

Year Group	Term/Topic/Depth Enquiry Question	Geographical Skills and Knowledge Coverage
1	Spring 1 Amazing Animals Why can't a meerkat live in the North Pole?	<i>Develop knowledge about the world, the United Kingdom and their locality.</i> <i>Understand basic subject-specific vocabulary related to human and physical geography.</i> Use maps and a globe to identify the continents. Locate the continents on a paper map. Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is the place different to where I live? Draw and label pictures to show how places are different. Be able to explain orally and in writing the similarities and differences between the features of the two localities. Ask questions about the weather and seasons. Use maps to locate the U.K.
	Summer 2 City to Seaside Why do we like to beside the seaside?	<i>Develop knowledge about the world, the United Kingdom and their locality.</i> <i>Understand basic subject-specific vocabulary related to human and physical geography.</i> Use maps and a globe to identify the continents and oceans. Understand that the terms 'continent' and 'sea'. Understand that both a map and a globe show the same thing. Use maps and globes to locate the U.K. Use technology such as Google Maps and Google Earth to find and locate the U.K. Express own views about a place, people and the environment. Be able to explain orally and in writing the similarities and differences between the features of the two localities – local area and seaside location. Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season, weather. Look at a simple map of the local area and identify the things they know and have seen. Use technological tools such as Google Maps or tripgeo.com to explore the local/seaside location.

Key:

Skills

Locational Knowledge

Place Knowledge

Physical and Human Knowledge

Geographical Skills and Fieldwork

Year Group	Term/Topic/Depth Enquiry Question	Geographical Skills and Knowledge Coverage
2	Autumn 2 Near and Far Would you rather live in Kenya or the U.K.?	<p><i>Develop knowledge about the world, the United Kingdom and their locality.</i></p> <p><i>Understand basic subject-specific vocabulary related to human and physical geography.</i></p> <p>Use maps and a globe to identify the continents and oceans of the world.</p> <p>Develop understanding of the terms 'continent' and 'sea'.</p> <p>Understand that both a map and a globe show the same thing, although the shapes of continents may look different.</p> <p>Explain the purpose of a capital city, and identify those in Kenya and the U.K.</p> <p>Study pictures/videos of two differing localities – U.K. and Kenya, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</p> <p>Study pictures of U.K. and Kenya in the past and in the present and ask, 'How has it changed?'</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.</p> <p>Encourage use of geography specific vocabulary.</p> <p>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 and link them with the localities studied.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop, and link them with the localities studied.</p> <p>Study aerial photographs of the school and label it with key features e.g school, park, shops.</p> <p>Look at a simple map of the local area and identify the things they know and have seen.</p>
	Summer 1 Pole to Pole	<p><i>Develop knowledge about the world, the United Kingdom and their locality.</i></p> <p><i>Understand basic subject-specific vocabulary related to human and physical geography, including first-hand observations to enhance their locational awareness.</i></p> <p>Be able to identify the 4 countries that make up the U.K. and label each of the capital cities.</p> <p>Explain the purpose of a capital city and form opinions on how this affects population size.</p> <p>Study pictures/videos of two differing localities – U.K. and North Pole, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</p> <p>Use both maps and globes to identify the coldest places in the world, and where they are in relation to the North and South Poles.</p> <p>Use both maps and globes to identify the hottest places in the world. Identify the equator and locate countries on the equator which are the hottest.</p> <p>Use maps, globes and Google Maps to find and locate the U.K.</p> <p>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>Draw own maps of the local area; use and construct basic symbols for a key.</p> <p>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 e.g. note-taking, filming, photos, data collection, sketches, observations, sketch maps, diagrams, reports.</p>

Year Group	Term/Topic/Depth Enquiry Question	Geographical Skills and Knowledge Coverage
3	Autumn 2 Shakes and Quakes Creator or destroyer?	<p><i>Extend their knowledge and understanding beyond the local area to include the U.K. and Europe, North and South America.</i></p> <p><i>Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</i></p> <p>Locate and name the continents on a world map.</p> <p>Identify the longest rivers in the world, largest deserts and highest mountains and volcanoes in each continent, using a variety of maps e.g. maps, globes and Google Earth.</p> <p>Use map keys and symbols to identify main characteristics.</p> <p>Compare a region of the U.K. with a region in Europe, identifying some of the different countries, major cities, mountain ranges, rivers and oceans.</p> <p>Locate places in the world where volcanoes and earthquakes occur.</p> <p>Understand causes of earthquakes and volcanoes, and describe the process of what happens when a volcano erupts.</p> <p>Understand the effects of volcanoes and earthquakes, in particular how they affect human life.</p> <p><i>Look at different areas and why people have settled there.</i></p> <p><i>Relate land use and trade to settlements.</i></p> <p>Understand some basic symbols and keys in map work.</p>
	Summer 2 Windrush Why did people migrate from the Caribbean to the U.K.?	<p><i>Extend their knowledge and understanding beyond the local area to include the U.K. and Europe, North and South America.</i></p> <p><i>Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</i></p> <p>Locate and name the continents on a world map.</p> <p>Identify the capital cities of the Caribbean and U.K.</p> <p>Use a variety of maps e.g. maps, globes and Google Earth.</p> <p>Make predictions about how life might be different in the two hemispheres, focusing on the climate.</p> <p>Compare a region of the U.K. with the Caribbean, locate rivers and oceans.</p> <p>Look at maps, pictures and other sources to identify similarities and differences between a U.K. region and the Caribbean.</p> <p><i>Compare settlements in the world e.g. villages, towns and cities.</i></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Understand the 8 points of a compass and 2-figure grid references.</p> <p>Use locational language to describe the location of points on a map of the areas studied.</p>

Key:

Skills

Locational Knowledge

Place Knowledge

Physical and Human Knowledge

Geographical Skills and Fieldwork

Year Group	Term/Topic/Depth Enquiry Question	Geographical Skills and Knowledge Coverage
4	Spring 2 From Source to Sea Will the water ever run out?	<p><i>Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. This will include the location and characteristics of a range of the world's most significant human and physical features. Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</i></p> <p>Identify longest rivers in the world, largest deserts and highest mountains.</p> <p>Locate major rivers around the world on maps.</p> <p>Explain the process of rivers.</p> <p>Understand how river use has changed over time, e.g. impact on trade.</p> <p>Understand how water affects the environment, settlement, environmental change and sustainability.</p> <p>Understand the 8 points of a compass and 4-figure grid references.</p> <p>Understand some basic symbols and keys – including use of a simplified Ordnance Survey map.</p> <p>Use locational language to describe the location of points on a map of the school/local area/areas of the U.K.</p>
	Summer 1 From Farm to Fork How does food reach our plate?	<p><i>Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. This will include the location and characteristics of a range of the world's most significant human and physical features. Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</i></p> <p>Locate and name the main counties and cities around London.</p> <p>Use map keys and symbols to identify key characteristics.</p> <p><i>Identify key trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas.</i></p> <p><i>Discover where food comes from.</i></p> <p><i>Understand the effects of trade on different people e.g. farmers, suppliers, buyers and understand the idea behind fair trade.</i></p> <p><i>Choose one area around the world and understand the impact of trade on that area.</i></p> <p>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.</p>

Key:

Skills

Locational Knowledge

Place Knowledge

Physical and Human Knowledge

Geographical Skills and Fieldwork

Year Group	Term/Topic/Depth Enquiry Question	Geographical Skills and Knowledge Coverage
5	Autumn 1 The Village that Vanished How do the human and physical features make it different to live in Ghana compared with the U.K.?	<p><i>Extend their knowledge and understanding beyond the local area to include Africa. This will include the location and characteristics of a range of the world's most significant human and physical features.</i></p> <p><i>Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</i></p> <p>Locate and name main countries in Africa. Locate and name the capital cities in the U.K. and Ghana.</p> <p>Use maps to locate features of the U.K. e.g. rivers, mountains, large cities.</p> <p>Explain which are physical and which are human features.</p> <p>Locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, on a map, atlas and globe.</p> <p><i>Distribution of natural resources including energy, food, minerals and water.</i></p> <p><i>Understand the distribution of natural resources around the world e.g. energy, food.</i></p> <p><i>Understand the fair/unfair distribution of these resources.</i></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass and 6-figure grid references, with the use of terms such as longitude and latitude.</p> <p>Understand and use symbols and keys (including the use of an Ordnance Survey map).</p>
	Summer 1 Living Things and their Habitats What impact does our daily life have on habitats, both locally and globally?	<p><i>Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, South America and Africa. This will include the location and characteristics of a range of the world's most significant human and physical features.</i></p> <p><i>Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</i></p> <p>Locate and name the main countries in Europe and South America.</p> <p>Locate and name the main counties and cities in England.</p> <p>Draw conclusions about the climates of countries on the Equator and on the Tropics.</p> <p>Compare a region of the U.K. with a region in South America.</p> <p>Identify different countries and major cities in South America.</p> <p>Locate mountain ranges, rivers and oceans in South America.</p> <p>Look at maps, pictures and other sources to identify similarities and differences between a U.K. region and a region in South America.</p> <p>Compare human and physical features.</p> <p><i>Understand the different energy types e.g. fossil fuels, wind power, and their effect on the world.</i></p> <p>Use locational language to describe the location of points on a map of the school/local area/areas of the U.K./South America studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area, and the impact humans are having on the locality, using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

Key:

Skills

Locational Knowledge

Place Knowledge

Physical and Human Knowledge

Geographical Skills and Fieldwork

Year Group	Term/Topic/Depth Enquiry Question	Geographical Skills and Knowledge Coverage
6	Spring 2 Land of the Rising Sun Why does Japan attract the world?	<p><i>Extend their knowledge and understanding beyond the local area to include the United Kingdom and Asia. This will include the location and characteristics of a range of the world's most significant human and physical features. Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</i></p> <p>Select the most appropriate map for different purposes e.g. atlas to find a country, Google Earth to find a village. Look at maps on different scales and calculate scales on own maps. Draw conclusions about the climates of countries on the Equator and on the Tropics. Use maps to identify longitude and latitude and understand their significance – make links with time zones, night and day.</p> <p>Compare a region of the U.K. with a region in Asia. Identify different countries and major cities of Asia. Locate mountain ranges, rivers and oceans in Asia. Look at maps, pictures and other sources to identify the similarities and differences between a U.K. region and a region in Asia. Compare physical and human features.</p>
	Summer 2 Climate Change	<p><i>Extend their knowledge and understanding beyond the local area to include the location and characteristics of a range of the world's most significant human and physical features. Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</i></p> <p>Identify the major cities in the world, the main mountain ranges and the longest rivers. Use and explain the term 'climate zone'. Use maps to identify different climate zones. Compare different climate zones and how life is different/similar in them. Discuss global warming and research implications. Identify changes to be made in own lives in response to this. Understand the term 'biome' and find different biomes around the world e.g. tundra, desert, grassland, rainforests. Understand about the differences and similarities in these biomes e.g. animals, climate, plants, habitats.</p>

Key:

Skills

Locational Knowledge

Place Knowledge

Physical and Human Knowledge

Geographical Skills and Fieldwork