

Year 1	Autumn 1 - What makes me special?	Autumn 2 - Does every toy have a story?	Spring 1 – How do people help us?	Spring 2 - Where's home?	Summer 1 - What's new at the zoo?	Summer 2 - What is the opposite of opposite?
Geographical Skills	<b>Geographical skills and fieldwork</b> - To 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 <b>Locational knowledge:</b> - To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.			<b>Geographical skills and fieldwork</b> - To use 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 - To 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 - To 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 - To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment		<b>Locational knowledge:</b> - To name and locate the world's seven continents and five oceans <b>Human and physical geography</b> - To 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
Context	- To learn about England as part of the UK. -Talk about what an atlas is and how to use one.			- To study the local area and create simple maps and plans. Focus on journeys to and from school. Look at the features seen on the way: zebra crossings, etc.		- To compare and contrast locations, e.g. hot/cold and weathers, e.g. rainy/dry.
Notes/guidance Vocabulary	Children to talk about places they've visited in the UK.			Cover road safety. River, house, town, village, farm, office.		Ocean, continent, equator, pole. north, south, east, west. near and far. Left and right.
Writing Outcomes						Skill: captions Context: captions to describe localities. E.g. The North Pole is ..., ... and ...

Year 2	Autumn 1 – Where is the treasure buried?	Autumn 2 – Fire Why did London burn?	Spring 1 – Would you live on an island?	Spring 2 – Is change a good thing?	Summer 1 – How super are our heroes?	Summer 2 – Where will we land?
Geographical Skills	<b>Locational knowledge:</b> - To name and locate the world's seven continents and five oceans <b>Geographical skills and fieldwork</b> - To 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 - To 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 - To 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		<b>Human and physical geography</b> - To 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop			<b>Place knowledge</b> - 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.
Context	- To study continents and oceans from the perspective of pirates: planning routes, etc. Children will also make 'treasure maps', etc.		- To study the Isle of Coll, through 'Katie Morag and the Isle of Struay'. Geographical and human features.			- To compare physical and human geography – UK and Kenya. Revisit continents .
Notes/guidance Vocabulary	Characteristics of the four countries UK. beach, cliff, coast, forest, hill, ocean		city, town, village, factory, farm, house, office, port, harbour, shop.			season, weather, valley, factory, farm, ocean, soil, vegetation
Writing Outcome	Skill: recount Context: ship log with a focus on directions/prepositional language		Covered in English			Skill: comparison Context: compare life as a Masai child to life as we know it (Text: If I were a Masai...)

Year 3	Autumn 1 – What makes a house a home?	Autumn 2 – What are the secrets of the stone age?	Spring 1 – How mighty is metal?	Spring 2 - How did we get here?	Summer 1 – Who wants to jam in the caribbean?	Summer 2 – How does your garden grow?
Geographical Skills	<b>Geographical skills and fieldwork</b> - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - To use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - 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, plans and graphs, and digital technologies		<b>Pupils should be taught to:</b> <b>Locational knowledge</b> - To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features ( <u>mountains</u> )	<b>Geographical skills and fieldwork</b> - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - To use the eight points of a compass, two (EXT: four figure) 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 - 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, plans and graphs, and digital technologies	<b>Place knowledge</b> - To 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	<b>Human and physical geography</b> - To describe and understand key aspects of physical geography, vegetation
Context	- To study the local area. Bramingham farm Dray's ditches, Turnpike lane Icknield way		- To name and locate the highest peaks of the UK: Ben Nevis, Snowdon and Scafell Pike. To complete a mini-study of one.	- To know about modes of local and international travel by land, air and sea. To plot journeys. Look at immigration . How people travelled to Luton.	- To know about the Caribbean and compare physical and human geography (and cultural aspects) with like in the UK.	- To <b>begin</b> to look at the vegetation that grows in various places. E.g. ... grows in ...
Notes/guidance	Children to explore the local area and examine different types of houses. Children to use maps to track route taken.	Visit Chiltern open air museum				Visit Rushmere county park.
Writing Outcome			Skill: report Context: a report about chosen mountain	Skill: narrative poem Context: Michael Rosen's 'The Car Trip'	Covered in English	Skill: script Context: a 'David Attenborough-style' presentation

Year 4	Autumn 1 – Where does it come from?	Autumn 2 – What in in the tomb?	Spring 1 – Why is water wonderful?	Spring 2 - Was Rome built	Summer 1 – How active is our planet?	Summer 2 – Who likes to be beside the sea?
Geographical Skills	<b>Human and physical geography</b> - To describe and understand key aspects of physical geography <b>Geographical skills and fieldwork</b> - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		<b>Human and physical geography</b> - To describe and understand key aspects of physical geography, including: <u>rivers</u> and <u>the water cycle</u> <b>Locational knowledge</b> - To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features ( <u>rivers</u> )	in a day?	<b>Human and physical geography</b> - To describe and understand key aspects of physical geography, including: volcanoes and earthquakes	<b>Pupils should be taught to:</b> <b>Locational knowledge</b> - To 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, <u>coasts</u> and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Context	- These will be covered naturally within the history topics – an in depth geographical study is not needed.		- To study the UK, naming counties and cities, including capital and key cities. Children will also locate major rivers. - To know the parts of a river and different types of river. - To understand the water cycle (covered in English and science).	Countries that the Romans invaded.	- To know about tectonic plates and seismic activity. Focus on Mount Vesuvius.	- To <u>recap</u> counties, cities and mountains and how rivers flow to the sea. - To conduct an in depth geographical study of Clacton on Sea. Children to compare this to Luton.
Notes/guidance						
Writing Outcomes			Skill: labelling and extended captions Context: labels and extended captions to identify and explain parts of and features of rivers (Eg: source, mouth, meander etc)		Skill: explanation Context: explanation of an earthquake. Focus on use of conjunctions.	

Year 5	Autumn 1 – How won the space race?	Autumn 2 – Victorians	Spring 1 – Would you liked to have been an Anglo-Saxon?	Spring 2 - How do we	Summer 1 – Is it fair?	Summer 2 - What will I be?
Geographical Skills	<b>Locational knowledge</b> - To locate the world's countries, using maps to focus on Europe (including the location of Russia) - To 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)	<b>Locational knowledge</b> - To 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		communicate?	<b>Locational knowledge</b> - To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and <u>South America</u> , concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <b>Human and physical geography</b> - To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts	
Context	- To be able to use globes confidently and recognise the Earth from Space. To identify key lines and time zones.	- To <u>recap</u> counties, cities and mountains. To know about different types of land use. To compare the local area today with it 150 years ago in terms of land use and population.	- To <u>recap</u> counties, cities, mountains, rivers and seas. Children to learn about where the Anglo-Saxons landed and settled – The Anglo-Saxon Kingdoms. They will look at why places were chosen and what evidence there is that they were there, e.g. place names.		- To study climate zones, including temperate and tropical rainforest regions. - To complete an in depth study of Brazil: physical and human geography, climate, vegetation and culture.	
Notes/guidance		Use Heritage maps. Look at farm land and how land use has changed.				
Writing Outcomes	Skill: questions Context: write a quiz which they can deliver to a friend about significant world features. Eg: North Pole, Equator, Tropics etc.				Skill: rhyming couplets and syllables Context: write a rap about Fairtrade	Skill: report Context: multi-modal poster about Brazil using ICT (Comic Life)

Year 6	Autumn 1 – What did the Greeks do for us?	Autumn 2 – To be or not	Spring 1 – Friend or Foe?	Spring 2 - How vicious were the Vikings?	Summer 1 - Does money make the world go round?	Summer 2 – What next...?
Geographical Skills	<b>Locational knowledge</b> - To locate the world's countries, using maps to focus on <u>Europe</u> , looking at environmental regions, key physical and human characteristics, countries, and major cities (Belgium) <b>Geographical skills and fieldwork</b> - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - To 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	to be. That is the question?		<b>Locational knowledge</b> - To 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		
Context	- To complete an in depth study of modern day Belgium physical and human geography, climate, vegetation and culture.			- To <u>recap</u> counties, cities, mountains, rivers and seas. Children to learn about where the Viking landed and settled – The Viking Kingdoms. They will look at why places were chosen and what evidence there is that they were there, e.g. place names.		
Notes/guidance	Focus on Bruges					
Writing Outcomes	Skill: Compare and contrast Context: writing a report about Belgium			Covered in history		