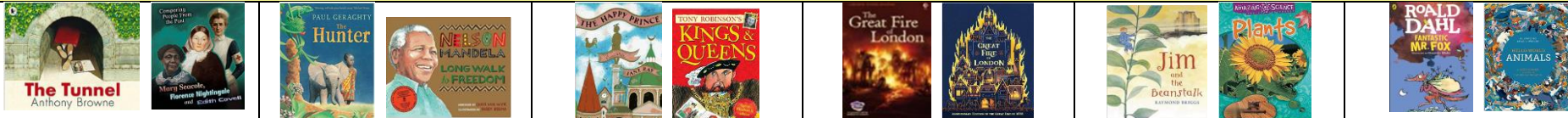


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Book-led geog	Explore: where did Amelia Earhart fly? Can we plot a route on a map?	Explore: Where is the Kalahari Desert? Why is it hot and dry there? Is it always hot and dry there? Why? Which animals live there?	Explore: how are homes different around the world? Why are they different?		Explore: Where do tigers live in the world? Focus on India / Asia.	Explore: Where are Lighthouses Found and why? Powerpoint.
Geography		The equator and the poles. Hot and cold. Explore: what is the weather like in hot and cold places? Mapping. <i>Geog unit: How does the weather affect our lives?</i>	Our home: Where do we live? Our school, our village. UK <i>Geog unit: What is the geography of where I live like?</i>			Seaside and coastal features – look at coastal village. Fieldwork and mapping. <i>Geog unit: Why do we love being beside the sea so much?</i>
NC Objectives	Use world maps, atlases & globes to identify the UK and its countries (& Europe).	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North & South Poles. Use basic geographical vocabulary to refer to key physical features: 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.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases & globes to identify the UK and its countries (& Europe). Devise a simple map; and use and construct basic symbols in a key. Use aerial photographs 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 basic geographical vocabulary to refer to key physical features: 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.		Use world maps, atlases & globes to identify the UK and its countries (& Europe).	Use aerial photographs 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 basic geographical vocabulary to refer to key physical features: 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.







Links/ Progression	Links to Y1 History (Sig individuals – Amelia Earhart).	Links to Y1 Science – seasons.	Book-led Geog builds on Y1, Aut 2 Geog unit.	History – past and present		
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Year 2						
Book-led geog		Explore: What animals live in the African bush? Why are they hunted?	Where might The Happy Prince have been set? Where did his swallow friends fly to and why?	Explore: Where is London? What famous locations can I find on a map?		
Geography		Africa: compare village with local area. Savannah biome.			Where does my food come from? 7 continents and oceans. Globes and maps. <i>Why does it matter where my food comes from?</i>	Animal habitats – desert biome – compare Sahara and Antarctica. <i>Unit: Why don't penguins need to fly?</i>
NC Objectives		Understand geographical similarities and differences through studying the human & physical geography of a small area of the UK, & a small area of contrasting non-European country. Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment. Devise a simple map; and use and construct basic symbols in a key. Use world maps, atlases & globes to identify the UK and its countries. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; Use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm,	Use world maps, atlases & globes to identify the UK and its countries (& Europe).	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases & globes to identify the UK and its countries (& Europe).	Name & locate the world's seven continents and five oceans. Use simple compass directions (North, South, East, West) and locational & directional language (.e.g. near & far; left & right) to describe the location of features and routes on a map. Use world maps, atlases & globes to identify the UK and its countries. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; Use basic geographical vocabulary to refer to key physical features: 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.	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles. Name and locate the world's seven continents and five oceans. Use world maps, atlases & globes to identify countries, continents and oceans. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; Use basic geographical vocabulary to refer to key physical features: 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.

		house, office, port, harbour and shop.				
Links/ Progression		Builds on learning from Y1, Aut 2 'Meerkat Mail' & Geog unit (hot & cold places).	Link to Y2 History (Significant people: Queen Elizabeth I and Queen Victoria?)	Book-led Geog builds on Y1, Spr 1 Geog unit (Where I live). Links to Y2 History (Great Fire of London).	Builds on Y1 Aut 2 (hot & cold places) & Spr 1 (Where I live) Geog unit & Y1, Sum 1 Book-led Geog (Tigers / Asia) Links to Y2 Science (Plants).	Builds on Y1 Aut 2 (hot & cold places). Builds on Y2 Aut 2 (Africa). Book link to Y2 Science (Living things and their habitats).

Year 3						
Book-led Geog	Can we draw a map of the setting for Podkin? Where did the Romans come from? What is it like in Italy? How is it similar / different to the UK. (Key geographical features).		Where is the story set? What is it like there?	Explore: Where in the world do plants grow and why?	Explore: mining trade in Cornwall. Where in the world did Cornish miners travel to?	Explore: Can we name the oceans and seas? Plastic Pollution.
Geography		Settlements compare local area with large cities around the UK – inc. Scotland, Wales, N.Ireland. <i>Unit: How and why is my local area changing? UK focus.</i> <i>Unit: Why do so many people in the world live in megacities?</i>		How does weather / climate around the world affect where plants grow? Overview of main world biomes & vegetation belts.		Distribution of natural resources – water and energy. <i>Unit: How can we live more sustainably?</i> Aquatic Biome and Plastic Pollution.
NC Objectives	Locate the world's countries, using maps to focus on Europe. 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) & North and South America. 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	Describe and understand key aspects of: physical geography including rivers, mountains and volcanoes. Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.	Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts. Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. Use four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the	Describe and understand key aspects of human geography, including: types of land use, economic activity including trade links, and the distribution of natural resources.	Describe and understand key aspects of: physical geography, including, climate zones and biomes. Describe and understand key aspects of human geography, including, the distribution of natural resources, including energy, minerals. Use maps, atlases, globes and digital / computer mapping to

		understand how some of these aspects have changed over time.		United Kingdom and the wider world.		locate countries and describe features studied. Use the eight points of a compass, four-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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Links/ Progression	Book-led Geog builds on Y2, Summer 1, Geog unit (continents). Links to Y3 History (Romans).	Geog unit builds on Y2, Summer 1 Geog unit (continents). Book links to Y3 Science (Forces and Magnets).	Book-led Geog builds on Y2, Summer 1 Geog unit (continents). Book links to Y3 history (Tudors – the age of discovery).	Book-led Geog builds on Y2, Summer 1, Geog unit (continents). Book links to Y3 Science (Plants)	Book-led Geog builds on Y1, Spr 1 – Geog unit (local area). Links to Y3 history (mining). Links to Y3 Science (Rocks).	Book led & Geog unit Builds on Y2, Summer 1 Geog unit (Oceans).

Year 4						
Book-led Geog	What factors affected where Stone Age and Iron age people settled?	European Countries – track Santa. Track immigrants / refugees. Teachers TV: The Immigrant's Story. https://www.youtube.com/watch?v=CYNrVd_Srk	Explore: Where did Michael travel? Plot a route on a map.	Where is the story set? What are the geographical features of the area? How is it similar / different to our area?	Where is Egypt? What is it like there? Why did people settle by the Nile? How is it similar / different to the UK?	Explore: Where in the world is the story set? How is it similar / different to the UK? (Geographical features / climate)
Geography		Settlements – immigration and refugees. Europe and Asia.		Rivers <i>Unit: What is a river? Where are the key rivers of the world? Why are they so important?</i>		Forest biomes including rainforests around the world. Focus on South America.
NC Objectives	Describe and understand key aspects of human geography, including: settlement, types of land use.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) & North and South America.	Locate the world's countries, using maps. Use maps, atlases, globes and digital / computer mapping to	Describe and understand key aspects of: physical geography, including biomes and vegetation belts, rivers, and the water cycle.	Describe and understand key aspects of: physical geography including: climate zones, biomes, rivers, mountains.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) & North and South America.

	Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.	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. Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.	locate countries and describe features studied.	Describe and understand key aspects of human geography, including, the distribution of natural resources, including water. Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure and record the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Describe and understand key aspects of human geography, including: settlement, types of land use. Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.	Describe and understand key aspects of: physical geography, including biomes and vegetation belts, rivers, and the water cycle. Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.
Links/ Progression	Links to Y4 History (Stone Age-Iron Age). Build on Y3, Aut 2 Geog (Settlements).	Builds on Y2, Sum 1 Geog (continents). Builds on Y3 Aut 2 Geog (Settlements).	Builds on Y2, Sum 1 Geog (continents).	Builds on Y2, Sum 1 Geog (continents & oceans) Book links to Science (Animals inc. humans – food chains).	Builds on Y2, Sum 1 Geog (continents). Builds on Y4, Spr 2 Geog (Rivers). Link to History – Ancient Egypt.	Builds on Y2, Sum 1 Geog (continents). Builds on Y3, Spr 2 Geog (Biomes).

Year 5						
					book	
Book-led Geog	What are the features of the setting? (Boreal forest; Tundra; Polar desert).	Where is the story set? Where in the world is the Gobi desert? Desert Biome.	Where did the Anglo-Saxons come from and why? Push and pull factors.	Where is the story set? How is it similar to / different from where we live? UK regions focus. Where did the Vikings come from? Where did they invade and settle?	Which countries were part of the Ancient Islamic Civilisation? Asia	Where in the UK inspired the story? What is it like there?
Geography	Mountains <i>Why are mountains so important?</i>				Economic Activity, inc. trade routes, e.g. the silk road; local – fishing, farming, tourism. <i>Unit: Why is Fair Trade fair?</i>	Earthquakes & Volcanoes <i>Why do some earthquakes cause more damage? How do volcanoes affect the lives of people?</i>
NC Objectives	Understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a	Locate the world's countries, using maps. Use maps, atlases, globes and digital / computer mapping to	Locate the world's countries, using maps. Use maps, atlases, globes and digital / computer mapping to	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical	Describe and understand the key aspects of human geography including: economic activity including trade links, and the distribution of natural resources	Locate the world's countries, using maps. Describe and understand key aspects of: physical geography,

	European country, and a region within North or South America. Describe and understand key aspects of: physical geography, including mountains. Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. Identify the 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 night and day).	locate countries and describe features studied. Describe and understand key aspects of: physical geography including: climate zones, biomes, rivers, mountains.	locate countries and describe features studied. Understand geographical similarities and differences through the study of human and physical geography or a region of the United Kingdom and a region in a European country.	features, (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.	including energy, food, minerals and water. Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.	including volcanoes and earthquakes. Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.
Links/ Progression	Builds on Y2, Sum 2 (Desert biomes inc. Antarctica) Builds on Y5, Aut 1 Book-led Geog (Desert Biome). Builds on Y3, Spr 2 Geog (Biomes). Link to Y3 Sci (Rocks).	Builds on Y3, Spr 2 Geog (Biomes).	Builds on Y3, Aut 2 Geog (Settlements).	Build on Y3 Aut 2 Geog (Settlements)	Build on Y5, Aut 2 Geog (Mountains) Build on Y3, Aut 2 Geog (Settlements). Links to Y5 Science (Changes of Materials)	Builds on Y3, Sum 2 Geog (Distribution of Natural Resources). Links Y5 Geog Earthquakes.

Year 6	 	 	 	 	 	 
Book-led Geog	What was the extent of the British Empire under Victorian rule?	Which countries were involved in WWII? Where were children evacuated from and to?		Where is Yukon? What is it like there? How is it similar / different to the UK?	What is the geography of Greece? Chaparral (Mediterranean) biome.	
Geography			Coasts and estuaries within UK regions. Focus on Cornwall. Revisit rivers (Y4).	North America. Explore, compare and contrast climate zones, biomes & vegetation belts.		Climate change & extreme weather. (Australia) Unit: <i>How is climate change affecting the world?</i>
NC Objectives	Locate the world's countries, using maps. Use maps, atlases, globes and digital / computer mapping to	Locate the world's countries using maps to focus on Europe (including the location of Russia).	Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,	Locate the world's countries using maps to focus on Europe. Understand geographical similarities and differences	Describe and understand key aspects of: physical geography, including climate zones;

	locate countries and describe features studied.	Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, Use maps, atlases, globes and digital / computer mapping to locate countries. Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of OS maps).	characteristics, key topographical features (including coasts and rivers) and land-use patterns and understand how some of these aspects have changed over time. Describe and understand key aspects of human geography, including: types of settlement and land use, Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure and record the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs, and digital technologies.	concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Understand similarities and difference 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 America. Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. Identify the position and significance of latitude and longitude; the Arctic circle; the Prime / Greenwich Meridian and time zones (inc night and day).	through the study of human and physical geography of a region of the United Kingdom and a region in a European country. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. Describe and understand key aspects of human geography, including: types or settlement and land use, economic activity including trade links.	Describe and understand key aspects of human geography, including: types of settlement and land use, distribution of natural resources including energy, food, minerals and water.
Links/ Progression	Builds on: Geog unit builds on Y2, Summer 1 Geog unit (continents). Builds on Builds on Y3, Aut 2 Geog (Settlements). Links to Y6 History (Victorians).	Geog unit builds on Y2, Summer 1 Geog unit (continents). Builds on Y3, Aut 2 (Settlements). Links to Y6 History (WWII).	Builds on Y4 Spr 2 Geog (Rivers).	Builds on Y3 Geog, Spr 2 (Biomes) Builds on Y4 Geog, Sum 2.	Builds on Y3 Geog, Spr 2 (Biomes). Links to Y6 History (Ancient Greece)	Builds on Y6 Spring 2 Geog (Climate zones/ Biomes) Links to Y6 Science (Adaptation)

Biomes: Aquatic – freshwater, freshwater wetlands, estuaries, marine, coral reefs

Terrestrial: Tundra (arctic & alpine)

Forest (boreal -Taiga, temperate forests, rainforests – temperate and tropical)

Grasslands (temperate and tropical - savannahs)

Chaparral (coastal / Mediterranean)

Deserts (Hot, semiarid, coastal, cold)

Europe (Y3, Y4), Asia (Y5), Africa (Y1, Y2), South America (Y4) , North America (Y6), Australia (Y6), Antarctica (Y5)

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