Acre Hall Primary School- Geography Long Term Curriculum Plan

Long Term Plan- Whole School Overview of topic

Year Group	Autumn	Spring	Summer
Nursery (Seasonal changes throughout year)	**Understanding the world** School environment – welly walks My house	**The natural world** Exploring outdoors in Winter Observe animals and plants in spring	**Understanding the world** Where we live – Urmston – local walk
Reception (Seasonal changes throughout year)	**Understanding the world** Where they live Journey to school Autumn walk and Seasonal change	**The natural world** Hot and cold countries Comparing different environments Difference between Autumn &Winter	**The natural world** Changes in environment & reasons Summer –seasonal change Our journey to the park – simple map
1	What are the four seasons?	Where can we visit around the World?	What is life like living in a city?
2	Where Do I live?	What is life like in the Artic?	How can we become skilled map makers?
3	What is a rainforest?	What do you know about our European neighbours?	What do you know about India?
4	What do you know about volcanoes?	What do you know about the countries of the world?	How do different people in the world earning a living?
5	What the Grand Canyon is like?	Why is Water so important around the world?	What extreme weather do we have on Earth?
6	What is our local area like?	What is it like to live in South America?	What do we see when exploring Scandinavia?

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EYFS

At Acre Hall we plan teaching and learning in our specific subjects in the afternoons, during topic weeks eg Geography week. The children can access provision in both Reception classrooms. They are encouraged to participate in a daily topic session and enhancements and challenges in the provision link to that days/weeks teaching as part of the subject in focus that week. We endeavour to cover every subject each half term.

Geography in the early years is taught **through a variety of adult led and child initiated activities** which are linked to:

- Locating and drawing places from maps including where they live.
- Learn about the seasons.
- Talking about where they live, their local area and their journey to school.
- Look at stories about different countries and how environments are different to our own.
- Exploring our local environment.

At Acre Hall in Early Years we take a 'Planning in the moment approach'. This follows the children's natural interests, this is added to retrospectively throughout the year; previous examples include drawing a map of our school grounds.

Use all their senses in hands-on exploration of natural materials.
Begin to understand the need to respect and care for the natural environment and all living things.
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Draw information from a simple map.
Recognise some similarities and differences between life in this country and life in other countries.
Explore the natural world around them.
Recognise some environments that are different to the one in which they live.

Maths

Understand position through words alone. For example, "The bag is under the table," – with no pointing.
• Describe a familiar route.
• Discuss routes and locations, using words like 'in front of' and 'behind'.

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Year One

	Autumn	Spring	Summer
Component Knowledge	***What are the four seasons?*** ***On completion of the unit pupils will know…*** What seasons are and how they relate to the months of the year. • The features of each of the seasons using appropriate vocabulary to describe weather patterns. • The four seasons.	**Where can we visit around the World?** ***On completion of the unit pupils will know…*** • France is a country in Europe. • China is a country in Asia. • Australia is the name of both a country and a continent. • Kenya is a country in Africa. • USA is a country in North America. • Brazil is a country in South America. • There are no countries in Antarctica. • Key human and physical features of countries in each of the continents. • Words such as city, beach, mountain and lake to describe features of a place. • Some countries are hot countries and some countries are cold countries. • How to identify the UK and France on a map of Europe. • That the lines within a map denote country borders. • Where the seven continents are on a world map	***What is life like living in a city?*** ***On completion of the unit pupils will know…*** • How to identify and describe some key human and physical features of countries in each of the continents. • Use words such as city, beach, mountain and lake to describe features of a place. • Some countries are hot countries and some countries are cold countries. • How to identify similarities and differences in the human and physical features of Edinburgh and Cape Town. How to use aerial photos to identify human and physical features in capital cities. • Where to locate Edinburgh and Cape Town on a world map. • Human and physical features on a map of a city. • How to create a key for a map. • How to use simple compass directions and directional language to move around a map.

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Topic Enquiry Question: Lesson Key Questions:	**TQ:** ***What are the four seasons?*** 1. KQ: How are the seasons linked to the months of the year? 2. KQ: What is the weather like in Spring? 3. KQ: What is the weather like in Summer? 4. KQ: What is the weather like in Autumn? 5. KQ: What is the weather like in Winter? 6. KQ: How are the four seasons different?	**TQ:** ***Where can we visit around the World?*** 1. KQ: Can you locate the seven continents including Europe and identify some of the countries and features? 2. KQ: Can you locate Asia and explore the features and characteristics of China? 3. KQ: Can you locate Australia and explore the features and characteristics? 4. KQ: Can you locate Africa and explore the features and characteristics of Kenya? 5. KQ: Can you locate North America and explore the features and characteristics of the USA? 6. KQ: Can you locate South America and explore the features and characteristics of Brazil? 7. KQ: Can you locate Antarctica and explore the features and characteristics?	**TQ:** ***What is life like living in a city?*** 1. KQ: What is a city and can you identify some capital cities around the world? 2. KQ: Can you locate and find physical and human features of Vancouver? 3. KQ: Can you describe and compare the physical features of Edinburgh and Cape Town? 4. KQ: Can you describe and compare the human features of Edinburgh and Cape Town? 5. KQ: What is an aerial map and what symbols and keys does it use?
NC Geography Links	• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	• Name and locate the world's seven continents and five oceans. • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	• Use basic geographical vocabulary to refer to seaside locations. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use basic geographical vocabulary to refer to human and physical features. • Use aerial photographs to identify human and physical features and landmarks. • To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. • 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. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. • Use simple fieldwork and observational skills.
Cross curricular Links	**Science- Seasons** **Science- Living things including humans (animals and their parents)** **Science Y5 AUT 1- Space**	DT- Bridges and structures. Science- Animals and living things	**History- Was a seaside holiday different in the past?** **Sorting events into now and then.** **Computing- Research a seaside resort. Directions (Bee Bots)** **Maths- Tally Charts. Directional language.** **English- Sensory Language.**

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Revisit and review opportunities	Year One (Autumn &Summer), Year Two (Autumn, Spring & Summer), Year Three (Autumn, Spring & Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn, Spring and Summer), Year Six (Autumn, Spring and Summer)- Human and Physical Features. Year One (Autumn, Spring & Summer), Year Two (Summer), Year Four (Summer),Year Five (Spring) – Climate and Weather Patterns. Year One (Autumn & Summer), Year Two (Autumn, Spring and Summer), Year Three (Autumn, Spring and Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn Spring and Summer), Year Six (Autumn, Spring and Summer) Mapping Skills.	Year One (Autumn &Summer), Year Two (Autumn, Spring & Summer), Year Three (Autumn, Spring & Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn, Spring and Summer), Year Six (Autumn, Spring and Summer)- Human and Physical Features. Year One (Autumn & Summer), Year Two (Autumn, Spring and Summer), Year Three (Autumn, Spring and Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn Spring and Summer), Year Six (Autumn, Spring and Summer) Mapping Skills. Year One (Summer),Year Two (Autumn), Year Three (Autumn & Summer), Year Four (Autumn & Spring), Year Five (Summer), Year Six (Spring & Summer)-Study of Europe. Year One (Autumn) - South America, Rainforests. Year One (Summer)- Coasts and Seas Year Two (Summer), Year Six (Spring)- Polar Regions Year Six (Autumn)- North America	Year One (Autumn &Summer), Year Two (Autumn, Spring & Summer), Year Three (Autumn, Spring & Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn, Spring and Summer), Year Six (Autumn, Spring and Summer)- Human and Physical Features. Year One (Autumn & Summer), Year Two (Autumn, Spring and Summer), Year Three (Autumn, Spring and Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn Spring and Summer), Year Six (Autumn, Spring and Summer) Mapping Skills. Year One Autumn- Seasons (Identify appropriate clothing/activities for summer) Year One (Autumn, Spring & Summer), Year Two (Summer), Year Four (Summer),Year Five (Spring) – Climate and Weather Patterns. Year One Summer- History (how the seaside has change). Year One Spring- (Compass directions) Year One Spring- Computing (Directional language- Bee Bots) Year Two (Autumn), Three (Autumn), Four (Autumn), Five (Spring), Six (Summer)- (The UK and Local Area). Year Four (Summer)/Five (Autumn) - History 'The Railway' an event that changed the world.
Curriculum Driver Links			
		Adventurers & Explorers- Exploring climates different to our own.	
Vocabulary	Seasons, months, Spring, Summer, Autumn, Winter, weather, hot, cold, Arctic, equator, North Pole, South Pole.	Europe, Asia, Australia, Africa, North America, South America, Antarctica, map, location, human characteristics, physical characteristics, continent, ocean.	Visit, locate, resort, holiday, coast, national, international, near, far, village, town, city, countryside, urban, rural, human, physical, tourists, local area.

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Year Two

	Autumn	Spring	Summer
Component Knowledge	**Where do I live?** ***On completion of the unit pupils will know…*** That the world is split into seven land masses called continents. • There are oceans between the continents. • I know the difference between a continent and a country. • The four countries of the UK. • The four capital cities of the UK and match them to their country. • How to identify and describe some of the physical features of the UK, such as mountains, hills and lakes. • What a settlements is. • The basic differences between a village, town and city. Where the United Kingdom is on a world map. • The four countries of the UK on a map. • Where the capital cities of the UK are on a map. • The local area, identifying basic human and physical features. • How to explore a map of the local area and identify basic features, such as roads and rivers	**What is life like in the Artic?** ***On completion of the unit pupils will know…*** • Names of the countries in the Arctic Circle. • Similarities and differences in the human and physical features London, UK and Sisimiut, Greenland. • How to use photos to identify geographical features of towns in the Arctic Circle. • What the weather is like in the Arctic. • The seasons in the Arctic are different to the seasons we have. • That winter lasts longer in the Arctic than in other parts of the world. • Arctic summer and winter are different. • The physical features of the Arctic, including glaciers, sea ice and icebergs. • Some animals that have adapted to live in the Arctic environment. • The human features of cities in the Arctic Circle. • Inuits are native people of the Arctic Circle. • Some features of the Inuit way of life. • Where the Arctic Circle on a world map and a globe. • The countries of the Arctic Circle on a world map. • Where on a map different Arctic animals live.	**How can we become skilled map makers?** ***On completion of the unit pupils will know…*** • There are lots of different types of maps and that they can be used for different purposes. • How to use simple compass directions and directional language to move around a map. • How to use aerial photographs and perspectives to recognise landmarks. • How to create an aerial view of our classroom. • Maps use keys to help identify features. • How to use a map of our local area to identify features. • How to use fieldwork and observational skills to study school and its surroundings. • How to draw a map of my school, including a key. • How to use Google maps to explore my school and local area. • How to follow a map plan to make a 3D map.

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Topic Enquiry Question: **Lesson Key Questions:**	TQ: **Where do I Live?** 1. KQ: Can you name the seven continents, five ocean and locate the UK on a world maps? 2. KQ: Can you identify the countries and capital cities of the UK? 3. KQ: Can you identify the human and physical features of the countries of the UK? 4. KQ: Can you identify the difference between towns and cities, locate Manchester on a map and describe what it is like? 5. KQ: Can you describe where you live including your address?	TQ: **What is life like in the Artic?** 1. KQ: Where is the Arctic Circle and what are the countries within it? 2. KQ: How does the climate in the Arctic change over the different seasons? 3. What are the physical features of the Arctic? 4. Which animals live in the Arctic, how do they survive and locate where are they found? 5. What are the locations and physical features of cities in the Arctic Circle? 6. Can you compare the physical features, human features and weather patterns of a town in Greenland and a city in the UK?	TQ: **How can we become skilled Map Makers?** 1. KQ: What are the four compass points and can you use to navigate a map? 2. KQ-What is an aerial view and can you use to draw a familiar room? 3. KQ-Can you read keys and symbols on a map then use field work to study and record the geography of own school and surroundings? 4. KQ-Can you draw a simple map of your school and the surroundings including symbols and a key? 5. KQ-Can you design a town map with human features? 6. KQ-Can you create a 3D Map?
NC Geography Links	• To understand geographical similarities and differences through studying the human and physical geography in the context of the UK. • To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. • To 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 in the context of comparing Brasilia with London.	• 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. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 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	• 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. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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
Cross curricular Links	History- Transport	Science- Animals and Living Things. Science- Seasonal Changes. English- Year Three (Winter's Chill)	Science- Animals and Living Things. Science- Seasonal Changes. English- Year Three (Winter's Chill)

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Revisit and review opportunities	**Year One (Autumn &Summer), Year Two (Autumn, Spring & Summer), Year Three (Autumn, Spring & Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn, Spring and Summer), Year Six (Autumn, Spring and Summer)- Human and Physical Features.** **Year One (Autumn & Summer), Year Two (Autumn, Spring and Summer), Year Three (Autumn, Spring and Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn Spring and Summer), Year Six (Autumn, Spring and Summer) Mapping Skills.** **Year One- The Wright Brothers (Birds-eye view from aeroplane).** **Year One (Summer), Two(Autumn), Three (Autumn), Four (Autumn), Six (Summer)– The UK** **Year Four-South America (Rainforests).**	**Year One (Autumn &Summer), Year Two (Autumn, Spring & Summer), Year Three (Autumn, Spring & Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn, Spring and Summer), Year Six (Autumn, Spring and Summer)- Human and Physical Features.** **Year One (Autumn & Summer), Year Two (Autumn, Spring and Summer), Year Three (Autumn, Spring and Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn Spring and Summer), Year Six (Autumn, Spring and Summer) Mapping Skills.** **Year Two (Autumn), Year Three (Autumn)- London** **Year Two (Spring) Year Six (Spring)- Polar regions.**	**Year One (Autumn &Summer), Year Two (Autumn, Spring & Summer), Year Three (Autumn, Spring & Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn, Spring and Summer), Year Six (Autumn, Spring and Summer)- Human and Physical Features.** **Year One (Autumn & Summer), Year Two (Autumn, Spring and Summer), Year Three (Autumn, Spring and Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn Spring and Summer), Year Six (Autumn, Spring and Summer) Mapping Skills.** **Year Two (Autumn), Year Three (Autumn)- London** **Year Two (Spring) Year Six (Spring)- Polar regions.**
Curriculum Driver Links	 Aspirational Learners – Can they recap everything they have learnt	 Global Citizens- climate Aspirational Learners – Can they recap everything they have learnt	 Global Citizens – map to discover the world
Vocabulary	Town, countryside, countries, United Kingdom, Brasilia, London, birds-eye-view, capital.	Arctic Circle, countries, climate, continent, physical features, habitat, animals, cities, Sisimutit, London.	Arctic Circle, countries, climate, continent, physical features, habitat, animals, cities, Sisimutit, London.

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Year Three

	Autumn	Spring	Summer
Component Knowledge	**What is a rainforest?** ***On completion of the unit pupils will know…*** • What the equator, Tropic of Cancer and Tropic of Capricorn are, and can place them on a world map. • Continents and countries that have areas of rainforest. • What a rainforest is. • Areas of rainforest on a world map. • The climate in rainforests is hot and humid, and that this climate is ideal for plant growth. • The four layers of the rainforest and name some animals that live in each layer. • What the water cycle is. • The basic steps of the water cycle using appropriate vocabulary. • Why rain falls more often in rainforests than in other parts of the world. • How to use line graphs and bar charts to explore the climate of rainforests. • Lots of native tribes live in rainforests and that their way of life has remained unchanged for hundreds of years. • How to compare daily life for people living in rainforest tribes with that of people living in modern society. • What deforestation is and why it is happening. • The impact deforestation has on local wildlife and the environment. • Ways in which steps are being taken to protect rainforests from deforestation. How to use a world map to find out the names of some countries that have rainforests in them.	**What do you know about our European neighbours?** ***On completion of the unit pupils will know…*** • Name different countries in Europe. • Name the seas and oceans surrounding Europe. • Compare the human and physical geography of London and Paris. • Ask and answer questions to help me compare and contrast London and Paris. Identify European countries based on human features, such as language, flag and currency. • Identify the capital cities of Europe. • Compare two European capital cities according to their human and physical features. • Use independent research to explore the human and physical features of a particular European country. • Locate the countries of Europe, including Russia, on a map of Europe. • Locate the countries of Europe, including Russia, on a map of Europe.	**What do you know about India?** ***On completion of the unit pupils will know…*** • India is a country in Asia. • New Delhi is the capital of India. • India is in the Northern Hemisphere. Similarities and differences in the human and physical geography of the UK and India. India is one of the most populated countries in the world. • India has areas of highland, humid sub-tropical, semi-arid, arid, tropical wet and dry, and topical wet climates, and explain what each of these climates is like. • What a monsoon is. • How a mountain is formed. • There are are five different types of mountain formations. • The major mountain ranges in India, and explore facts about each one. • The Ganges River and Narmada River are two of the major rivers in India. • Some of the features of the Ganges and Narmada rivers. • The human and physical features of New Delhi, Kolkata and Mumbai. • Some features of Indian culture and how this has influenced the wider world • Where to locate India on a world map. • How to use a climate map with a key to identify different climates in India. • Where to locate the cities of New Delhi, Kolkata and Mumbai on a map of India.

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	• Sort countries into those that do and those that don't have areas of rainforest.		• How to use the street view function on Google maps to explore the human and physical features of cities in India. • How to use population density maps to compare the populations of India and the UK.
Topic Enquiry Question: **Lesson Key Questions:**	TQ: **What is a rainforest?** 1. KQ: Where are rainforests in the world? 2. KQ: What is a rainforest like and what are the layers of vegetation? 3. KQ: What is the climate in tropical rainforests? 4. KQ: How are the people and settlements of the rainforest different to Western lifestyles? 5. KQ: How are rainforests under threat and how can we save them?	TQ: **What do you know about our European neighbours?** 1. KQ: Can you locate Europe on a world map and describe some geographical features? 2. KQ: Can you identify and locate countries in Europe? 3. KQ: Can you identify European countries according to their human features? 4. KQ: Can you identify the major capital cities of Europe? 5. KQ: Can you compare two European capital cities? 6. Can you describe the human and physical features of a European city?	TQ: **What do you know about India?** 1. KQ: Can you find facts about India and locate where it is in the world? 2. KQ: Can you find how mountains are formed, the different types and features? 3. KQ: Can you name the major rivers in India, uses and features? 4. KQ: Can you describe the human and physical features of cities in India? 5. KQ: What is India's culture and its influence on other countries? 6. KQ: Can you compare human and physical features of India and the UK?
NC Geography Links	• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• To describe and understand key aspects of human geography including land use in the context of using sketch maps. • To 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 in the context of drawing a sketch map, map, thinking about agriculture and thinking about urban and rural areas.	• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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Cross curricular Links	English- Year Four (Where the Forest Meets the Sea) History – The Ancient Maya PSHE Y6- Fairtrade Maths line graphs	Maths- Measuring (Trundle Wheels) Science- Plants and farming. History- Use of land by Iron age, Stone Age and Bronze Age. First settlers.	Science- Plants and Animals in volcanic areas. History- Mount Vesuvius/Pompeii English- Year Four, Escape From Pompeii
Revisit and review opportunities	**Year One (Autumn &Summer), Year Two (Autumn, Spring & Summer), Year Three (Autumn, Spring & Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn, Spring and Summer), Year Six (Autumn, Spring and Summer)- Human and Physical Features.** **Year Four (Summer English)-Where the forest meets the sea & 100 facts Rainforests by Miles Kelly. Rainforests** **Year One (Autumn & Summer), Year Two (Autumn, Spring and Summer), Year Three (Autumn, Spring and Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn Spring and Summer), Year Six (Autumn, Spring and Summer) Mapping Skills.**	**Year One (Autumn &Summer), Year Two (Autumn, Spring & Summer), Year Three (Autumn, Spring & Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn, Spring and Summer), Year Six (Autumn, Spring and Summer)- Human and Physical Features.** **Year Four (Autumn & Summer), Year Six (Autumn)- Land Use and Settlement.** **Year One (Autumn & Summer), Year Two (Autumn, Spring and Summer), Year Three (Autumn, Spring and Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn Spring and Summer), Year Six (Autumn, Spring and Summer) Mapping Skills.**	**Year One (Autumn &Summer), Year Two (Autumn, Spring & Summer), Year Three (Autumn, Spring & Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn, Spring and Summer), Year Six (Autumn, Spring and Summer)- Human and Physical Features.** **Year Three (Spring One English)- Escape from Pompeii** Year Five (Autumn)- Extreme Earth Year Six (Spring)- Evolution and Inheritance (Galapagos Regions). **Year One (Autumn & Summer), Year Two (Autumn, Spring and Summer), Year Three (Autumn, Spring and Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn Spring and Summer), Year Six (Autumn, Spring and Summer) Mapping Skills.**
Curriculum Driver Links			
	Global citizens – How can we save rainforests? Global citizens- Compare our lives to indigenous tribes.	Global Citizens – how land is used Healthy Advocates –what is grown	Global Citizens- Renewable energy sources (Geothermic Energy)
Vocabulary	Equator, Tropic of Capricorn, Tropic of Cancer, coastal, inland, emergent, canopy, sustainable, deforestation, conservation	Sketch map, aerial view, feature, annotation, landmark, distance	Mantle, eruption, active, dormant, magma, extinct,t pumice, volcano, crust, lava, core, ash

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Year Four

	Autumn	Spring	Summer
Component Knowledge	What do you know about volcanoes? ***On completion of the unit pupils will know…*** The equator separates the Northern and Southern Hemispheres. • The capital of Hawaii is Honolulu. • Similarities and differences between England and Hawaii (a non-volcanic and volcanic area). • What a volcano is. • Facts, such as the height and age of some of the world's most famous volcanoes. • Why a volcano erupts. • That ash, gas, lava and rocks are released when a volcano erupts. • How a volcano eruption affects the local people and environment. •The strategies put in place to help people survive when they are near a volcano eruption. • The difference between a composite, shield and dome volcano. • The different between a dormant, active and extinct volcano. • What tectonic plates are. • Most world's volcanoes are found at the boundaries of tectonic plates. • The 'ring' of fire' is an area around the Pacific Ocean where most of the world's earthquakes and volcanoes occur. • Minerals, fertile soil, geothermal energy and tourism are some of the reasons why people choose to live near volcanoes. • Identify some of the animals and plants that live in volcanic areas.	What do you know about the countries of the world? ***On completion of the unit pupils will know…*** • The seven continents of the world independently. • The seven continents by size, number of countries and population. • Different countries in each continent. • Some major capital cities of the world. • The North and South Poles are. Two different countries and state their similarities and differences. Places have different climate zones depending on where they are located, such as desert, arctic and tropical. • What the climate zones of the world are like. • Key physical features of the seven continents, including the tallest mountain and longest river in each. • The difference between human and physical geography. • A variety of sources to find out about the physical and human geography of a particular country. The seven continents on a world map. • Countries in a particular continent on a world map. • How to use given clues to help me locate a country on a world map. • How to use an atlas and the internet to find where countries are located in the world. • How to use a climate zone map to identify what a country's climate is like. • Capital cities of the world on a map.	How do different people in the world earning a living? ***On completion of the unit pupils will know…*** • The UK's industries are dependent on geographical areas. The concept of trade links. • The concept of an economy. • A variety of jobs that belong to different sectors. • What some of the UK's top industries are. • How climate and landscape help determine a country's industries. • How unemployment affects people in the UK and around the world. • How child labour around the world affects the economy. How to use a map of the UK to identify where different industries are more prevalent. • Annotate a world map to show different industries in different countries.

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	• Some of the human and physical features of Hawaii, a volcanic area. • How to carry out research about a particular volcano • How to locate volcanoes on a world map. • How to use a key to label the world's tectonic plates on a map. • Countries and continents that sit on different tectonic plates.		
Topic Enquiry Question: **Lesson Key Questions:**	TQ: What do you know about volcanoes? 1. KQ: What do you know about volcanos? 2. KQ: How and why does a volcano erupt? 3. KQ: What are the features and types of volcano and how are they formed? 4. KQ: What causes the Ring of Fire? 5. KQ: Who and what lives near a volcano? 6. KQ: What are the differences between a volcanic and a non-volcanic area? 7. What have you learnt about volcanoes? Can you research and present information about a chosen volcanoe?	TQ: What do you know about the countries of the world? 1. Can you name and locate the 7 continents of the world? 2. Can you locate countries on a world map? 3. What are the key physical features of each continent? 4. Can you locate the major capital cities of the world and find information about them? 5. Can you find and identify human and physical features of a country? 6. Can you compare human and physical features of different countries?	TQ: How do different people in the world earning a living? 1. Can you identify different jobs and explain why it is important to work? 2. Can you group jobs into sectors? 3. What industries do we have in the UK? 4. How do people earn a living in other parts of the world? 5. What is unemployment and how can it effect you? 6. Why do children in other parts of the world have to work?
NC Geography Links	• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities KS2 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) KS2 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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Cross curricular Links	Science- Plants and Animals in volcanic areas. History- Mount Vesuvius/Pompeii English- Year Four, Escape From Pompeii	ICT- online mapping Maths –temperature and line graphs Science – seasons and hours of daylight (year 1) English – descriptive writing, persuasive writing Art – sketching, painting History- Vikings and Anglo-Saxons	English- Year Four (Where the Forest Meets the Sea) History – The Ancient Maya PSHE Y6- Fairtrade
Revisit and review opportunities	**Year One (Autumn &Summer), Year Two (Autumn, Spring & Summer), Year Three (Autumn, Spring & Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn, Spring and Summer), Year Six (Autumn, Spring and Summer)- Human and Physical Features.** **Year Three (Spring One English)- Escape from Pompeii** Year Five (Autumn)- Extreme Earth Year Six (Spring)- Evolution and Inheritance (Galapagos Regions). **Year One (Autumn & Summer), Year Two (Autumn, Spring and Summer), Year Three (Autumn, Spring and Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn Spring and Summer), Year Six (Autumn, Spring and Summer) Mapping Skills.**	**Year One (Autumn &Summer), Year Two (Autumn, Spring & Summer), Year Three (Autumn, Spring & Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn, Spring and Summer), Year Six (Autumn, Spring and Summer)- Human and Physical Features.** **Year One (Autumn & Summer), Year Two (Autumn, Spring and Summer), Year Three (Autumn, Spring and Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn Spring and Summer), Year Six (Autumn, Spring and Summer) Mapping Skills.** **Year Three (Spring), Year Six (Autumn and Summer)- Land Use and Settlement.**	**Year One (Autumn &Summer), Year Two (Autumn, Spring & Summer), Year Three (Autumn, Spring & Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn, Spring and Summer), Year Six (Autumn, Spring and Summer)- Human and Physical Features.** **Year Four (Summer English)-Where the forest meets the sea & 100 facts Rainforests by Miles Kelly. Rainforests** **Year One (Autumn & Summer), Year Two (Autumn, Spring and Summer), Year Three (Autumn, Spring and Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn Spring and Summer), Year Six (Autumn, Spring and Summer) Mapping Skills.**
Curriculum Driver Links			
	Global Citizens- Renewable energy sources (Geothermic Energy)	Global Citizens – know capital cities Adventurers and Explorers- national activities Aspirational Learners – identify key questions Clear communicators - persuade people to visit an area	Global citizens – How can we save rainforests? Global citizens- Compare our lives to indigenous tribes.

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Vocabulary	Mantle, eruption, active, dormant, magma, extinct, pumice, volcano, crust, lava, core, ash	Scandinavia, Oslo, Copenhagen, Stockholm, Nordic Cross, Baltic, Norwegian Sea, North Sea, Northern Lights, Vikings, polar night, midnight sun, old Norse	Equator, Tropic of Capricorn, Tropic of Cancer, coastal, inland, emergent, canopy, sustainable, deforestation, conservation

Year Five

	Autumn	**Spring**	**Summer**
Component Knowledge	**What the Grand Canyon is like?** ***On completion of the unit pupils will know…*** • The Grand Canyon is located in the USA, North America. • The USA is made up of 50 states. • The Grand Canyon is in the state of Arizona. • What lines of longitude and latitude are. • What the Colorado Plateau is and can describe some of its features. • The Grand Canyon was formed by the movement of tectonic plates, as well as erosion by river, ice and rain. • How the Grand Canyon was formed. • The environment is very different at the top of the Grand Canyon to the bottom. • What a biome is.	**Why is Water so important around the world?** ***On completion of the unit pupils will know…*** • How to compare and contrast water availability and usage in the UK and Kenya. The Earth's bodies of water, including seas, oceans, lakes, reservoirs, bays, gulfs, straits, glaciers and fjords. • Some of the Earth's bodies of water have salt water and some have fresh water. • The water cycle using appropriate vocabulary, including precipitation, infiltration, evaporation, transpiration, condensation and transportation. • Why the water cycle is important for our planet. • How to draw and label a diagram of the water cycle. • Some of the ways in which people need water every day to live. • Water is pumped into a water treatment plant, then pumped into houses for the water we use every day. • The six steps in the water treatment process.	**What extreme weather do we have on Earth?** ***On completion of the unit pupils will know…*** Where some places of extreme temperature are located. • The first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs. • How to use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them. • What a drought is and some of the causes and effects. • Why some areas get more rain than others in relation to the water cycle. • Some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards.

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	• How to use data to explore the differences in biomes at the rim and the canyon of the Grand Canyon. • What a desert scrub biome is and explore some of its features. • Some of the animals and plants that live in the desert scrub biome of the Grand Canyon. • The pros and cons of tourism at the Grand Canyon. • That native American tribes have lived around the Grand Canyon for hundreds of years. • Some of the features of the way of life of the traditional Havasupai tribe. • How the Havasupai tribe earn a living from their reservation using tourism from the Grand Canyon. • That a National Park is an area that is looked after by the American government. • Why it is important to look after and protect the Grand Canyon.	• What the term 'water conservation' means and why this is important. • Kenya is a water-scarce country. • What hydropower is and how it can be used to contribute to a sustainable future. • The positive and negative aspects of using hydropower. • How to carry out research into a particular hydroelectric dam around the world. • How to use a water quality map and an atlas to identify countries in the world where everyone has access to clean water, most people have access to clean water and most people do not have access to clean water. • Local bodies of water on a map. •How to use fieldwork to observe, measure, record and present information about a local body of water.	• The effects of extreme weather phenomena on the environment and people affected. • How to use plate tectonics to describe what earthquakes are and why they happen. • What the Richter scale is. • The effects of earthquakes on the environment and people affected. • Tsunamis occur when there are earthquakes on the ocean floor. • What happens when a volcano erupts.
Topic Enquiry Question: **Lesson Key Questions:**	TQ: **What the Grand Canyon is like?** 1. KQ: Can you locate the Grand Canyon and identify key features? 2. KQ: How was the Grand Canyon formed? 3. KQ: What are the different biomes and climate conditions in the Grand Canyon? 4. KQ: What have you found out about the different biomes in the Grand Canyon? 5. KQ: How is the Grand Canyon used by humans and how has it changed it? **6.** KQ: What types of settlement and land use are there around the Grand Canyon? **7.** What are the human and physical features of the Grand Canyon?	TQ: **Why is Water so important around the world?** 1. KQ: What are the different bodies of water on our planet and where are they found? 2. KQ: Why is the water cycle important? 3. KQ: Why do we need water and how do we use it ? 4. KQ: What is the difference in water ability and usage in the UK and Kenya? 5. KQ: How can water be used to contribute to a sustainable future? 6. KQ: Can you observe and record information about the Bridgewater Canal.	**TQ: What extreme weather do we have on Earth?** 1. KQ: What are the different climates and areas of extreme temperature on Earth? 2. KQ: What is the water cycle and how does it affect rainfall? 3. KQ: What extreme weather conditions do we have across the world? 4. KQ: How are earthquakes and what causes them? 5. KQ: What are tsunamis and how are they caused? 6. KQ: How are volcanoes formed and what happens when they erupt?
NC Geography Links	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

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	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	the distribution of natural resources including energy, food, minerals and water KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied KS2 - 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	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Cross curricular Links	**Science- Space** **Science- Water Cycle, seasons and rainfall** **History- Volcanoes Y3** **English- y4 Escape from Pompeii** **Maths data**	English descriptive writing Water World: Computing – digital mapping Art – sketching Science – observing and recording tests Maths – Pie charts Science- climate and rainfall Science- Space and Earth y5	**Science- Space** **Science- Water Cycle, seasons and rainfall** **History- Volcanoes Y3** **English- y4 Escape from Pompeii** **Maths- data**
Revisit and review opportunities	**Year One (Autumn &Summer), Year Two (Autumn, Spring & Summer), Year Three (Autumn, Spring & Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn, Spring and Summer), Year Six (Autumn, Spring and Summer)- Human and Physical Features.** **Year One (Autumn & Summer), Year Two (Autumn, Spring and Summer), Year Three (Autumn, Spring and Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn Spring and Summer), Year Six (Autumn, Spring and Summer) Mapping Skills.**	**Year One (Autumn &Summer), Year Two (Autumn, Spring & Summer), Year Three (Autumn, Spring & Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn, Spring and Summer), Year Six (Autumn, Spring and Summer)- Human and Physical Features.** **Year One (Autumn & Summer), Year Two (Autumn, Spring and Summer), Year Three (Autumn, Spring and Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn Spring and Summer), Year Six (Autumn, Spring and Summer) Mapping Skills.**	**Year One (Autumn &Summer), Year Two (Autumn, Spring & Summer), Year Three (Autumn, Spring & Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn, Spring and Summer), Year Six (Autumn, Spring and Summer)- Human and Physical Features.** **Year One (Autumn & Summer), Year Two (Autumn, Spring and Summer), Year Three (Autumn, Spring and Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn Spring and Summer), Year Six (Autumn, Spring and Summer) Mapping Skills.**
Curriculum Driver Links			
	Global Citizens – preventing disasters Clear Communicators – describing differences	Global Citizens- Sustainability, land use, water conservation, water safety Clear Communicators – explain in own words pros and cons	Global Citizens – preventing disasters Clear Communicators – describing differences
Vocabulary	Crust, mantle, core, magma, tectonic plate, volcano, eruption, active, dormant, tsunami, tornado, drought, earthquake, flood.	Ocean, rivers, bays, gulf, glaciers, salt water, fresh water, water cycle, evaporation, condensation, conservation, hydroelectricity	Crust, mantle, core, magma, tectonic plate, volcano, eruption, active, dormant, tsunami, tornado, drought, earthquake, flood.

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Year Six-

	Autumn	Spring	Summer
Component Knowledge	**What is our local area like?** ***On completion of the unit pupils will know…*** • There are lots of different types of settlements, that they all have different purposes and that these purposes can change over time. • Settlements can be split into different zones, including commercial, residential, industrial, educational, forests, parks and commons. The difference between high-order and low-order services in a settlement. • Which products are exported from the UK, their value, their share of UK exports and the main importer countries. • Many of the natural resources that are found in the UK. • UK commodities that are made or produced in my local area. • Land use around my school, explaining how I feel about different areas and what I would change. • How to compare local climate data with climate data for other parts of the UK. • How different winds can affect the climate of different parts of the UK • How to use fieldwork to observe where some of the UK's natural resources can be found. • How to use fieldwork to identify different examples of land use in my local area. • How to use fieldwork to take photos and make notes about my local area, then use this information to make a corresponding map or model. • Use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me.	**What is it like to live in South America?** ***On completion of the unit pupils will know…*** • The countries of South America. • How to use an understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in South America might be like. • How to use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America. • How to compare and contrast the human and physical features of Brazil and the UK. • The different climate zones of South America. • The Andes are the major mountain range of South America. • How to use plate tectonics to describe how mountains are formed. • What a volcano is and how they are formed. • The differences between the three types of volcanos. • How humans use the Andes for things like natural resources, hydroelectric dams and tourism. • How to compare and contrast aspects of the human geography of South America, such as population, life expectancy, language, religions and currency. • The main industries of South America are agriculture and timber. • Some key industries in different South American countries. • How to use independent research to find out key details of the human and physical geography of a particular South American country The countries of South America on a map. • How to use political maps and climate maps to identify the climate zones of South America. • How to use a topographical map to locate the mountain ranges of South America.	**What do we see when exploring Scandinavia?** ***On completion of the unit pupils will know…*** That Scandinavia is made up of the countries Norway, Sweden and Denmark How to use graphs to compare the climates of London, Copenhagen and Umeå. • How to compare and contrast the human and physical geography of an area in the UK and an area in Scandinavia. How to use photographs to describe what the landscape of Scandinavia is like. • What the weather and climate in Scandinavia might be like based on its location in the world. • That Scandinavia has areas of marine west coast, humid continental, subarctic and tundra climates. • The features of the different climate zones in Scandinavia. • How to use line graphs and bar charts to explore the climate of different cities in Scandinavia. • Some of the physical features of Norway, including glaciers, waterfalls, fjords and mountains. • The physical geography of Norway, Sweden and Denmark is very different, and can describe some of these differences. • The human geography of Scandinavia, including language, currency, population, food, religion, culture, government and economy • Where to locate Scandinavia's countries and major cities on a map. • How to use a climate map to identify areas of different climates in Scandinavia.

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	• How to use fieldwork to gather information about the vegetation and wildlife of a local river. • How to use fieldwork to gather weather data about my local area. • How to use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain. • How to use a topographical map to identify the major mountain ranges of the UK.	• How to use a map of plate tectonics to identify the location of the Andes. • How to create a colour key on a map of South America to denote key industries.	
Topic Enquiry Question: **Lesson Key Questions:**	TQ: **What is our local area like?** 1. KQ: What is the economic activity in our local area? 2. KQ: What is the land use in our local area? 3. KQ: How has the use of our local area changed? 4. KQ: What is the temperature and how much rain falls in my local area? 5. KQ: What do you know about the local River? (River Mersey - Flixton Bridge) 6. KQ: What is the physical geography of the local areal?	TQ: **What is it like to live in South America?** 1. KQ: Can you name, identify some features and locate the countries of South America? 2. KQ: What are the different climate zones in South America? 3. KQ: Can you find different facts about the major mountain range of South America? 4. What is the human features of South America? 5. What dose South America export and what are the strongest industries? 6. Can you use a variety of sources to research a South American country? 7. Can you compare a region in South America to the UK?	TQ: **What do we see when exploring Scandinavia?** 1. KQ: Can you locate Scandinavia's countries and major cities on a world map? 2. KQ: What is the climate like in Scandinavia? 3. KQ: What are the physical features of Scandinavia? 4. KQ: What are the human features of Scandinavia? 5. KQ: How is the UK similar to and different from an area in Scandinavia? 6. KQ: Can you plan a tourist visit to a Scandinavian destination?

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NC Geography Links	- - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - 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 - 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	- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities KS2 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) KS2 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Cross curricular Links	History- Britain post WW2. Science- Climate + rainfall History- land use y3	Science- animals and living things	ICT- online mapping Maths –temperature and line graphs Science – seasons and hours of daylight (year 1) English – descriptive writing, persuasive writing Art – sketching, painting History- Vikings and Anglo-Saxons
Revisit and review opportunities	**Year One (Autumn &Summer), Year Two (Autumn, Spring & Summer), Year Three (Autumn, Spring & Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn, Spring and Summer), Year Six (Autumn, Spring and Summer)- Human and Physical Features.** **Year One (Autumn & Summer), Year Two (Autumn, Spring and Summer), Year Three (Autumn, Spring and Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn Spring and Summer), Year Six (Autumn, Spring and Summer) Mapping Skills.**	**Year One (Autumn &Summer), Year Two (Autumn, Spring & Summer), Year Three (Autumn, Spring & Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn, Spring and Summer), Year Six (Autumn, Spring and Summer)- Human and Physical Features.** **Year One (Autumn & Summer), Year Two (Autumn, Spring and Summer), Year Three (Autumn, Spring and Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn Spring and Summer), Year Six (Autumn, Spring and Summer) Mapping Skills.** **Rivers** **Year Five (Spring) River Nile** **Year Five(Summer) Water World**	**Year One (Autumn &Summer), Year Two (Autumn, Spring & Summer), Year Three (Autumn, Spring & Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn, Spring and Summer), Year Six (Autumn, Spring and Summer)- Human and Physical Features.** **Year One (Autumn & Summer), Year Two (Autumn, Spring and Summer), Year Three (Autumn, Spring and Summer), Year Four (Autumn, Spring and Summer), Year Five (Autumn Spring and Summer), Year Six (Autumn, Spring and Summer) Mapping Skills.** **Year Three (Spring), Year Six (Autumn and Summer)- Land Use and Settlement.**
Curriculum Driver Links					

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	Adventures and explorers- Exploring the local area	Global Citizens- global warming and impact on polar regions.	Global Citizens – know capital cities Adventurers and Explorers- national activities Aspirational Learners – identify key questions Clear communicators - persuade people to visit an area
Vocabulary	House, shop, factory, temperature, rainfall, River Mersey, height	Polar, Arctic, Antarctica, river, erosion, physical features	Scandinavia, Oslo, Copenhagen, Stockholm, Nordic Cross, Baltic, Norwegian Sea, North Sea, Northern Lights, Vikings, polar night, midnight sun, old Norse