Key: Geography units (6 weeks)

 Geography reinforced during history units

**GEOGRAPHY IN YEAR 1**

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|  | **AUTUMN** | **SPRING** | **SUMMER** |
| *Locational knowledge* | Name and locate seven continents and five oceans(linked to History of Flight)  |  |   |
| *Human and physical geography* | Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles(linked to History of Flight) |  | Use basic geographical vocab: Human features – **city, town, village, factory, farm, house, office, port, harbour and shop** |
| *Geographical skills and fieldwork*  | Use maps, atlases and globes to identify the continents and oceans studied at this key stage(linked to History of Flight) |  | **Geography local area***BIG QUESTION**Am I proud of my local area?*  * Devise a simple map and construct basic symbols in a key
* Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features
* 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
* Use simple locational and directional language (for example, near and far, left and right) to describe the location of features and routes on a map
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**GEOGRAPHY IN YEAR 2 :** Geography units (6 weeks)

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| **YEAR 2** | **AUTUMN** | **SPRING** | **SUMMER** |
| *Locational knowledge* | **Locational skills and mapping unit***BIG QUESTION:**Where in the world is the UK?* Name, locate and identify characteristics of the UK’s four countries and capitals and surrounding seas |  | REVISEName and locate seven continents and five oceans |
| *Place knowledge* |  |  | **Comparative study (small area of UK to small area in a contrasting non-European country – coastal community)** *BIG QUESTION**Would I rather live here or there?*Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country |
| *Human and physical geography* | Identify seasonal and daily weather patterns in the UKUse basic geographical vocab:Physical features – **beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation ,season and weather**Human features – **city, town, village, factory, farm, house, office, port, harbour and shop** |  | REVISE Use basic geographical vocab:Physical features – **beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation ,season and weather** Human features – **city, town, village, factory, farm, house, office, port, harbour and shop**REVISEIdentify the location of hot and cold areas of the world in relation to the equator and the North and South Poles |
| *Geographical skills and fieldwork*  | * Use maps, atlases and globes to identify the UK and its countries
* Use simple compass directions (North, South, East and West)
 |  |  Use maps, atlases and globes to identify the UK and its countries (REVISE) as well as the countries, continents and ocean studied at this key stageREVISE simple compass directions (North, South, East and West) |

**GEOGRAPHY IN YEAR 3**

Key: Geography units (6 weeks)

 Geography reinforced during history units

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| **YEAR 3** | **AUTUMN** | **SPRING** | **SUMMER** |
| *Locational knowledge* | African countriesDesert or Dry climateLinked to Egyptian history | North and South American countriesEquator, Tropics of Cancer and Capricorn, Northern and Southern HemisphereTropical Climate | European countries |
| *Place knowledge* |  | Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America**South American study***BIG QUESTION**Who owns the Amazon river?****\*RIGHTS RESPECTING FOCUS*** | Understand geographical similarities and differences through the study of human and physical geography of a region in a European country **European study Focus on Italy, Bologna***BIG QUESTION*Where does Bolognese come from? |
| *Human and physical geography* |  | 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 | 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 |
| *Geographical skills and fieldwork*  |  | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |

Key: Geography units (6 weeks)

 Geography reinforced during history units

**GEOGRAPHY IN YEAR 4**

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| **YEAR 4** | **AUTUMN** | **SPRING** | **SUMMER** |
| *Locational knowledge* | European countries | British counties linked to history: Anglo-SaxonsName and locate counties and cities of the UK, 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  | Asian and Middle Eastern countries linked to Islamic history unit |
| *Place knowledge* |  |  |  |
| *Human and physical geography* | Describe and understand key aspects of physical geography, including: mountains and volcanoes: **Physical geography focus on Mountains, volcanoes and earthquakes) –***BIG QUESTION:* *What’s more dangerous – a volcano or an earthquake?* RGS planning  |  |  |

**GEOGRAPHY IN YEAR 5** Geography units (6 weeks)

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| **YEAR 5** | **AUTUMN** | **SPRING** | **SUMMER** |
| *Locational knowledge* | Name and locate counties and cities of the UK, 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  |  | Name and locate counties and cities of the UK, 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 |
| *Place knowledge* | Understand geographical similarities and differences through the study of human and physical geography of a region of the UK**Local area study to include fieldwork (development of canals and railways and King’s Cross)***BIG QUESTION:**How has our local area changed over time?*  |  |  |
| *Human and physical geography* | 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 |  | Describe and understand key aspects of physical geography, including: rivers and the water cycle: **Physical geography Rivers unit***BIG QUESTION:**What’s it like to live by a river?* [https://www.rgs.org/schools/teaching-resources/rivers-(1)/](https://www.rgs.org/schools/teaching-resources/rivers-%281%29/) |
| *Map skills and fieldwork* | Use the eight points of the compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider worldUse 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 |  | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedUse 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 |

**GEOGRAPHY IN YEAR 6** Geography units (6 weeks)

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|  | **AUTUMN** | **SPRING** | **SUMMER** |
| *Locational knowledge* |  |  | Prime/GMT and time zones (including day and night)REVISELongitude and LatitudeEquator, Tropics of Cancer and Capricorn, Northern and Southern Hemisphere, Arctic and Antarctic Circle, Prime/GMT and time zones (including day and night) |
| *Place knowledge* |  |  |  |
| *Human and physical geography* |  |  | Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts **Physical geography unit: Climate and biomes** *BIG QUESTION:**What is it like to live in different climates and biomes?* |
| *Geographical skills and fieldwork*  |  |  | Use the eight points of the compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world |

**RESOURCES:**

**Oxford First atlas activity book – KS1**

**Oxford International Students’ Atlas skills workbook + Oxford Skills Atlas for every child KS2**