

	Autumn 2 Geographical skill and fieldwork		Spring 2 Global issues		Summer 2 Global issues	
Nursery	All about me Harvest	Diwali Christmas	Jungle Animals Ocean Animals Farm Animals Lunar New Year	Colour in the Environment Easter	The Queen	Transport The Beach
Pre-School	All about me Harvest	Diwali Space Christmas	Antarctica and The Arctic Lunar New Year	Superheroes Around the World Easter	The Queen	All at Sea
Reception	All about me Harvest	Earth and the Moon Diwali Christmas around the world	Lunar New Year	Traditional Tales	London and The Queen	Travel Desert Island
Year 1	What's it like where we live? – UK Core Concept: Scale and Place <u>National Curriculum coverage</u> - Develop knowledge about the locality - Use simple fieldwork and observational skills in the school grounds - Know the difference between a map, plan and aerial photo - Recognise landmarks and basic human and physical features		What are the seasons? Core Concept: Scale and Place <u>National Curriculum coverage</u> - Develop locational and place knowledge - Begin to use first hand observations - Identify seasonal and daily weather patterns in the UK - Use simple fieldwork and observational skills		What is it like to live in Antarctica? (comparison) Core Concept: Scale , Place and Space <u>National Curriculum coverage</u> Pupils should be taught to: - name and locate the world's seven continents and five oceans - 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 - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - 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 - use world maps, atlases and globes to identify the countries, continents and oceans	
Year 2	Where are the 7 wonders of the world? (the continents, oceans and seas) Core Concept: Scale , Place and Space <u>National Curriculum coverage</u> - Understand similarities and differences between places - Develop their knowledge and understanding of the world - Use basic vocabulary to refer to geographical features		Where does our food come from? Core Concept: Scale and Space <u>National Curriculum coverage</u> - Use locational and directional language to describe the features and routes on a map - Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas - Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at KS1		What is it like to live in Kenya? (comparison) Core Concept: Scale , Place and Space	

					National Curriculum coverage - name and locate the world's 7 continents and 5 oceans. - 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 - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use basic geographical vocabulary to refer to key physical features, <i>including</i>: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - use basic geographical vocabulary to refer to key human features, <i>including</i>: city, town, village, factory, farm, house, office, port, harbour and shop - use world maps, <i>atlases</i> and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - 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	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Rivers Rivers Depth focus: The River Indus human interactions with environment How rivers get their water - water cycle (prepares for relationship between mountains and weather in Autumn 1) How do rivers shape the landscape? Flooding. Depth focus: River Severn (prepare for agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution <i>Geographical skills: Using photographs</i> Disciplinary focus: interaction <i>How do rivers, people and land interact?</i>	Mountains Mountains Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: i) Andes and terraced farming; ii) Snowdonia (prepares for Wales...see Cardiff in Spring 1) Sustained geographical themes: Relationship between mountains and weather Relationship between mountains and people	Settlements Settlements & cities Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London? Patterns of settlement in Cardiff and London. Disciplinary focus: diversity	Agriculture Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge <i>revisited</i> : Wales, Snowdonia, Gloucestershire. <i>New</i>	Volcanoes Volcanoes Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science)	Climate and biomes Climate and biomes (situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for

		<i>Geographical skills:</i> Describing location using 4-point compass Disciplinary focus: interaction <i>How do mountains and people affect each other?</i>	<i>How are settlements similar and different?</i>	locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. <i>Geographical skills:</i> Optional local fieldwork on local shops - their sourcing, economic and ethical considerations. Disciplinary focus: interaction <i>How are we connected to farmers?</i>	<i>Geographical skills:</i> Using diagrams, describing distribution Disciplinary focus: interaction <i>How do volcanoes affect a place?</i>	ongoing regional comparison <i>Geographical skills:</i> World map and key lines of latitude Disciplinary focus: interaction <i>How does the climate affect the way people live?</i>
Year 4	<i>Rivers</i> Rivers Depth focus: The River Indus human interactions with environment How rivers get their water - water cycle (prepares for relationship between mountains and weather in Africa) How do rivers shape the landscape? Flooding. Depth focus: River Severn (pasture & agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution <i>Geographical skills: Using photographs</i> Disciplinary focus: interaction <i>How do rivers, people and land interact?</i>	<i>Mountains</i> Mountains Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: i) Andes and terraced farming; ii) Snowdonia (prepares for Wales...see Cardiff in Spring 1) Sustained geographical themes: Relationship between mountains and weather	<i>Settlements</i> Settlements & cities Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London? Patterns of settlement in Cardiff and London. Disciplinary focus: diversity	<i>Agriculture</i> Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia,	<i>Volcanoes</i> Volcanoes Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science)	<i>Climate and biomes</i> Climate and biomes (situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of

		Relationship between mountains and people <i>Geographical skills:</i> Describing location using 4-point compass Disciplinary focus: interaction <i>How do mountains and people affect each other?</i>	<i>How are settlements similar and different?</i>	Gloucestershire. New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. <i>Geographical skills:</i> Optional local fieldwork on local shops - their sourcing, economic and ethical considerations. Disciplinary focus: interaction <i>How are we connected to farmers?</i>	<i>Geographical skills:</i> Using diagrams, describing distribution Disciplinary focus: interaction <i>How do volcanoes affect a place?</i>	Rhine & UK ready for ongoing regional comparison <i>Geographical skills:</i> World map and key lines of latitude Disciplinary focus: interaction <i>How does the climate affect the way people live?</i>
Year 5	<i>Rivers</i> Rivers Depth focus: The River Indus human interactions with environment How rivers get their water - water cycle (prepares for relationship between mountains and weather in A) How do rivers shape the landscape? Flooding. Depth focus: River Severn (past agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution <i>Geographical skills: Using photographs</i> Disciplinary focus: interaction <i>How do rivers, people and land interact?</i>	<i>Mountains</i> Mountains Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: i) Andes and terraced farming; ii) Snowdonia (prepares for Wales...see Cardiff in Spring 1) Sustained geographical themes: Relationship between mountains and weather	<i>Settlements</i> Settlements & cities Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London? Patterns of settlement in Cardiff and London. Disciplinary focus: diversity	<i>Agriculture</i> Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia,	<i>Volcanoes</i> Volcanoes Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science)	<i>Climate and biomes</i> Climate and biomes (situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of

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Year 6	<i>Rivers</i> Rivers Depth focus: The River Indus human interactions with environment How rivers get their water - water cycle (prepares for relationship between mountains and weather in Africa) Flooding. Depth focus: River Severn (prepare for agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution <i>Geographical skills: Using photographs</i> <i>Disciplinary focus: interaction</i> <i>How do rivers, people and land interact?</i>	<i>Mountains</i> Mountains Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: i) Andes and terraced farming; ii) Snowdonia (prepares for Wales...see Cardiff in Spring 1) Sustained geographical themes: Relationship between mountains and weather	<i>Settlements</i> Settlements & cities Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London? Patterns of settlement in Cardiff and London.	<i>Agriculture</i> Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales,	<i>Volcanoes</i> Volcanoes Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work,	<i>Climate and biomes</i> Climate and biomes (situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate,

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• We need facts in order to think, but we also need concepts to enable us to group bits of information, or facts, together. The three main organising concepts of geography are frequently said to be place, space and environment.

• **'Space'** - the location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.

• **'Place'** - a construct that is defined in terms of what it is like, what happens there and how and why it is changing.

▪ **'Scale'** - the 'zoom lens' that enables us to view places from global to local levels