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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Reception | **Understanding the world.**• Know that green on a globe is land and the blue is sea.•A globe shows different countries around the world.•Identify typical weather in Autumn. | **Understanding the world.**•Know how people in different countries celebrate Christmas.•Know that Runcorn is in England.  | **Understanding the world.**•Know the name of the road that our school is on.•Explore ariel maps of our school and identify key features.• Identify typical weather in Winter. | **Understanding the world.**•Know that we do not have certain animals in England compared to Africa.•Identify typical weather in Spring. | **Understanding the world.**•Know that we can only grow certain fruit/vegetables in England. | **Understanding the world.**• Identify similarities and differences between life in Runcorn and Africa.• identify typical weather in Summer. |
| Year 1 | **Local area: where do we go to school?*** 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
 | **Local area: where do we live?*** 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
* 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
*  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
* 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 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.

See geographical vocabulary  | **The UK: what kind of place is it?*** name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
* 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
 | **Life in a capital city: London*** name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

See geographical vocabulary | **Local area: how do we read maps and plan routes?*** 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
 | **Local area: why is Beechwood so special?*** 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 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.

***Must do a local walk.***  |
| Year 2 | **Continents and oceans: what can we find out about the world?*** name and locate the world’s seven continents and five oceans
* 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
 | **Cold places: what is it like at the North and South Poles?*** name and locate the world’s seven continents and five oceans
* 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
* 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
 | **Local to global: how can we identify special places?*** name and locate the world’s seven continents and five oceans
 | **Hot places: where are they and what are they like?*** 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
 | **Seasons: how does the weather change through the year?*** 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
 | **What is it like to live in Tanzania?*** 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 (*Important).*
* 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
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| Year 3 | **The UK: who are we?*** 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
* 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
* 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 United Kingdom and the wider world
 | **Land use: how diverse are local and UK landscapes?*** 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
* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* 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
 | **UK region: why is the Lake District a national park?*** 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
* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 | **Climate zones: what are they and why do they matter?*** \*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)\*
* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 | **Settlements: where do people live and why?*** 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
 | **Local area: how is it changing?*** 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
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| Year 4 | **Mountains and volcanoes: what, where and why?*** 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
* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 | **Europe: how diverse are its landscapes and places?*** 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
* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Collins work on Iceland (extra)  | **Europe: what is it like to live in northern Italy?*** 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
 | **Rivers: what's special about them?*** 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
* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* 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 United Kingdom and the wider world
 | **The water cycle: why is it important?*** physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 | **Local area: what needs changing?*** 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
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| Year 5 | **Local and global: why are trees and forests important?*** 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 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
 | **Natural resources: what are they, where are they found, why are they important?*** physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* 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
 | **North and South America: how diverse are their places and landscapes?*** 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*
* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 | **South America: why does the Amazon matter?*** 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*
 | **Energy: how do we power the world?** | **Sustainable world: does it matter how we live?*** 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
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| Year 6 | **Time zones: can we time travel on planet Earth?*** 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
* \*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)\*
 | **Earthquakes: how do they change the world?*** physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 | **Farms and factories: where does our food come from?**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 | **Coasts: what happens where the land meets the sea?*** 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
* 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
* 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

*(Six figure grid reference -important)* | **Global trade: how do we get our stuff?**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 | **Around the world in 80 days: what have we learnt about our world?*** 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
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Key:

Locational knowledge

Place knowledge

Human and Physical geography

Geographical skills and fieldwork

Black = Importance in your year group for curriculum coverage.

Resources:

* <https://www.thenational.academy/teachers/curriculum/geography-primary/units>

Collins Geography