AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR ½ Cycle A					

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Our School ✓ To know and use basic ✓ geographical vocabulary to refer to key physical features of their school. ✓ To know and use basic geographical vocabulary to refer to key human features of their school. To know how to gather geographical information about the school environment. ✓ To know how to record geographical information using sketches and memory maps. ✓ To recognise the features of a map (drawn from above; includes places and things; shows people where to go). ✓ To know a map can show a route. To know and use locational and directional language to describe routes on a map of the school (left, right, past, forwards). ✓ To understand how to follow a route of the school using a simple map. ✓ To know how to make a simple map of a place including a route and features. ✓ To know how to get information from other people using use a shared class survey. ✓ To use their knowledge of features on a map and ask questions to create a shared class survey. ✓ Fieldwork – identifying building, making simple sketches and identifying physical and human features.			**Seasons and Weather** ✓ To know the four seasons and describe their typical seasonal and daily weather. ✓ To know that places near the Equator are hotter and places further from the Equator are colder. ✓ To be able to compare places using the words hot and cold. To know and use words relating to weather to compare the four seasons. ✓ To recognise the equator, the North Pole and the South Pole on a globe. ✓ To use their knowledge of weather patterns to ask geographical questions.	**Tanzania** ✓ To know and use basic geographical vocabulary to refer to key human and physical features of their local area. ✓ To know the world's seven ✓ continents - Africa, Antarctica, Asia, Oceania, Europe, North America, and South America. ✓ To know and use basic geographical vocabulary to refer to key human and physical features of Tanzania. ✓ To identify and sketch physical and human features in their locality. ✓ To know how to add labels to field sketches of their locality. ✓ To know how to use a camera in the field to record what is seen in their locality. ✓ To know and use words relating to working in the field: observe, environment, camera, photograph. ✓ To know and describe what is the same and what is different between animals native to England and Tanzania. ✓ To know and describe what is the same and what is different between weather, plants and crops of England and Tanzania. ✓ To know and describe what is the same and what is different between the landscape of England and Tanzania. ✓ To name some features of their locality using aerial photographs. ✓ To be able to locate England and Tanzania on a simple map. ✓ To use their knowledge of the features of Tanzania to ask geographical questions. ✓	**Kenya** ✓ To understand how drought can affect a place. ✓ To understand how storms can affect a place. ✓ To understand how floods can affect a place. ✓ To understand the importance of clean water. ✓ To know the similarities and differences between native trees that grow in Kenya and the UK.

| | | YEAR 1/2 Cycle B | | | |

London and the UK ✓ To identify and locate the four countries of United Kingdom on a simple map and ✓ To know and locate the capital cities of the United Kingdom. ✓ To know and locate the world's seven continents - Africa, Antarctica, Asia, Oceania, Europe, North ✓ America, and South America.			**Mexico** ✓ To know and use geographical vocabulary to refer to key human features of Mexico, including main landmarks. ✓ To know and use geographical vocabulary to refer to key physical features of Mexico.		

✓ To know and locate the world's five oceans - the Pacific Ocean, the Indian Ocean, the Atlantic Ocean, the Arctic Ocean and the Southern Ocean. ✓ To identify characteristics of the four countries and capital cities of the United Kingdom (for example landmarks). To know the similarities about the geographical features of the four countries of the United Kingdom (for example landmarks). ✓ To know how to use simple compass directions (North, South, East, West) and location and directional language to describe the location of features on a map of London. ✓ To know the difference between a map and a globe. ✓ To know how to use maps and atlases to identify the United Kingdom as well as England, Scotland, Wales and Northern Ireland. ✓ To know how to use aerial photographs and plan perspectives to recognise London landmarks and geographical features. ✓ To use knowledge of a place when asking and			✓ To use knowledge of physical and human features to describe the similarities and differences between their locality and Mexico. To identify Africa, Antarctica, Asia, Oceania, Europe, North America, and South America on globes and in atlases. ✓ To identify the Pacific Ocean, the Indian Ocean, the Atlantic Ocean, the Arctic Ocean and the Southern Ocean on globes and in atlases. To know how to record geographical features using sketches and diagrams. ✓ To know how to devise a simple map of Mexico from a photograph. To know what basic symbols represent in a key. ✓ To use knowledge of a place when asking and responding to questions about Mexico. To use knowledge of a place to explain and justify their own views of Mexico.		

responding to questions about London. ✓ **To use knowledge of a place to explain and justify their own views of London.** ✓ **Fieldwork – identifying building, making simple sketches and identifying physical and human features.**					
			YEAR 3/4 Cycle A		
			Mining Communities ✓ **To know and locate major cities in the United Kingdom.** ✓ **To know the eight points of a compass.** ✓ **To know some of the physical features of mining communities.** ✓ **To understand and describe key aspects of human geography in mining communities, including the purpose of land use and transportation links.**		

			✓ To be able to use different evidence to draw conclusions about how an environment has changed over time.		

			✓ To know that people in a location can have different types of jobs ✓ (construction, retail, manufacturing, commercial). ✓ To recognise residential and transportation land use. ✓ To know how to measure and record human and physical features in mining areas using fieldwork knowledge. ✓ To know how to use digital technology to record evidence in the field (e.g., photographs and voice recordings). ✓ To know how to collect and record evidence using scale drawings and field sketches. ✓ To know how to create a simple scale drawing. ✓ To recognise similarities and differences of geographical features between mining communities in different locations. ✓ To understand how land use patterns around coalfields have changed over time. ✓ To know what an Ordnance Survey maps is and that it is used in the UK. ✓ To know how to use Ordnance Survey maps to build knowledge of a place. ✓ To use maps effectively to locate areas of coalfields and mining communities. ✓ To know how to use maps to investigate local land use patterns over time. ✓ To know how to use geographical sources to identify changes to land use over time. ✓ To know how to use maps and graphs to investigate features of their locality. ✓ To be able to compare past and present maps to devise geographical questions about changes to a location over time.		

YEAR 3/4 Cycle B					
		Greece ✓ To know and locate the countries of Europe. ✓ To identify the Northern Hemisphere, Southern ✓ Hemisphere and the Equator. To know and describe what a biome is.			**North America** ✓ To know and locate some countries in North America. To know the difference between a country and a state. ✓ To understand how the physical and human features
		✓ To understand and describe some of the differences between biomes across the world. ✓ To know the difference between flora and fauna. ✓ To identify and understand the main physical features of Greece. ✓ To know that the physical landscape of a location impacts upon land use. ✓ To know and describe what a vegetation belt is. ✓ To know that climate, elevation, soil and drainage determine where vegetation grows. ✓ To understand the difference between agricultural, residential, recreational, transportation and commercial land use. ✓ To understand that land use differs in rural and urban locations. ✓ To know what a settlement is. ✓ To use knowledge of past and present evidence to formulate conclusions about why a country has changed over time. ✓ To know the differences and similarities between the flora and fauna of Greece and England. ✓ To know the differences and ✓ similarities in types of land use in Greece and England. ✓ To know how settlements and land use in Greece have changed over time. ✓ To know how to use maps and ✓ atlases to locate the countries of Europe. ✓ now how to use four-figure grid references. ✓ To know what a topographic map is.			✓ of a location leads to differences in population. To know that changing a landscape can be positive and negative. ✓ To identify and compare the physical features of different locations in North America. To identify and compare some human features of different locations in North America. To use maps and atlases effectively to locate the countries of North America To know how to use a range of geographical sources to identify the features of some of the countries in North America. ✓ To identify physical and human features of differently populated areas by selecting appropriate maps from an atlas.

		✓ **To know how to collect and record evidence using colourcoded maps.** ✓ **To be able to select appropriate maps from an atlas that show the physical features of vegetation belts in Greece.** ✓ **To know that digital maps provide up-to-date data.** ✓ **To understand how to use a range of geographical sources to ask and reflect on questions in relation to human and physical features of Greece and England.**			

		Rivers & the Water Cycle ✓ **To understand the water cycle.** ✓ **To know the key features of a river.** ✓ **To know that rivers are used for hydroelectricity, leisure and transportation.** ✓ **To interpret photographs, graphs and personal views to investigate how rivers are used.**			
YEAR 5/6 Cycle A					

Place & Time ✓ To know and locate the countries of Europe, including their capital cities. ✓ To identify the position 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. ✓ To know how to use maps and atlases to locate the capital cities of European countries.	✓ **Volcanoes, Earthquakes and** ✓ **Natural Disasters** ✓ To know the main physical features of mountains. ✓ To know that mountains are part of the Earth's crust. ✓ To know how and why earthquakes happen. ✓ To recognise that earthquakes can have a positive and negative impact. ✓ To know that the Richter scale is used to measure the magnitude of earthquakes. ✓ To identify and understand the main physical features of volcanoes. ✓ To understand how the volcanic eruption in Pompeii changed the geographical landscape. ✓ To know the difference between fold, fault-block and dome mountains. ✓ To use knowledge of earthquakes to compare the impact of different magnitudes on human and physical features. ✓ To understand how natural disasters have changed geographical features in Italy and the United Kingdom over time. ✓ To know how to use a topographic map to recognise and compare land height. ✓ To know how to use six-figure grid references. ✓ To know how to use satellite imagery to analyse the globe and to locate key locations from space. ✓ To know how to draw a sketch map from a high viewpoint. ✓ To know how to collect and record data in a table and a bar chart. ✓ To use knowledge of historical natural disasters and geographical understanding to share ideas and				
	hypothesise about natural disasters. ✓ To use historical and geographical knowledge to hypothesise, with evidence, on changes to Naples over time.				

YEAR 5/6 Cycle B			
✓ **Antarctica** ✓ **To know and locate the world's countries, including Russia and its major cities.** ✓ **To understand the significance of how latitude, longitude, Equator, Northern** **Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian affect time zones, day and night.** ✓ **To understand and describe different climate zones.** ✓ **To identify, describe and understand the physical features of Antarctica, including its biome.** ✓ To understand that the features of Antarctica's biome make it difficult for exploration. ✓ To understand and describe the impact of research stations and human intervention on Antarctica. ✓ **To understand how human intervention has changed the Antarctic biome and landscape.** ✓ **To know and locate countries of the world (including Russia) by selecting and using relevant geographical sources.** ✓ **To identify the biomes and climate of Russia and Antarctica by selecting and using relevant geographical sources.** ✓ To know how to use atlas symbols to make deductions about the elevation, land use and physical features of Antarctica. ✓ To understand why personal views about a location an differ. ✓ To understand the human impact on Antarctica through the analysis of data. To independently select geographical sources to validate a hypothesis about the future of Antarctica.			✓ **South America** ✓ **To know and locate the world's countries focusing on North and South America and their major cities.** ✓ **To identify the biomes and vegetation belts of North and South America.** ✓ **To identify the biomes, climate and elevation of regions of South America.** ✓ **To know the difference between import and export.** ✓ **To know some of the foods exported from South America.** ✓ **To describe and understand trade links and the distribution of natural resources from South America.** ✓ To know what primary, secondary and tertiary processes are in a supply chain. ✓ **To identify the different forms on industry in their locality.** ✓ To identify, describe and understand the physical features of the marine biome. ✓ To know what a mangrove is and where these are located in South America. ✓ To understand and describe human threats to the marine biome. ✓ **To know how to use a range a fieldwork techniques to gain knowledge about local industry.** ✓ **Develop field sketching skills of the locality, complete with annotations of local industry.** ✓ **Carry out a fieldwork survey and present results based on their local industry.** ✓ **To use their knowledge of trade and industry in their locality, the Uk and South America to make comparisons.** ✓ **To locate the countries in North and South America and their major cities by selecting and using maps, atlases, globes or computer mapping.** ✓ **To independently select relevant maps, atlases, globes or computer mapping to follow a line of enquiry.**