

Y1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
	Using aerial photographs to investigate and develop knowledge of the local area and school grounds	Locating the UK and identifying its four countries on a map.	Learning to recognise physical and human features in the locality.
	Developing an understanding of maps by creating maps of the classroom	Identifying the seasons in the UK and carrying out fieldwork to investigate seasonal changes in the school grounds.	Drawing a sketch map of physical and human features found in the local area.
	Learning to locate features of the school grounds and adding these to a basic map using directional language	Identifying the four compass directions and using them to describe the location of landmarks.	Naming and locating continents on a world map.
	Learning to draw maps using simple pictures or symbols and to locate features using directional language	Identifying the four compass directions and using them to describe the location of landmarks.	Identifying physical and human features of China.
	Investigating thoughts and feelings about a place by carrying out a survey	Identifying the four compass directions and using them to describe the location of landmarks.	Finding out about the physical and human geography of Shanghai.
	Creating a design to improve the playground, taking into account the survey results from Lesson 5	Learning about how the weather changes and suggesting the clothing and activities people might do in each season.	Comparing Shanghai to the local area.
Y2	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
	Learning to name the seven continents and locating them on a world map.	Identifying features and major geographical characteristics of the UK and locating these on a map.	Locating the UK and the surrounding seas and oceans on a map.
	Locating the North and South Poles on a world map and identifying some key features of each place.	Learning about some of the world's most amazing places and locating them on a world map.	Identifying what the coast is and some of its features.
	Locating the Equator on a world map and exploring key features of the region.	Naming and locating the five oceans on a world map	Identifying the physical features of the Jurassic Coast.
	Comparing the UK and Kenya; identifying key similarities and differences.	Learning to draw a map of the local area using symbols to represent human and physical features	Understanding how people use the coast.
	Understanding the difference between 'weather' and 'climate'; measuring and recording the weather on school grounds.	Investigating a local habitat; collecting and recording data on a tally chart.	Investigating how people use the local coast.
	Understanding the difference between 'weather' and 'climate'; measuring and recording the weather on school grounds.	Learning to present their findings in a bar graph and suggesting ways to look after natural habitats.	Presenting findings on how people use the local coast
Y3	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
	Learning about the Earth's layers and their properties, and developing an understanding of tectonic plates	Learning about lines of latitude and longitude and climate zones; developing an understanding of why seasons and climate zones occur; discussing the positions of the Arctic and Antarctic circles	Describing different settlements and exploring urban and rural living.
	Learning how mountains are formed and plotting them on a world map. Identifying patterns with plate boundaries. Mapping significant mountain ranges and their continents.	Learning about lines of latitude and longitude and climate zones; developing an understanding of why seasons and climate zones occur; discussing the positions of the Arctic and Antarctic circles	Using an OS map to identify human and physical features in the local area.
	Learning how mountains are formed and plotting them on a world map. Identifying patterns with plate boundaries. Mapping significant mountain ranges and their continents.	Discovering what it is like to visit Antarctica as a researcher, including the incredible sights they see, the work they do and how they adapt to life in a polar climate.	Identifying and discussing the location of the physical and human features on a fieldwork trip in the local area.
	Learning how mountains are formed and plotting them on a world map. Identifying patterns with plate boundaries. Mapping significant mountain ranges and their continents.	Learning about Shackleton and his expedition; using four-figure grid references to map his route; discussing similarities and differences between children's own life and life in Antarctica.	Using maps from the past and present to compare how land use has changed.
	Developing an understanding of how volcanoes have negative and positive effects on a community, using Mount Etna in Sicily as a case study.	Becoming familiar with the eight points on a compass and planning a simple route referring to them; using a digital map to identify human and physical features.	Identifying land use in New Delhi by locating human and physical features.
Y4	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
	Learning about biomes, ecosystems and tropics; locating rainforests globally, understanding why they occur there and discovering the features of the Amazon rainforest using maps and photographs.	Making connections between the biomes where certain foods grow and the conditions they need to flourish; developing an understanding of food choices and their impact on the environment.	Learning how the water cycle works
	Developing an understanding of vegetation belts and exploring further the 'tropical grasslands' of the Amazon rainforest. Learning about the four layers of a rainforest; the vegetation and animals that occupy each; and the adaptations of vegetation in a tropical rainforest biome	Exploring the importance of responsible trading through a case study of cocoa bean production in Côte d'Ivoire; considering the benefits and drawbacks of importing food.	Learning about the features and sections of a river.
	Developing an understanding of vegetation belts and exploring further the 'tropical grasslands' of the Amazon rainforest. Learning about the four layers of a rainforest; the vegetation and animals that occupy each; and the adaptations of vegetation in a tropical rainforest biome	Discussing opinions on responsible trade and looking at the journey and process of a cocoa bean from farm to chocolate bar on a shop shelf.	Mapping the major rivers of the UK and the world.
	Describing why tropical rainforests are important to our Earth; understanding the negative environmental impact humans have on the Amazon rainforest and discussing what can be done to oppose it.	Mapping and measuring the distance food travels to reach the UK and using a scale bar to convert measurements.	Realising the importance of rivers and describing ways they are used.
	Visiting a local woodland to find out how it is used; practising the data collection skills of questioning, sketching and logging live data.	Discussing and designing data collection methods for qualitative data and conducting an interview.	Identifying features around a local river using an OS map.
Y5	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
	Locating the continents, various European countries and the Alps on the world map; finding out which countries the Alps span.	Explaining why the ocean is important, how it is used and its significance in the water cycle.	Locating and describing hot desert biomes.
	Locating and describing some of the key physical and human characteristics of the Alps.	Explaining why the ocean is important, how it is used and its significance in the water cycle.	Locating and describing hot desert biomes.
	Researching and describing the physical and human geography of a small region of Europe and considering why tourists visit.	Learning about how humans are impacting coral reefs and oceans.	Understanding how a desert is formed and the physical features found there
	Visiting the local area to find out what there is to do; mapping recreational land use on an OS map; using the data collection skills of questioning, sketching and taking photographs.	Learning about how humans are impacting coral reefs and oceans.	Exploring how humans use the Mojave Desert
	Comparing the human and physical geography of the local area and Innsbruck, identifying similarities and differences	Collecting data in a marine environment.	Exploring some of the threats to desert
Y6	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
	Discussing global population distribution and growth; identifying which countries are densely and sparsely populated; describing why some environments are more appealing to live in than other	Developing an understanding of energy sources and their trading routes.	Exploring the local area as a basis for a fieldwork enquiry question.
	Learning what birth and death rates are and discussing the factors that influence them.	Considering the benefits and drawbacks of different energy sources	Designing appropriate data collection methods to collect data needed to answer the enquiry question
	Understanding that migration can be voluntary and involuntary and that it is influenced by external factors that are environmental, economic and social.	Considering the benefits and drawbacks of different energy sources	Planning a route on a map and considering potential risks.
	Understanding the impact climate change can have on the global population. Discussing why climate change is happening and what can be done to help fight it.	Locating human and physical features on an OS map to identify land use and energy sources.	Collecting and recording data to answer an enquiry question.
	Using a range of data collection methods, pupils compare the environmental quality of two areas in their locality with a focus on traffic and litter.	Deciding on an appropriate way to generate energy for a new development and justifying how and why.	Mapping and analysing data and preparing to present findings.
Y6	Collating data collected from their fieldwork and writing a report on their findings, pupils create a digital map and make suggestions to improve an area.	Considering a location for a solar panel on the school grounds.	Creating and presenting the outcome of an enquiry question to a chosen audience

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