

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Geography is taught in opposite terms to History, either in a half term or full term depending on topics.</i>						
Year 1 Topic	Local Area and Recycling		Weather – Hot and Cold Countries		The Seaside	
Mapping	Chn shall make a simple map. e.g classroom.		Know that maps give information on location. Chn shall know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.		Follow a route on a map. Chn shall be taught the Capital city and UK cities, coast towns and surrounding seas.	
Fieldwork	Chn use simple fieldwork and observational skills to study the geography of our school and its grounds. Use vocabulary such near/far and bigger/smaller.		To understand environments that are local (near) and not local (far)		Chn shall observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.	
Enquiry and Skills	Children shall identify the key human and physical features of its surrounding environment. Chn shall explore the issues around litter and waste e.g. damage to the environment.		Chn shall be taught to identify seasonal and daily weather patterns in the United Kingdom Ask simple geography questions which include what and who?		Use maps to talk about everyday life e.g where a landmark is or a journey.	
Use of Technology	Use programmable toys to move around a simple course following simple directions.		Use simple electronic globes and maps.		Add simple labels to a map.	
Vocabulary	Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season, weather. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house and shop.					
Year 2 Topic	Local Environment – Walk around Buckshaw Village				Comparing Buckshaw Village to a Village in Africa	
Mapping	Chn will devise a simple map; and use and construct basic symbols in a key. Use simple compass directions (North, South, East and West) and locational and directional language for example, near and				Locate 7 continents and 5 oceans. Chn to draw on knowledge of north/south pole to understand what the climate is like. Find a given OS symbol on a map. To know and understand the geographical similarities and	

	far; left and right, to describe the location of features and routes on a map.				differences of England and South Africa. To ask more complex questions surrounding where, why, what and who?
Fieldwork	Chn shall walk around our local area, observing and looking for Water, green areas, shops, homes, traffic, road signs. Use locational and directional language to describe features on a route. E.g forwards/back and left/right.				Use aerial photographs and plan perspectives to recognise landmarks and places of significance. 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 country.
Enquiry and Skills	Chn will investigate the key human and physical features of its surrounding environment.				Study pictures/videos/maps of two differing localities, one in the UK and one in a contrasting country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?
Use of Technology	Know maps give information about places in the world. Chn shall use shall use the zoom facility of digital maps and understand that zooming in/out means more/less detail.				Describe and label electronic maps. Complete searches to find a place on a map.
Vocabulary	Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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.				

Lower Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Topic	Egypt				Rainforest + Mapping Topic	
Mapping	<p>Chn shall 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</p> <p>Chn shall use maps and diagrams from a range of publications.</p> <p>Chn shall make a scale drawing of a familiar place.</p>				<p>Make and use map routes.</p> <p>Label maps with a title to show purpose.</p> <p>Chn to follow a map route during their fieldwork.</p>	
Fieldwork	Cross curricular link – Maths – Compass points				<p>Walk in the local area to observe and locate plants in the area.</p> <p>Observe and record human and physical features.</p>	
Enquiry and Skills	<p>Use the index and contents page of an atlas.</p> <p>Express their personal opinion about what they like or dislike about a specific geographical feature or situation. E.g trade link, economic activity or settlement.</p>				<p>Understand geographical similarities and differences through the study of human and physical geography of a taught location.</p> <p>Chn shall be taught about biomes and their importance in the rainforest.</p> <p style="text-align: center;">Water Cycle – Science link</p>	
Use of Technology	Use the zoom facility on digital maps to locate places of different scales.				Use spreadsheets and tables to collect and display geographical data – Rainfall in Manchester and Brazil	
<p>KS2 Vocabulary:</p> <p>atlas, position, latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic, Antarctic, Greenwich Meridian, time zone, hills, mountains, coasts, rivers, climate, biomes, volcanoes, water cycle, settlement, land use, economy, trade, industry, energy, grid reference, erosion, deposition, transportation, temperature, population, meander, floodplain, location, transport, tundra, desert, sustainability, contour, height, valley, headland, pollution, fair trade</p>						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Topic	Mountains and Volcanoes	Lake District				Rivers
Mapping	<p>Chn will use a range of maps, including digital, to locate and investigate mountains.</p> <p>Chn must understand how mountains are formed and start to explain it using iMovie. Chn will use an Atlas to identify the main Mountain ranges of the world.</p>	<p>Chn will learn 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</p>				<p>Chn shall use maps, atlases, globes and digital/computer mapping to locate rivers and describe features studied.</p> <p>Chn will learn to locate the world's countries. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>Chn will follow the route of a river, using the correct geographical language to describe its journey.</p> <p>Chn will use maps at more than one scale.</p>
Fieldwork		<p>Make links between features of observed in photographs between environments to those on maps and aerial photographs.</p>				<p>The Journey of Buckshaw Brook.</p> <p>Chn shall observe the human and physical features in our local area. Chn shall visit Buckshaw Brook to consolidate their learning on rivers.</p>
Enquiry and Skills	<p>Chn shall learn to link features on a map to aerial views or photos.</p> <p>Chn must understand the effect that the eruption of Mount Vesuvius had on the city of Pompeii. Chn must understand that a volcano is a mountain. Chn will begin to make comparisons between their own region and the mountainous region studied.</p>	<p>Chn shall be encouraged to ask more detailed questions including how and why, as well as where and what when investigating places.</p>				<p>Chn shall be encouraged to identify geographical features, processes and patterns.</p> <p>Chn shall use geographical language relating to rivers, including tributary and source.</p>
Use of Technology	<p>Chn shall use technology to record and explain knowledge of mountains.</p>	<p>Make use of geography in the news, online and websites.</p>				<p>Chn will draw and follow routes on a digital map.</p>

Upper Key Stage 2

	Autumn 1	Autumn 2	Spring		Summer 1 and 2
Year 5 Topic	Passport to the world				Earth Keepers Water/Coasts Coastal features and Jurassic Features.
Mapping	<p>Chn will locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas. To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p> <p>Chn shall 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).</p>				<p>Pupils must be able to find a coastal town on a map and identify the attractions that would appeal to tourists.</p> <p>Chn shall identify 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.</p>
Fieldwork	<p>Chn will need to understand geographical similarities and differences through the study of human and physical geography in countries around the world; Describe and understand key aspects of human and physical geography.</p> <p>Chn shall interpret climate graphs.</p>		<p>Cross-Curricular Links – History</p> <p>Collect and present findings of their observations when comparing our Village with 1950's ROF base. Chn shall look at aerial photographs and observe similarities and differences.</p>		<p>Pupils should correctly identify each coastal feature and be able to explain how they are created by erosion.</p> <p>Chn shall complete an enquiry to understand the key physical aspects of a specific geographical region and how they have changed over time.</p>
Enquiry and Skills	<p>Chn shall understand Fairtrade and the impact on small farmers. Chn shall revisit their understanding of biomes and how this links to food production.</p> <p>Chn shall be encouraged to make predictions about people and places they have been taught and share/present their ideas.</p> <p>Relate aerial photographs with maps. (History)</p>				<p>Chn shall be taught what a coast is and how one is formed. Chn shall identify the locations of different coastal environments and draw out similarities and differences. They will begin to recognise the processes of erosion and deposition in coastal environments and begin to understand how these processes shape and change the coastline</p> <p>Summer 2 - Chn shall recap coastal features and how they are formed with a focus on bays, stacks, arches and caves. Chn shall be introduced to Jurassic Coast, learning how it was formed millions of years ago and why it is so important. Explain why the Jurassic Coast is a UNESCO heritage site. Pupils should know what human impact on the Jurassic coast means in geographical terms and be able to give examples.</p>
Use of Technology	<p>Chn will research about a country. They can use a variety of technology to complete this enquiry.</p>				<p>Pupils shall use a variety of technologies to be able to describe who Mary Anning is and also be able to describe her discoveries on the Jurassic Coast.</p>

Year 6 Topic	India		Mapping the World		Climate Change
Mapping	<p>Chn will select the most appropriate map for different purposes – e.g atlas to find a country.</p> <p>Chn will locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas.</p> <p>To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied by using the index and co-ordinates.</p>		<p>Chn will name and locate the key topographical features including coasts, hills, tallest mountains, rivers, population of countries and their flags.</p> <p>Chn shall be taught to locate a region within Europe and within North or South America.</p> <p>Chn shall know the 10 largest cities and draw conclusions about their similarities and differences.</p>		<p>Chn will develop their understanding of what climate change is and how human activities are contributing towards this.</p> <p>To develop learners’ understanding of what climate change adaptation is and how some communities are adapting to the effects of climate change.</p>
Fieldwork	Chn shall observe and record human and physical features using cameras and sketches to compare Buckshaw Village with a Village in India.				
Enquiry and Skills	<p>Chn shall compare India with Buckshaw Village, including population size, landmarks, tourists links, rivers and hills.</p> <p>Chn will find out about the diversity of India including wealth, and poverty and understand the reasons for these.</p> <p>Chn shall be reintroduced to the meaning of biomes and apply this knowledge to India.</p>		Chn shall be taught about migrations and reasons for this. E.g social economic changes or fleeing a natural disaster.		<p>Chn shall be aware of their own responsibility in the world.</p> <p>Chn shall be taught about the importance of sustainability and planning for the future.</p> <p>Chn shall report on the environmental changes and the impact on themselves and others.</p>
Use of Technology	Chn shall communicate geographical knowledge and information and present findings.		Chn shall use a wide range of labels and tools on digital media.		Chn shall collect present their finding on climate change.