions in relation to latitude. 6. Review: investigate and present on one European country's geography and its global position.	**How do rivers shape the land and connect people?** **Physical Geography** ***Physical Geography: Explain the stages of the water cycle and how rivers shape the land.*** ***Physical Geography: Compare major rivers of the world and their key features.*** 1. Locate major rivers of the world on a map and compare their length and location. 2. Explain the stages of the water cycle and its link to rivers. 3. Describe the key features of a river from source to mouth (tributary, meander, floodplain, delta). 4. Explain how rivers shape the landscape through erosion, transportation and deposition. 5. Compare two contrasting rivers of the world and their importance to people. 6. Review: research one major world river and present a fact-file of its key features and importance.	**How do trade, natural resources, and economic activity shape the world?** **Human Geography** ***Human Geography: Describe the principles and economic impact of trade, including Fairtrade.*** ***Environment & Sustainability: Evaluate the distribution of natural resources and their importance for sustainable development.*** 1. Identify and locate countries involved in world trade and natural resource production on a map. 2. Use maps and atlases to trace the journey of a traded product (e.g. cocoa, coffee, cotton). 3. Describe the principles and benefits of Fairtrade for producers and communities. 4. Investigate the distribution of natural resources around the world and who benefits from them. 5. Discuss the economic impact of trade and evaluate its importance for sustainable development. 6. Review: present conclusions on whether Fairtrade/ethical trade is “worth it”, using evidence gathered.
	Vocabulary: latitude, longitude, meridian, Equator, hemisphere, time zone, coordinate, parallel, nations, continent	**Vocabulary:** tributary, confluence, floodplain, estuary, meander, delta, source, mouth, evaporation, precipitation	**Vocabulary:** trade, Fairtrade, natural resource, supply chain, import, export, commodity, distribution, production, sustainable development
	Prior learning: Y4 T1: UK regions and grid references. Y2 T4: hot and cold places, Equator.	**Prior learning:** Y3 T4: UK rivers. Y4 T4: coasts and water processes.	**Prior learning:** Y3 T2: trade links in London. Y5 T1: Europe. Y5 T3: rivers of the world.
Year 6	**How are global cities, migration, and sustainability shaping our world?** **Human Geography** **Human Geography: Describe patterns of settlement, land use and migration in global cities.** **Environment & Sustainability: Evaluate the sustainability of megacities and global development.** 1. Identify and locate major global cities/megacities on a world map. 2. Describe patterns of urbanisation and land use in global cities. 3. Explain push and pull factors that cause migration to cities. 4. Discuss the economic activity and natural resources that sustain global cities. 5. Evaluate the sustainability of megacities and discuss solutions (carbon footprint, sustainable development). 6. Review: research and present on one global city, evaluating its sustainability challenges and solutions.	**What are North and South America like?** **Locational Knowledge** ***Locational Knowledge: Identify and locate countries and major cities of North and South America.*** ***Place Knowledge: Describe the physical geography and cultural diversity of the Americas.*** 1. Identify and locate countries and major cities of North America on a map using atlases. 2. Identify and locate countries and major cities of South America on a map using atlases. 3. Describe the physical geography of North America (Rockies, Mississippi, Great Plains). 4. Describe the physical geography of South America (Andes, Amazon rainforest, Amazon River). 5. Compare the climate and cultural diversity of North and South America. 6. Review: investigate and present on one country of North or South America.	**What are climate zones and biomes?** **Physical Geography** ***Physical Geography: Describe the world's climate zones, biomes and vegetation belts.*** ***Physical Geography: Explain the water cycle and its role in shaping climate and biomes.*** 1. Identify and locate the world's major climate zones on a map. 2. Describe the characteristics of different biomes and vegetation belts. 3. Explain the stages of the water cycle (evaporation, condensation, precipitation, transpiration). 4. Explain how climate zones and biomes are linked to latitude, the water cycle and rivers. 5. Compare two contrasting biomes and discuss the plants, animals and people that live there. 6. Review: research and present on one world biome, explaining its climate, plants, animals and challenges.
	Vocabulary: megacity, urbanisation, push factor, pull factor, sustainable development, carbon footprint, migration, refugee, settlement, economic activity	**Vocabulary:** continent, Andes, Rockies, Amazon Basin, altitude, glaciation, temperate, tectonic, summit, orogeny	**Vocabulary**: climate zone, biome, evapotranspiration, condensation, precipitation, permafrost, vegetation belt, transpiration, temperate, tropical
	Prior learning: All prior geography. Y5 T4: trade and natural resources.	**Prior learning:** Y6 T1: global cities. Y5 T1: Europe and global position.	**Prior learning:** Y6 T3: Americas. Y5 T3: rivers of the world.