

YEAR ONE			
TERM	Autumn 2: Our Local Area	Spring 2: Around the World	Summer 2: What's the Same? What's Different?
LEARNING OBJECTIVES	<ul style="list-style-type: none"> <li>To use and add to a simple plan of our classroom.</li> <li>To describe my local area.</li> <li>To discuss and design symbols.</li> <li>To use symbols and coordinates to read a map.</li> <li>To make a simple map to show a route.</li> <li>To describe a route on a map.</li> </ul>	<ul style="list-style-type: none"> <li>To know what a continent is and what the continents are called.</li> <li>To locate the seven continents on a map.</li> <li>To know what an ocean is and what the oceans are called.</li> <li>To locate the five oceans on a map.</li> <li>To locate and label the continents and oceans.</li> <li>To use what I know about the Equator and the North and South Poles to identify hot and cold areas of the world.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss and identify 'human' and 'physical' geographical features.</li> <li>To recognise, discuss and define the human and physical features of the seaside.</li> <li>To write simply about the features of the seaside.</li> <li>To recognise, discuss and define the human and physical features of the outback.</li> <li>To write simply about the features of the Australian desert.</li> <li>To compare the British seaside and the Australian desert.</li> </ul>
NATIONAL CURRICULUM	<p>PUPILS SHOULD BE TAUGHT:</p> <p>'... to use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.'</p> <p>'... to devise a simple map; and use and construct basic symbols in a key.'</p> <p>'... to 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.'</p> <p>'... to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.'</p>	<p>PUPILS SHOULD BE TAUGHT:</p> <p>'... to name and locate the world's 7 continents and 5 oceans.'</p> <p>'... to identify... the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.'</p> <p>'... to use world maps, atlases and globes to identify... the countries, continents and oceans studied at this key stage.'</p>	<p>PUPILS SHOULD BE TAUGHT:</p> <p>'... to 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.'</p> <p>'... to use basic geographical vocabulary to refer to: key physical features, including: 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.'</p> <p>'... to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.'</p>
TOPIC VOCABULARY	plan, bird's eye view, label, local, aerial photographs, symbols, map, coordinates, locations, landmarks, plot, route, left, right, North, South, East, West, compass	globe, continent, land mass, countries, Asia, Africa, North America, South America, Antarctica, Europe, Oceania, ocean, Pacific, Atlantic, Indian, Southern, Arctic, locations, North Pole, South Pole, Equator, climate, weather	human features, physical features, people, nature, seaside, beaches, desert, beach, cliff, rock pool, dunes, waves, lighthouse, pier, harbour/port, beach hut, lifeboats, gorge, scalloped dunes, plateau, inselberg, rock hole, underground homes, School of the Air, roadhouse, cattle station, the Royal Flying Doctor Service
YEAR TWO			
TERM	Autumn 1: Weather and Seasons	Summer 1 & 2: What Makes Britain Great?	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> <li>To observe and describe different types of weather.</li> <li>To observe the weather and interpret weather data.</li> <li>To explore what makes the weather change.</li> <li>To name and describe the four seasons in the United Kingdom.</li> <li>To name and locate the countries and capital of the United Kingdom.</li> <li>To use what I know to make predictions about the weather in different parts of the U.K.</li> </ul>	<ul style="list-style-type: none"> <li>To name and locate the countries, capitals and surrounding seas of the United Kingdom.</li> <li>To research and discuss the human, physical and cultural characteristics of Northern Ireland.</li> <li>To research and discuss the human, physical and cultural characteristics of England.</li> <li>To research and discuss the human, physical and cultural characteristics of Scotland.</li> <li>To research and discuss the human, physical and cultural characteristics of Wales.</li> <li>To describe the human, physical and cultural characteristics of the United Kingdom.</li> </ul>	
NATIONAL CURRICULUM	<p>PUPILS SHOULD BE TAUGHT:</p> <p>'... to name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom...'</p> <p>'... to identify seasonal and daily weather patterns in the United Kingdom.'</p> <p>'... to use world maps, atlases and globes to identify the United Kingdom and its countries...'</p>	<p>PUPILS SHOULD BE TAUGHT:</p> <p>'... to name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.'</p> <p>'... to use basic geographical vocabulary to refer to: key physical features, including: 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 and shop.'</p> <p>'... to name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom...'</p>	
TOPIC VOCABULARY	observe, weather, atmosphere, satellite photographs, weather reporter, predict, field-sketch, temperature, symbol, data, wind, horizontal, North, South, East, West, Beaufort Scale, Autumn, Winter, Spring, Summer, seasons, United Kingdom, country, capital city, England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, altitude.	United Kingdom, country, capital city, England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, North Sea, English Chanel, Irish Sea, Celtic Sea, human features, physical features, cultural characteristics, Giant's Causeway, Titanic Belfast Museum, Fifteens, the Lake District, Tower Bridge, scones, Fingal's Cave, St Giles' Cathedral, shortbread, Mount Snowdon, Cardiff Castle, Welsh cakes	

## YEAR THREE

TERM	Autumn 1: Mapping It Out	Spring 1: The U.K. Revisited	Summer 1: Climate Zones and Biomes
LEARNING OBJECTIVES	<ul style="list-style-type: none"> <li>To compare different maps and their uses.</li> <li>To use the symbols and key on an Ordnance Survey map.</li> <li>To use the eight compass points to follow and give directions.</li> <li>To use grid references.</li> <li>To use a map to plan a route.</li> <li>To identify and describe how land use has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and describe key geographical features of the United Kingdom.</li> <li>To identify and locate the counties of the United Kingdom.</li> <li>To locate and identify towns and cities in the United Kingdom.</li> <li>To find out about the hills and mountains of the United Kingdom.</li> <li>To find out about the seas and coasts of the United Kingdom.</li> <li>To identify and explore the major rivers of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>To recap weather and start to learn about climate and climate zones.</li> <li>To understand, identify and describe biomes.</li> <li>To find out about the polar climate zone and the tundra biome.</li> <li>To find out about the hottest, wettest places on Earth.</li> <li>To find out about the hottest, driest places on Earth.</li> </ul>
NATIONAL CURRICULUM	<p style="text-align: center;">PUPILS SHOULD BE TAUGHT:</p> <p>‘... to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.’</p> <p>‘... to 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.’</p>	<p style="text-align: center;">PUPILS SHOULD BE TAUGHT:</p> <p>‘... to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features... and land-use patterns...)</p> <p>‘... to describe and understand key aspects of human geography, including... types of settlement and land use...’</p>	<p style="text-align: center;">PUPILS SHOULD BE TAUGHT:</p> <p>‘... to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.’</p>
TOPIC VOCABULARY	maps, atlas, ordnance survey map, digital map, contents, index, satellite imagery, Global Positioning System (GPS), contour lines, key, symbol, compass, North, South, East, West, North East, South East, South West, North West, 8-point compass, Eastings, Northings, four-figure grid reference, six-figure grid reference	countries, England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Belfast, population, life expectancy, town, city, rural, monarchy, Union Jack, counties, regions, border, village, hill, mountain, steeper, summit, tectonic plates, fold mountain, volcano, topographical map, elevation, coastline, sea, ocean, cliff, arch, cave, peninsula, headland, estuary, bay, harbour, docks, sand, pebbles, tide, river, tributaries, mouth	weather, climate zones, biomes, climate change, precipitation, temperate, seasons, air temperatures, equator, polar, arid, tropical, Mediterranean, mountainous, savannah, desert, temperate forest, rainforest, taiga forest, tundra, grassland, evaporation, canopy, understory, forest floor, evergreen/coniferous, North and South Poles, Arctic, Antarctic, adaptations, Nenets, indigenous, annual, monsoon, Bedouin

## YEAR FOUR

TERM	Spring 1: Extreme Earth	Summer 1: Where Does Our Food Come From?	Summer 2: River Deep, Mountain High
LEARNING OBJECTIVES	<ul style="list-style-type: none"> <li>To find out about the Earth’s climate and areas of extreme temperatures.</li> <li>To find out about the water cycle and the distribution of water across the world.</li> <li>To find out about extreme weather conditions across the world.</li> <li>To find out about earthquakes and what causes them.</li> <li>To find out about tsunamis and how they are caused.</li> <li>To find out what volcanoes are and how they are formed.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that the food we eat comes from many different places around the world.</li> <li>To know how land in temperate climate zones is used to produce food.</li> <li>To know how land in tropical climate zones is used to produce food.</li> <li>To describe how the land in tropical biomes is being changed to enable more food to be produced.</li> <li>To explore how food is produced in mediterranean climate zones.</li> <li>To explain how land is used to produce food in the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>To find out how mountains are formed and where the major mountain ranges in the world are.</li> <li>To find out about mountain climates.</li> <li>To explore the positive and negative aspects of tourism in mountain environments.</li> <li>To find out about rivers and how they erode, transport and deposit materials.</li> <li>To find out why rivers are important.</li> <li>To find out about the causes of river pollution and the effect it has on the environment.</li> </ul>
NATIONAL CURRICULUM	<p style="text-align: center;">PUPILS SHOULD BE TAUGHT:</p> <p>‘... to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.’</p>	<p style="text-align: center;">PUPILS SHOULD BE TAUGHT:</p> <p>‘... to 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).’</p> <p>‘... to 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.’</p> <p>‘... to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.’</p>	<p style="text-align: center;">PUPILS SHOULD BE TAUGHT:</p> <p>‘... to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.’</p>
TOPIC VOCABULARY	extreme, climate, weather, equator, poles, temperature, wind, air pressure, humidity, deserts, rainfall, inhospitable, tornadoes, line graph, key, water cycle, precipitation, evaporation, vapour, clouds, drought, forest fires, lightning, tropical storms, flooding, hail storms, blizzards, tornadoes, earthquakes, inner core, outer core, mantle, crust, tectonic plates, Richter Scale, Mercalli Scale, tsunami, shockwaves, volcanoes, magma, volcanic ash, lava, erupt, dormant, extinct, pressurised, vents	Northern Hemisphere, Southern Hemisphere, processed, transported, imported, exported, temperate climate, moderate, population, conditions, longitude, latitude, tropics, tropical climate, humid, cyclones, Fairtrade, deforestations, endangered, extinct, mediterranean climate, rainfall, terrain, crops, livestock, topographical map, agricultural map, arable farming, pastoral farming, land use	mountain, landmass, elevation, steep, hill, peak, crust, tectonic plates, fold mountain, dome mountain, political map, physical map, mountain range, alpine climate, altitude, sea level, monsoon season, bar chart, average, line graph, pictogram, freshwater springs, reservoirs, tourism, scenery, rivers, erosion, transportation, deposition, delta, fresh water, water cycle, energy, farming, leisure, habitat, pollution, local, global, agriculture, industry, litter, oil

## YEAR FIVE

TERM	Spring 2: A North American Road Trip	Summer 1: Exploring Scandinavia	Summer 2: Exploring Africa
LEARNING OBJECTIVES	<ul style="list-style-type: none"> <li>• To identify the countries of North America.</li> <li>• To investigate and compare climates in North America.</li> <li>• To explore the geographical features of North America.</li> <li>• To explore the capital cities of North America.</li> <li>• To explore the various time zones of North America and how these compare to other time zones around the world.</li> <li>• To compare a region in the UK with a region in North America.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to locate Scandinavia's countries and major cities on a world map.</li> <li>• To use a digital map.</li> <li>• To explore the climate and weather of Scandinavia.</li> <li>• To explore the physical features of Scandinavia.</li> <li>• To explore Scandinavia's human geography.</li> <li>• To be able to compare an area in the UK with an area in Scandinavia.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to identify African countries and locate them on a map.</li> <li>• To explore western Africa and Nigeria.</li> <li>• To explore northern Africa and Morocco.</li> <li>• To explore central Africa and the Central African Republic.</li> <li>• To explore eastern Africa and Tanzania.</li> </ul>
NATIONAL CURRICULUM	<p style="text-align: center;">PUPILS SHOULD BE TAUGHT:</p> <p>'... to locate the world's countries, using maps to focus on...North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.'</p> <p>'... to identify the position and significance of... the Prime/Greenwich Meridian and time zones (including day and night).'</p> <p>'... to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.'</p> <p>'... to understand geographical similarities and differences through the study of human and physical geography of... a region in North or South America.'</p> <p>'... to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.'</p>	<p style="text-align: center;">PUPILS SHOULD BE TAUGHT:</p> <p>'... to locate the world's countries, using maps to focus on Europe... concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.'</p> <p>'... to identify the position and significance of ... the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).'</p> <p>'... to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom [and] a region in a European country...'</p> <p>'... to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.'</p>	<p style="text-align: center;">PUPILS SHOULD BE TAUGHT:</p> <p>'... to describe and understand key aspects of physical [and]human geography, including: types of settlement and land use, economic activity, including trade links...'</p> <p>'... to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.'</p> <p>'... to use the eight points of a compass... to build their knowledge of... the wider world.'</p>
TOPIC VOCABULARY	continents, countries, mainland, islands, states, climate zones, satellite photograph, geographical features, human features, physical features, crevices, waterfalls, glacier, desert, capital city, government, time zones, Greenwich Mean Time, the Greenwich Meridian, population, culture, tourism, landmarks, terrain	Scandinavia, region, Nordic countries, flags, tax, digital map, Google Maps, urban, rural, directions, Arctic Circle, tundra, hours of daylight, average, temperature, precipitation, beach, cliff, fjord, forest, glacier, hill, mountain, river, valley, waterfall, religion, population, currency, culture, coastal, inland, flora and fauna	north, south, east, west, northeast, northwest, southwest, southeast, regions, climate, culture, ethnic groups, currency, population, life expectancy, agriculture, states, tropical savannah, independent nation, political map, topographical map, coastline, landlocked, subsistence farming, natural resources, exports, civil wars, transportation, infrastructure, corruption, poverty, lakes, plains, volcanic caldera, ecosystem, grasslands, animal migration, pastoral nomads

**YEAR SIX**

TERM	Spring 1: Natural Resources	Summer 1: Bem vindo ao Brasil!	Summer 2: Our Local Area
LEARNING OBJECTIVES	<ul style="list-style-type: none"> <li>To identify some of Britain’s natural resources and explain how they are used.</li> <li>To understand some ways in which natural resources are used to produce energy.</li> <li>To identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use.</li> <li>To identify places where wood is produced and consider problems associated with its production.</li> <li>To explain where and how steel is produced.</li> <li>To explain and represent information about natural resources and their products.</li> </ul>	<ul style="list-style-type: none"> <li>To locate Brazil.</li> <li>To explore Brazil’s physical geography.</li> <li>To reflect on the importance of and threats to the Amazon rainforest.</li> <li>To investigate the urbanisation of Brazil I can define ‘urbanisation’.</li> <li>To explore life in a Brazilian city.</li> <li>To explore and improve a city’s plan.</li> </ul>	(DRAFT)
NATIONAL CURRICULUM	<p align="center">PUPILS SHOULD BE TAUGHT:</p> <p>‘... to 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.’</p>	<p align="center">PUPILS SHOULD BE TAUGHT:</p> <p>‘... to 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.’</p> <p>‘... to 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 in North or South America.’</p> <p>‘... to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.’</p> <p>‘... to use 6-figure grid references, symbols and key to build their knowledge of... the wider world.’</p>	
TOPIC VOCABULARY	<p>natural resources, coal, petroleum, natural gas, limestone, silica (sand), steel, glass, iron ore, land use, wind turbines, abundant, scarce, geological resources, National Grid, gas, nuclear, fuel, renewable, non-renewable, pollutants, wind farm, solar farm, nuclear power station, hydroelectric dam, clean energy, import, export, products, mills, factories</p>	<p>population, borders, bordering countries, regions, states, capital city, marsh, swamp, standard of living, employment, landscape, natural regions, wetlands, basin, highlands, topographical map, sea level, rainforest, biodiversity, biomes, plateau, deforestation, tribes, indigenous, threats, urban, rural, push factors, pull factors, urbanisation, favelas, shanty towns, city/urban planning, residents</p>	