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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 2 | Summer 2 | |
| Reception | Me and My Community – Including Exploring Autumn | Will You Read Me a Story? | Dangerous Dinosaurs | Why do zebras have stripes? | Why do Ladybirds have spots? | Who lives in a Rock Pool? What Can I see in Summer? | |
| Year 1 Chaffinch | School Days (Y1)  (History)   * 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 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. * Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. | The seven Continents  (Y1 OAK unit)  (Geography)   * name and locate the world’s seven continents and five oceans * 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 * 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 | Movers and Shakers (Y2)  (History)   * 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- locate historical landmarks and significant places | Coastline (Y2)  (Geography)   * Name and locate the world’s seven continents and five oceans * Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. * Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. * Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. * 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 compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. * 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. | Magnificent Monarchs (Y2)  (History)   * 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- locate royal residences | Street Detectives (Y2)  (Local History)   * Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. * 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. * Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. * 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. | |
| Year 2 Chaffinch | School Days (Y1)  (History)   * 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 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.   Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. | The seven Continents  (Y1 OAK unit)  (Geography)   * name and locate the world’s seven continents and five oceans * 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 * 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 * 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 | Movers and Shakers (Y2)  (History)   * 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- locate historical landmarks and significant places | Coastline (Y2)  (Geography)   * Name and locate the world’s seven continents and five oceans * Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. * Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. * Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. * 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 compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. * 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. * Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities | Magnificent Monarchs (Y2)  (History)   * 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- locate royal residences | Street Detectives (Y2)  (Local History)   * Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. * 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. * Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. * 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. | |
| Year 2 Kingfisher | Movers and Shakers (Y2)  (History)   * 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- locate historical landmarks and significant places | Rocks, Relics and Rumbles (Y3)  (Geography)   * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * 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. * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | Coastline (Y2)  (Geography)   * Name and locate the world’s seven continents and five oceans * Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. * Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. * Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. * 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 compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. * 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.   Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities | Magnificent Monarchs (Y2)  (History)   * 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- locate royal residences | Street Detectives (Y2)  (Local History)   * Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. * 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. * Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. * 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. | |
| Year 3 Kingfisher | Movers and Shakers (Y2)  (History)   * 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- locate historical landmarks and significant places | Rocks, Relics and Rumbles (Y3)  (Geography)   * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * 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. * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | Coastline (Y2)  (Geography)   * Name and locate the world’s seven continents and five oceans * Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. * Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. * Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. * 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 compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. * 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. * Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities * 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) * describe and understand key aspects of: physical geography, including: climate zones | Magnificent Monarchs (Y2)  (History)   * 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- locate royal residences | Street Detectives (Y2)  (Local History)   * Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. * 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. * Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. * 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 | |
| Year 4 Owl | Ancient civilisations (Y4)  (History)   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * 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 | | Location, Location, Location  (UK and Americas)  (Geography)  (OAK Year 3/4 unit)   * 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 * 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 * describe and understand key aspects of: physical geography, including: climate zones, * 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 * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Traders and Raiders (Y4)  (History)   * Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. * 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 UK and the wider world. | | Marvellous maps  (Geography)  (2 weeks)   * Find a location on a page by using simple co-ordinates.   • Identify physical features on a map.  • Use a key to find out what a symbol means. • Give four-figure co-ordinates for a location.  • Find similarities between maps of the same location | Local History study (2 weeks) |
| Year 5 Kestrel | Ancient civilisations (Y4)  (History)   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * 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 | | Location, Location, Location  (UK and Americas)  (Geography)  (OAK Year 3/4 unit)   * 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 * 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 * describe and understand key aspects of: physical geography, including: climate zones, * 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 * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Traders and Raiders (Y4)  (History)   * Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. * 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 UK and the wider world. | | Marvellous maps  (Geography)  (2 weeks)   * Find a location on a page by using simple co-ordinates.   • Identify physical features on a map.  • Use a key to find out what a symbol means. • Give four-figure co-ordinates for a location.  • Find similarities between maps of the same location | Local History study (2 weeks) |
| Year 6 Eagle | Frozen Kingdom (Y6)  (Geography) (Biomes OAK)   * 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). * describe and understand key aspects of: physical geography, including: climate zones, biomes | Location, Location, Location  UK, Europe and Hemispheres and Tropics (OAK)   * 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 * 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 * describe and understand key aspects of: physical geography, including: climate zones, * 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 * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | I Am Warrior (Y4)  (History)   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * 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. * Describe and understand key aspects of 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 | | Hola Mexico (Y6)  (Building locational knowledge South America)  (Geography)   * 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 | | Local History study (2 weeks) |