

Year 1			
Focussed Study	My School / My Home Skills and field work	Me & My Locality Human and physical geography	Me & My UK Countries, capitals & seas
What? & Why?	Pupils will investigate where they live and the routes around their immediate vicinity. They will identify places from the area. Survey and sketch items in the area producing simple maps of our locality. They will plot routes on maps and investigate the differences between town and country living.	Pupils will develop their awareness of our immediate local area. They will learn simple geographical vocabulary to describe physical and human features in an area. Initially they will look at our local area and extend into areas which have other features e.g. cliffs and beach. Use aerial photos for evidence and to talk about features. They will be introduced to basic map symbols and create a map of the local area.	Pupils will learn the names and locations of the Countries within the UK and be able to name the surrounding seas. They will be introduced to directional language and begin to use it in context. They will learn compass point names and link the directions to their knowledge of UK map.
Skills Covered In Each Unit			
<b>Vocabulary</b> Key Maps Scale beach, coast, forest, sea, season and weather Capital City city, town, farm, house and shop compare North South East West	<b>Map Skills</b> I can use maps to gather information about the local area I can use directional language such as near, up, left, forwards I can recognise basic map symbols. I can plot a simple route on a map	<b>Place Knowledge</b> I can recognise familiar places in my local area I can identify differences between town and country locations <b>Human and Physical Geography</b> I know key human features such as: city, town, farm, house and shop <b>Map Skills</b> I can recognise basic map symbols	<b>Map Skills</b> I can recognise basic map symbols <b>Locational Knowledge</b> I can name and locate the four countries of the UK I can name and identify the capital cities of the UK I can name the surrounding seas of the UK <b>Human and Physical Geography</b> I can identify weather patterns in the UK I know key physical features such as: beach, coast, forest, sea, season and weather.
Fieldwork	I can draw simple features.		
Ongoing skills	I can sketch simple features in my area/ school.		
	I can rec. that a photo/video is a record of what has been seen or heard.		
	I can identify the seasons of the UK – <b>over the year</b> Weather studied alongside Seasons over the year		

Year 2			
Focussed Study	Local study –farming Maps route around a farm	Continents and Oceans	Hot and Cold Kenya & Antarctica
What? & Why?	<p>Following the basic map symbols and routes the children have worked with in Year 1 the children. They will produce maps with symbols and use their directional knowledge to plot routes. Aerial photos and maps of farm visit will be used by the children to plot their route and survey the usage of the land.</p> <p>The children will investigate other land use and develop their awareness of human and physical features.</p>	<p>The children will learn about the Ocean and Seas around the world. Learning and using appropriate vocabulary. They will be able to name the 7 continents and 5 main Oceans. They will learn about some areas within the continents – learning the capital cities and major facts about 4 countries. Part of this study will start looking at climate in the areas.</p>	<p>Following the introduction to continents and Oceans the children will investigate and learn about life in different climates. The major part of the study will be on Kenya the human and physical features of living in the area. They will also look into life in cold areas like Antarctica. Focussing on geographical language as well as similarities and differences to their local area (as studied in Year 1)</p>
Skills Covered In Each Unit			
<b>Vocabulary</b> North South East West farm Weather Equator North/South pole Continent Country Capital City	<b>Map Skills</b> I can follow a route on a map. I can use simple compass directions (NESW) I can draw or make a map of real or imaginary places. I can use and construct basic symbols in a key. <b>Human and Physical Geography</b> I know key human features <b>Place Knowledge</b> I can identify human and physical features in UK	<b>Locational Knowledge</b> I can name and locate the world’s seven continents. I can name and locate the world’s five oceans.	<b>Human and Physical Geography</b> I can explore hot and cold countries. I can identify the equator and the North and South Poles <b>Place Knowledge</b> I can identify human and physical features in a non-European country: Kenya I know the similarities and differences between the UK and Kenya
Fieldwork	I can ask a familiar person prepared questions. I can use a tally chart to collect data. I can add labels to a sketch map, map or a photograph of features. I can use a camera to record what I have seen.		

Year 3			
Focussed Study	Stone Age to iron Age Geography skills	UK – countries, regions human and physical features	Geographical Skills and Field work – maps, atlases & globes
What? & Why?	<p>Linking to the History study children will look at land use in Stone age- iron age. They will compare areas from maps with use in modern times. They will learn about changes over time and changes due to need and developments in technology, work practices etc.</p> <p>The children will pose questions about land use in ancient times and use a variety of sources to find answers.</p>	<p>We look at human and physical features of the United Kingdom, focussing on regions and then counties; Antrim, Devon, Tyne and Wear and London.</p> <p>We compare physical features, and their importance in settlement and development, such as rivers, estuaries, coastlines etc. We develop map skills, using ordnance survey maps and keys, and learn about describing location and direction geographically.</p>	<p>Following on from simple map work in Year 2 the children will look in more detail at maps, symbols and directions. They will develop their mapping skills linked to the locals area study</p> <p>Following the History study of Ancient Egypt, we use satellite images, globes and maps to locate and learn about the geographical features of Egypt -The Nile, it's delta and the desert beyond.</p>
Skills Covered In Each Unit			
<b>Vocabulary</b> Land use Industry Agriculture United Kingdom Human & Physical Estuary Coast Mountains Delta	<b>Locational Knowledge</b> I can identify land use patterns and understand how some of these have changed over time.	<b>Place knowledge</b> I understand geographical similarities and differences in regions of the UK <b>Locational Knowledge</b> I can name and locate counties and cities of the UK. I can name and locate cities of the UK. I can identify topographical features: hills, mountains, coasts and rivers.	<b>Map Skills</b> I can follow a route on a map with some accuracy. I can locate places using a range of maps: OS and digital. I can use NESW and co-ordinates to identify features on a map. I can make a map of a short route with features in order. I can create a simple scale drawing. I can use standard symbols and understand the importance of a key.
Fieldwork	I can ask geographical questions. I can use a simple database to present findings from fieldwork. I can draw an annotated sketch including labels and direction. I can select views to photograph and add titles and labels showing date and location.		

Year 4			
Focused Study	Investigating Italy Water Cycle (short Study)	Map Skills Maps and Settlements	Countries & capital cities of Europe Where in Europe?
What? & Why?	<p>Following the UK work in Year 3 children will look to Europe – placing countries and in depth study of life in Italy. They will use atlases and maps to locate countries and look at human and physical features shown. As study into Italy children will learn about volcanoes, earthquakes and mountains. As well as life in the country and how it differs to life at home. The children will learn about the Water cycle – how it works and the vocabulary used in describing its process. This will link to the Science work this term.</p>	<p>Linking to the Roman and Anglo Saxon work in History the children will work with Maps identifying features using keys etc. They will be introduced to 4 figure grid references develop their directional knowledge to include 8 compass points. (building on KS 1 knowledge)</p> <p>Following the Binchester Fort study visit the children will construct maps of the area including main features both in ancient times and today.</p>	<p>Following the UK work in Year 3 children will move study to Europe. The countries and their capital cities. They will use maps, atlases, globes and online resources to investigate where the countries are in Europe and learn the corresponding capital cities. The children will develop their directional language to describe where places are situated. To aid the learning they will learn brief facts about some countries – major landmarks or events linked to them.</p>
Skills Covered In Each Unit			
<b>Vocabulary</b> Volcano Mountain Earthquake Tremor Grid reference NE,SE... Evaporation Precipitation Condensation	<p><b>Place Knowledge</b></p> <p>I understand human and physical similarities and differences in Italy including volcanoes, mountains and earthquakes</p> <p><b>Human and Physical</b></p> <p>I can describe key aspects of the water cycle.</p>	<p><b>Map Skills</b></p> <p>I can follow a route on a large scale map.            I can identify features on an aerial photograph, digital or computer map.            I can begin to use 8 figure compass and 4 figure grid references to identify features on a map.            I can recognise and use OS symbols, including completing a key and understand why this is important.            I can draw a sketch map from a high viewpoint.</p>	<p><b>Locational Knowledge</b></p> <p>I can locate the countries of Europe (incl. Russia) on a large scale map or globe.</p> <p>I can name and locate the capital cities of the countries in Europe.</p>
<b>Fieldwork</b>	<p>I can use a database to record findings from fieldwork.            I can draw an annotated sketch including labels and direction            I can consider how photos provide useful evidence.            I can use a camera independently and locate the position of a photo on a map.</p>		

Year 5			
Focussed Study	Locational Knowledge: Lines of latitude, longitude and time zones	Location knowledge: locating countries Marvellous Maps	Mexico Linked to Mayan study in History.
What? & Why?	The children will use atlases to identify the Equator and lines of Latitude and longitude and north and south Hemispheres. They will look at the Tropics and Poles and investigate climate in these areas. Learn about Weather and living conditions in the areas. (this follows Year 2 study Hot & Cold and Year 4 Map Skills)	(following map skills work in Years 2,3 &4). Children will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time. (link to History study - Anglo Saxons and Vikings)	Linked to the study of Mayan civilisation the children will investigate what life is like in Mexico. Looking at culture, farming and industry. Look at their natural resources and food production as well as trade with others eg USA.. They children will investigate similarities and differences between life in Mexico and life here.
Skills Covered In Each Unit			
<b>Vocabulary</b> Latitude Longitude Meridian Hemisphere Time Zone Relief Maps Climate Agriculture Tourism Tropics	<b>Locational Knowledge</b> I can locate the world's countries I can identify the position and significance of the Equator, North and South Hemispheres. I can identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic circles. I can identify the position and significance of the Prime Greenwich Meridian and time zones. I can identify the position and significance of the lines of latitude and longitude.	<b>Map Skills</b> Begin to use atlases to find out other information e.g. temperature.  Use 8 figure compasses and begin to use 6 figure grid references  Draw variety of maps using symbols and a key.  Use and recognise OS map symbols regularly	<b>Place Knowledge</b> I understand human and physical similarities and differences in Mexico  <b>Human and Physical</b> Through the study of Mexico I understand Types of settlement and land use. Economic activity including trade links Distribution of natural resources including energy, food, minerals and water.
<b>Fieldwork</b>	I can select appropriate methods or data collection such as interviews I can use graphs to display data collected I can use sketches as evidence in an investigation. I can use photographic evidence in investigations and evaluation the usefulness of images.		

Year 6			
Focussed Study	Human and Physical Geography	Map Skills & Field work	Investigating Brazilian Cities
What? & Why?	Children will learn about climate differences around the world. They will get an overview of the different climates and weathers around the world. The main study focus will be on Rainforests (following South America study in Year 5) They will investigate and learn about vegetation, land use and life in Rainforest areas. They will learn about the Amazon River and compare its course with local rivers. They will look into the climate zones and the impact of human behaviour.	Following on from Year 4 map work the children will develop their map skills moving to 6 figure grid references –  They will produce maps of areas linked to History and previous Rainforest work. Using their knowledge of direction and grid references.	Specific study on life and features in Brazil. Children will pose questions about life and use a variety of sources to investigate them comparing life with that at home. The children will use maps to locate major features and learn about . They will use their geographical vocabulary to discuss and write about physical and human features of the area. And link it to tourism and travel.
Skills Covered In Each Unit			
<b>Vocabulary</b> Biodiversity Climate Rainforest Industry Tourism Tropics Capricorn and Cancer Equator	<b>Human and Physical</b> I can describe and understand climate zones. I can describe and understand biomes and vegetation belts. I can describe key aspects of rivers.	<b>Map Skills</b> I can follow a route on an OS map and describe its features I can use atlases to find out data about other places and can begin to use atlas symbols. I can use 8 figure compass and 6 figure grid reference accurately. I can draw complex maps	<b>Locational Knowledge</b> I can locate the major cities, environmental regions and key human and physical characteristics of Brazil. <b>Place Knowledge</b> I understand the human and physical similarities and differences in Brazil.
Fieldwork	I can use a database to interrogate/amend information collected. I can evaluate the quality of evidence collected and suggest improvements I can evaluate my sketch against set criteria and improve it. I can annotate sketches to describe and explain patterns and processes. I can make a judgement about the best angle or viewpoint when taking an image or completing a sketch.		