

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery (TBC)		Seasons Weather Beginning countries knowledge- where did you go on holiday? Who lives in my house					
Reception	CUSP	<b>Continuous throughout the year:</b> Seasons Daily weather Local area Where we are Where we live					
		<b>Locational Knowledge</b> - Name and locate areas in the school <b>Places knowledge</b> - Name the town / country in which they live and the street where their home and school are. Know what type of house they live in.	<b>Locational Knowledge</b> - Name and locate areas in the school community.  Discuss the areas surrounding the school using knowledge from observation, discussion and maps.  Recognise the different areas and places in the community e.g. religious / important buildings, shops, park, playground, road and road signs.	<b>Places knowledge</b> - Talk about and name the physical and human features of their local environment and how environments might vary from one another.  Name and describe human and physical features of the places they have visited and places from stories e.g beach, island, fields, mountain.	<b>Seasonal changes and weather (links to Science)</b> - Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants.	<b>Locational knowledge</b> - Name, locate and talk about one other country, linked to what they have read.  <b>Places knowledge</b> - Know key facts about another country including some physical and human features (weather patterns) and how life is different there from where they live.  <b>Geographical skills and fieldwork</b> - Begin to use atlases and globes to find where they live / where people / animals from the stories they have encountered live.	<b>Seasonal changes and weather (links to Science)</b> - Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants.  Describe how trees and plants change in different seasons
Year 1	CUSP	<b>Continents, oceans, UK countries, capital cities and surrounding areas</b> - What are the 7 continents of the world? - What are the 5 oceans of the world?	<b>Continents, oceans, UK countries, capital cities and surrounding areas</b> - What are the four countries of the UK? - What are the capital cities of the UK? - What seas	<b>Hot and cold locations</b> - Where is the equator? - Where is it hot and where is it cold on the Earth?	<b>Hot and cold locations</b> - Where are the North and South poles? What are they like? - Where can I find hot countries? What are they like?	<b>Fieldwork and mapping</b> - What is a map? - How do I make an imaginary map?	<b>Fieldwork and mapping</b> - How do you show what a place is like? - How do I make a real map?

			surround the UK?				
	Links to NC	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 United Kingdom and its surrounding seas	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		Devise a simple map; and use and construct basic symbols in a key	
	Links to literature spine		The storm whale		There's a rangtan in my bedroom		
Year 2	CUSP	<p><b>Local area study</b></p> <ul style="list-style-type: none"> <li>- What are human features?</li> <li>- What are physical features?</li> <li>- What features does our local area have?</li> </ul>	<p><b>Comparing a small part of the UK and a non-european country.</b></p> <ul style="list-style-type: none"> <li>- Where is London and what is it like?</li> <li>- Where is the country of Kenya?</li> <li>- What are the physical and human features of Kenya?</li> </ul>	<p><b>Comparing a small part of the UK and a non-european country.</b></p> <ul style="list-style-type: none"> <li>- Where is Nairobi and what is it like?</li> <li>- How are London and Nairobi similar or different?</li> <li>- Structured assessment task- What do we know and remember about London and Nairobi?</li> </ul>	<p><b>Field work and map skills</b></p> <ul style="list-style-type: none"> <li>- How do we describe places?</li> <li>- What physical features does this place have?</li> <li>- What features does this place have? How do we know?</li> </ul>	<p><b>Field work and map skills</b></p> <ul style="list-style-type: none"> <li>- How can we show what a place is like?</li> <li>- How does the scale of a map tell use what the area around the school is like?</li> </ul>	<p><b>Study a small area of a non-european country</b></p> <ul style="list-style-type: none"> <li>- Where are the rainforests?</li> <li>- What are they like?</li> <li>- How do the Yanomami people live?</li> <li>- What is different about my location and the Yanomami?</li> </ul>
	Links to NC	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.	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 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 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	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
	Links to literature spine			Coming to England			
Year 3	CUSP	<p><b>Map and fieldwork skills- human and physical features</b></p> <ul style="list-style-type: none"> <li>- What are the eight points on the compass?</li> <li>- Where are the human and physical features in this place?</li> <li>- What physical features can you identify in the uk?</li> </ul>	<p><b>United Kingdom study</b></p> <ul style="list-style-type: none"> <li>- What are the regions and countries in the UK?</li> <li>- Name and locate cities and countries of the UK?</li> <li>- Identify geographical regions by physical and human</li> </ul>	<p><b>United Kingdom study</b></p> <ul style="list-style-type: none"> <li>- Identify the geographical regions by physical and human landmarks of Wales and Northern Ireland</li> <li>- What are the topical patterns of the UK?</li> <li>- What can I see</li> </ul>	<p><b>OS maps and scale</b></p> <ul style="list-style-type: none"> <li>- What is an OS map?</li> <li>- How does scale change the way we describe a place?</li> </ul>	<p><b>OS maps and scale</b></p> <ul style="list-style-type: none"> <li>- What's the area like just beyond school?</li> <li>- What's the area like beyond our region?</li> </ul>	REVISIT UNITED KINGDOM STUDY

			landmarks of Scotland and England.	here?			
	Links to NC	Use the eight points of a compass,  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		Symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		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
	Links to literature spine						
Year 4	CUSP	<b>Rivers</b> <ul style="list-style-type: none"> <li>- What are the features of a river?</li> <li>- What is our local river?</li> <li>- What feature can we see?</li> <li>- Where did it come from and where does it flow?</li> </ul>	<b>Latitude and longitude</b> <ul style="list-style-type: none"> <li>- What are the lines of latitude?</li> <li>- What are the lines of longitude?</li> <li>- How do line of latitude and longitude tell use what the location is like?</li> </ul>	<b>Latitude and longitude</b> <ul style="list-style-type: none"> <li>- How can we find exact locations around the world?</li> <li>- What are the time zones and how do they affect us?</li> <li>- How does day and night occur?</li> </ul>	<b>Water cycle</b> <ul style="list-style-type: none"> <li>- What is the water cycle?</li> <li>- How does the water cycle work?</li> <li>- What affects the water cycle?</li> </ul>	<b>Rivers REVISIT</b> <ul style="list-style-type: none"> <li>- Remember features of a river</li> <li>- Where is the river Nile and what features does it have?</li> <li>- Where is the Amazon river and what features does it have?</li> </ul>	<b>Map skills- environmental regions of Europe, Russia, North and South America</b> <ul style="list-style-type: none"> <li>- What are environmental regions?</li> <li>- Europe- what are the main environmental regions?</li> <li>- Russia- what are the main environmental regions?</li> <li>- North America- what are the main environmental regions?</li> <li>- South America- what are the main environmental regions?</li> </ul> <p>Apply and show what you know</p>
	Links to NC	Physical geography, including: climate zones, biomes and vegetation belts, <b>rivers</b> , mountains, volcanoes and earthquakes, and the water cycle	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 <b>water cycle</b>	Physical geography, including: climate zones, biomes and vegetation belts, <b>rivers</b> , 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
	Links to literature spine		The girl who stole an elephant	Young, gifted and black			
Year 5	CUSP	<p>World countries- biomes and vegetation belts</p> <ul style="list-style-type: none"> <li>- Where would you find the major countries of the world?</li> <li>- Where would you find the major cities of the world?</li> <li>- What is a biome?</li> </ul>	<p>World countries - biomes and vegetation belts</p> <ul style="list-style-type: none"> <li>- How do biomes change across the world?</li> <li>- What are the human characteristics that define Europe, North and South America?</li> <li>- What are the physical characteristics that define Europe, North and South America?</li> </ul>	<p>4 and 6 figure grid references</p> <ul style="list-style-type: none"> <li>- Why do we need latitude and longitude?</li> <li>- What are 4 and 6 figure grid references and how do we use them?</li> <li>- Use 4 and 6 figure grid references</li> </ul>	REVISIT BIOMES AND VEGETATION BELTS	<p>OS maps and fieldwork</p> <ul style="list-style-type: none"> <li>- Remember: what are OS maps and how do we use them?</li> <li>- What are four and six figure grid references?</li> <li>- What are contour lines?</li> </ul>	<p>OS maps and fieldwork</p> <ul style="list-style-type: none"> <li>- What does the land look like in my local area?</li> <li>- What does the land look like in a contrasting locality?</li> </ul> <p>Structured explanative assessment task</p>
	Links to NC	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,	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	
	Links to literature spine	Shackleton's journey		Shackleton's journey		The explorer	
Year 6	CUSP	<p>Physical processes: earthquakes, mountains and volcanoes</p> <ul style="list-style-type: none"> <li>- What makes up layers of planet earth?</li> <li>- What are tectonic plates and where do you find them?</li> <li>- How do tectonic plates move and what happens when they meet or separate?</li> </ul>	<p>Physical processes: earthquakes, mountains and volcanoes</p> <ul style="list-style-type: none"> <li>- How was the lake district formed?</li> <li>- What causes an earthquake and what is the effect?</li> <li>- How are mountains formed?</li> <li>- How do volcanoes work?</li> </ul>	<p>Settlements and relationships</p> <ul style="list-style-type: none"> <li>- What are settlements and where are they found?</li> <li>- Do settlements have a pattern?</li> <li>- Do people, their movements and economic activity have patterns?</li> </ul>	<p>Comparison study- UK, Europe, North or South America</p> <ul style="list-style-type: none"> <li>- RECAP LAKE DISTRICT</li> <li>- Poland: where can you find the Tetra mountains?</li> <li>- What are the Tetra mountains like?</li> <li>- The Caribbean and Jamaica: what do we know?</li> <li>- What is similar and what is different between the Lake district, Tetra</li> </ul>	<p>Orienteering</p> <ul style="list-style-type: none"> <li>- RECAP What are the 4 and 6 figure grid references? How do we use them?</li> <li>- What is orienteering? How do I orientate a map?</li> <li>- How do i navigate a simple indoor course using controls?</li> </ul>	<p>Orienteering</p> <ul style="list-style-type: none"> <li>- How do I navigate a simple outdoor course using controls?</li> <li>- Motala: hoe do I navigate multiple outdoor courses using controls?</li> <li>- How do i plan and set up an orienteering course?</li> </ul>

					mountains and the Caribbeans?		
	Links to NC	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	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	Use 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.	
	Links to literature spine			All aboard the empire windrush			