298u7y6t5r41`	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Settling at school	Celebrations	Favourite Stories	Transport and Emergency	We love animals	Explorers
Year 1	Mother Nature's Perfect Patterns Seasonal and Daily weather patterns		Extremes of the Earth Hot and Cold Regions		Gardens Galore Skills and Fieldwork	Oh I do like to be beside the seaside... UK region human and physical
Year 2		Where In The World Are We? Continents, oceans, countries and capitals			Rainforests Rule Region of South America	
Year 3		A Guide to Greece European Region			Africa Urban and Rural Life Culture	
Year 4	Come Dine with Me Food and trade		Mountains, Rivers and The Water Cycle The Journey of the River Severn			
Year 5	Disaster! Earthquakes and Volcanoes			Migration Human - Economics		Roaming Roots: Exploring Canada's Nomadic Culture Region of North America
Year 6	Real London Lives Local History Study Fieldwork		Man Vs Beast Sustainability Energy		A Walk Through Westminster Region of the UK	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Settling at school	Celebrations	Favourite Stories	Transport and Emergency	We love animals	Explorers
Year 1	Mother Nature's Perfect Patterns **Seasonal and Daily weather patterns**	London's Transport **Changes within Living Memory**	Extremes of the Earth **Hot and Cold Regions**	E is for Elephant **Changes within Living Memory**	Gardens Galore **Skills and Fieldwork**	Oh I do like to be beside the seaside… **European region human and physical**
NC objectives	Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to key physical features including: vegetation, season and weather.		Name and locate the world's seven continents and five oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Vocabulary: use basic geographical vocabulary to refer to: key physical features, including: season and weather.		**See fieldwork objectives below.*	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Brighton) Vocabulary: use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. Vocabulary: use basic geographical vocabulary to refer to: key human features, including: city, town, village, farm, house, office, harbour and shop.
Fieldwork	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 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 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 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 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.	
LINKS TO PREVIOUS LEARNING	Settling at School - Explore the Natural World We Love Animals - changing seasons		Settling at School - Exploring the Natural World We Love Animals - contrast environments		We Love Animals - contrast environments Explorers - Information from a map	Explorers - Information from a map and compare life in this country to life in a different country.
BIG QUESTION	**What are the different types of weather, and how do they affect the way we live, work and play?**		**What are the differences between the Sahara and Antarctic deserts, and what kind of animals and plants can we find in these places?**		**What are the different physical features we can see in our school environment, and how do they affect the way we use and enjoy this space?**	**What makes Brighton a unique seaside town?**
CONCEPT	Place Enquiry		Place Environment		Scale Enquiry	Scale Change

Year 2	London Landmarks Significant Event within Locality	Where In The World Are We? Continents, oceans, countries and capitals	Caring and Sharing Significant Individual within Locality	The Great Fire of London Changes beyond Living Memory	Rainforests Rule Region of South America Biome - Rainforest	Terrific Transformations Local Study
NC objectives		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans. Vocabulary: use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.			Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (Brazil - The Amazon) Vocabulary: use basic geographical vocabulary to refer to: key physical features, including: river, soil, valley, vegetation, season and weather key human features, including: city, town, village, farm	
Fieldwork		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 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.	

LINKS TO PREVIOUS LEARNING		Year 1 - children have named and located the 7 continents and 5 oceans (HT3/6) Year 1 - children used locational and directional language (HT5)			Year 1 - Children have studied a contrasting areas of the UK (Brighton in HT6) Year 1 - children have named and located the 7 continents and 5 oceans (HT3/6) Year 1 - Children have explored the idea of hot and cold regions linked to the equator.	
BIG QUESTION		**What are the countries and capital cities that make up the United Kingdom, and what makes each of them unique?**			**What are the physical features and animal habitats found in the Amazon, and how do they contribute to the biodiversity of this region?**	
CONCEPT		Place Space Interconnection			Sustainability Scale Change	

Year 3	Ancient Egyptians **Achievements of Early civilisations**	**A Guide to Greece** **European Region**	**Dig!** **(From The Stone Age to The Iron Age)** **Stone to Iron Age**	**Africa** **Urban and Rural Life** **Culture**	**Rule Britannia**
NC objectives		Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. 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).		Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. 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)	
Fieldwork		Use maps, atlases, globes and digital/computer mapping to 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 wider world.		Use maps, atlases, globes and digital/computer mapping to 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	

LINKS TO PREVIOUS LEARNING		Year 1 and 2 - Children have located the seven continents and 5 oceans. Year 1 - children have identified hot and cold regions in relation to the equator (HT3) Year 2 - children have used some maps, atlases and globes.		Year 3 - Children have studied Greece's human and physical geography. (HT2) Year 2/3 - Children have used a range of maps, atlases and globes.	
BIG QUESTION		**What are the main physical characteristics of Greece, and how have they influenced the country's modern-day society?**		**What are the main physical features and cultural landmarks of Kenya, and how do they contribute to the country's unique identity and way of life?**	
CONCEPT		Environment Interconnection		Environment Interconnection	

Year 4	Come Dine with me Food, trade and fair trade,	Follow me Significant figures and local history study.	Mountains, Rivers and The Water Cycle The Journey of the River Severn (Rivers The Water Cycle, Mountains)	Buried Treasure (The Anglo-Saxons) Britain's Settlement by Anglo-Saxons	The Vikings: Fire and Ice Viking and Anglo-Saxon Struggle
NC objectives	Describe and understand key aspects of: physical geography, including: climate zones, human geography, including land use, economic activity including trade links, and food and water. 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) Name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics.		Name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features including hills, mountains, coasts and rivers and understand how some of these aspects have changed over time. Describe and understand key aspects of: physical geography, including: rivers, mountains, and the water cycle.		
Fieldwork	Use maps, atlases, globes and digital/computer mapping to 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 maps, atlases, globes and digital/computer mapping to locate 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, 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 PREVIOUS LEARNING	KS1 - children know the names and locations of the seven continents and five oceans. Year 1 - Children have learned about hot and cold regions (HT3) Year 2 - Children have learned about tropical climates (HT5) Year 3 - Children learned about Mediterranean climate and what foods are grown there (HT2)		Year 2 - children know the names and locations of the four countries of the United Kingdom and their capital cities (HT2) Year 2 - Children are aware of human and physical features of each of the four countries in the United Kingdom (HT2) Year 3 - Children have used four figure grid references and know the eight points of a compass (HT2/5)		
BIG QUESTION	**How does the production and trade of food around the world impact different countries and their economies, cultures, and environments?**		**What are the main features of mountains and rivers, and how do they interact with the water cycle to shape the landscapes and ecosystems around them?**		
CONCEPT	Space Environment		Place Enquiry		

Year 5	Disaster! Earthquakes and Volcanoes	Rats! (The Black Death) British History Beyond 1066	Ancient wonders of the world (Sumer/Shang/Indus)	Migration Human - Economics	Greece: The Legends Live On Ancient Greece	Roaming Roots: Exploring Canada's Nomadic Culture Region of North America
NC objectives	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, volcanoes and earthquakes,			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 minerals. 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.		Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 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 and vegetation belts, Human geography, including: types of settlement and the distribution of natural resources.
	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. 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 maps, atlases, globes and digital/computer mapping to locate countries. Use the eight points of a compass, 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 PREVIOUS LEARNING	Year 4 - children know that the earth's crust is divided into tectonic plates (HT3) Year 4 - children know how mountains are formed (HT3)			Year 3 - Children have learned about Greece and Africa and studied human and physical features of these places (HT2/5) Year 4 - children have learned about how people use land to produce food (HT1) Year 4 - children know about trade links between countries linked to food (HT1).		Year 1 - children learned about hot and cold regions in relation to the equator and arctic circle (HT3) Year 2 - children have learned about tropical rainforests (HT4). Year 3 - Children learned about a range of biomes and climate zones in relation to significant lines of latitude (HT2/5)
BIG QUESTION	**What are the causes and effects of earthquakes and volcanoes, and how do they shape the physical and human geography of the areas they impact?**			**What are the reasons and consequences of migration, and how does it impact the people and places involved, as well as the wider world?**		**What are the unique physical and human geography features of the Yukon Territory, and how have they influenced the lives and cultures of the people who call it home?**
CONCEPT	Environment Interconnection			Space Scale		Place Sustainability

Year 6	Real London Lives Local History Study Fieldwork	Man Vs Beast Sustainability Energy	Thinking Big: The Victorian Age British History Beyond 1066	A Walk Through Westminster Region of the UK	History of the Islamic Religion Non-European contrasting society
NC objectives	**See fieldwork objectives below.*	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 human geography, including and the distribution of natural resources including energy.		Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	
Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, 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.	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. Use the eight points of a compass, 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 PREVIOUS LEARNING	Year 2 - children learned about the four countries of the United Kingdom; they can name their capital cities and key human and physical characteristics (HT2) Year 4 - children learned about food that is produced in Britain (HT1) Year 4 - children mapped the journey of the River Severn from source to mouth (HT4) Year 4 - children observed, measured, recorded and presented data (HT4)	Year 2 - children learned about the features of The Amazon; they know the layers of the rainforest, its biodiversity and climate (HT5) Year 4 - children learned about food that is produced around the world including in temperate and tropical climates (HT1) Year 5 - children learned about the natural resources found in the Yukon Territory and the oil extraction that occurs there (HT4)		Year 2 - children learned about the four countries of the United Kingdom; they can name their capital cities and key human and physical characteristics (HT2) Year 4 - children learned about food that is produced in Britain (HT1) Year 4 - children mapped the journey of the River Severn from source to mouth (HT4) Year 4 - children observed, measured, recorded and presented data (HT4) Year 6 - children conducted a local history study in HT1 and used fieldwork skills liked to geography (HT1/2)	
BIG QUESTION	**How has the geography of Westminster changed since World War 1 and what impact has this had on the people who live and work in the area?**	**What are the environmental and social impacts of deforestation, and how can sustainable energy practices be implemented to mitigate these effects and promote a healthier future for our planet?**		**What are the human and physical geographical features of Westminster, and how do they contribute to the area's cultural, historical and political significance?**	
CONCEPT	Enquiry	Sustainability Interconnection Environment		Place Space Enquiry	