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| **EYFS Cycle 1** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **All About Me****Autumn** | **Light and Dark****Winter****Christmas****Diwali** | **Superheroes****Chinese New Year** | **Traditional Tales****Spring** | **Holidays****Summer** | **Growing** |
| **Development Matters** | **3-4 years**Know that there are different countries in the world and talk and talk about the differences they have experienced or seen in photos.**Reception**Understand the effect of changing seasons on the natural world around them | **Reception**Understand the effect of changing seasons on the natural world around them | **Reception**Draw information from a simple mapUnderstand the effect of changing seasons on the natural world around them | **Reception**Draw information from a simple mapRecognise some environments that are different to the one in which they live | **3-4 years**Know that there are different countries in the world and talk and talk about the differences they have experienced or seen in photos.**Reception**Recognise some similarities and differences between life in this country and life in other countries.Understand the effect of changing seasons on the natural world around them | **3-4 years**Know that there are different countries in the world and talk and talk about the differences they have experienced or seen in photos.**Reception**Recognise some similarities and differences between life in this country and life in other countries. |

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| **EYFS Cycle 2** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Travel and Transport****Autumn** | **Pets****Winter****Christmas****Diwali** | **People who help us****Chinese New Year** | **Fantasy and adventure****Spring** | **Recycling and the environment****Summer** | **Dinosaurs** |
| **Development Matters** | **3-4 years**Know that there are different countries in the world and talk and talk about the differences they have experienced or seen in photos.**Reception**Draw information from a simple map |  |  | **Reception**Draw information from a simple map |  |  |

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| **Year 1** | **Autumn Term 1** | **Spring Term 1** | **Summer Term 1** |
| **Topic** | **Seasons – a continuous unit that will be covered across the year** |
| **Enrichment** | **Daily record keeping of the weather** |
| **Links to Past/future Learning** | **Y2 Seasons** |
| **National Curriculum Coverage** | 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 |
| **Key Vocabulary** | Forecast, sun, wind, rain, snow, hail, sleet, snowstorm, drizzle, downpour, shower, overcast, gloomy, blustery, gust, brisk, fog, haze, mist, smog. |
| **Topic** | **Fieldwork – School Grounds** | **Capital Cities and Countries in the UK** | **Small Area of the UK (London)** |
| **Links to Past/Future Learning** | EYFS – All about meY2 - Fieldwork | History – Kings and Queens | History – Kings and QueensHistory – Great Fire of LondonYear 6 residential trip to London |
| **National Curriculum Coverage** | Fieldwork progression document | Name, locate and identify characteristics of the four countries and capital cities of theUnited Kingdom and its surrounding seas | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom |
| **Key Vocabulary** | Birds eye view, co-ordinate,Next to, far, behind, near, under, left, right, forwards, backwards, distance, symbol, routeIntroduce: manmade and natural | England, Ireland, Scotland, Wales, UK, country, capital city | city, country, London, England, Scotland, Ireland, Wales |

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| **Year 2** | **Autumn Term 1** | **Spring Term 1** | **Summer Term 1** |
| **Topic** | **Seasons – a continuous unit that will be covered across the year** |
| **Links to Past/Future Learning** | Y1 – Seasons  |
| **National Curriculum Coverage** | Re-cap- Forecast, sun, wind, rain, snow, hail, mist, cloudy, Introduce- Seasons, autumn, winter, spring, summer, equator, poles |
| **Topic** | **Fieldwork – Local Area** | **7 Continents and 5 Oceans of the World** | **Hot and Cold places – Antarctica** |
| **Links to Past/Future Learning** | In year 1, the children have learned about their school, playground and local landmarks. They will have used this vocabulary: aerial view, next to, far, behind, near, under, left, right, forwards, backwards, distance, symbol, route. Introduced: man-made and natural.They will have read, used and created a simple map. | In Y1- children learned about the capital cities and countries in the UK. They used maps and atlases to locate them. They also looked at the weather across the UK and how it differs. | Y3 - climate zones, biomes and vegetation belts |
| **National Curriculum Coverage** | Fieldwork progression document | Name and locate the world’s seven continents and five oceans.Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage | Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country- ANTARCTICA |
| **Key Vocabulary** | Environment, city, route, birds eye view/ aerial view, North, South, East, West, grid reference | continent, ocean , equator, climate, North Pole, South Pole | Blizzard, mountain, ocean, desert, scientist and tourist |

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| **Year 3** | **Autumn Term 1** | **Spring Term 1** | **Summer Term 1** |
| **Topic** | **Fieldwork – Contrast in Local Area** | **Climate Zones, Biomes and Vegetation Belts** | **Rivers and the Water Cycle** |
| **Links to Past/Future Learning** | Y2 – Fieldwork local area | Y1 – 7 continents and oceans of the worldY2 – Hot and cold places | Y3 History - The Achievements of the Earliest Civilisations Egyptians |
| **National Curriculum Coverage** | Fieldwork progression document | Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts | Describe and understand key aspects of physical geography, including: the water cycle. |
| **Key Vocabulary** | Co-ordinates, grid reference, physical, human, urban, rural, region, route | tropical, arid, temperate, cold/sub polar, tundra/polar | Upper course, middle course, lower course, source, mouth, meander, ox bow lake, tributary, confluence, flood plain, evaporation, water vapour, condensation, precipitation, runs off and collection. |
| **Key Vocabulary** | co-ordinates, grid reference (4 and 6 figure), key, ordnance survey maps, points of a compass, route, scale, symbols | Trade, import, export, global, globalisation, more developed, less developed, developing, production, region, economy, manufacturing, Service industry | flooding, draught, melting ice caps, pollution, emissions, energy saving, recycling, fossil fuels, greenhouse gasses, deforestation, solar, wind, inequality |

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| **Year 4** | **Autumn Term 1** | **Spring Term 1** | **Summer Term 1** |
| **Topic** | **Fieldwork - Region in UK – Appleby, Cumbria** | **Mountains, Volcanoes and Earthquakes** | **Geographical Study of Spain (European Country)** |
| **Links to Past/Future Learning** | Year 3 – Fieldwork contrast in the local area | Y3 - Climate zones, biomes and vegetation belts | MFLYear 3 - climate zones, biomes and vegetation belts |
| **National Curriculum Coverage** | Fieldwork progression document | Describe and understand key aspects of: Mountains, volcanoes and earthquakes | Understand geographical similarities and differences through the study of human and physical geography of a European country. |
| **Key Vocabulary** | Co-ordinates, grid reference, physical, human, urban, rural, region, route | Altitude, avalanche, crevasse, elevation, glacier, moraine, ravine, crater, epicentre, faults, landslides, magma, magnitude, mantle, plate tectonics, Richter scale, ring of fire | Costa Brava, Costa Blanca, Costa del Sol |

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| **Year 5** | **Autumn Term 1** | **Spring Term 1** | **Summer Term 1** |
| **Topic** | **Fieldwork - Change Over Time in Locality** | **The Distribution of Natural Resources including Energy,****Food, Minerals and Water** | **Geographical Study of Mexico** |
| **Links to Past/Future Learning** |  | Y6 - Economic activity including trade links | History- MayanComputing |
| **National Curriculum Coverage** | Fieldwork progression document | The distribution of natural resources including energy, food, minerals and water | Understand geographical similarities and differences through the study of human and physical geography of a region of a region within North or South America |
| **Key Vocabulary** | co-ordinates, grid reference (4 and 6 figure), key, ordnance survey maps, points of a compass, route, scale, symbols | Natural resources, distribution, mineral, food, fuel, fossil fuel, renewable resource, non-renewable, sustainable, import and export | Mexico, physical, human geography, Mayan, North America, country, continent, temperature, rainforest North America, Pacific Ocean, Caribbean Sea, Gulf of Mexico. Mountain, weather, climate, volcano |

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| **Year 6** | **Autumn Term 1** | **Spring Term 1** | **Summer Term 1** |
| **Topic** | **Fieldwork - Change in the Future****Locality and Liverpool?** | **Economic Activity including Trade Links** | **Climate Change** |
| **Links to Past/Future Learning** | Y5 - Fieldwork | Y5 - The distribution of natural resources including energy,food, minerals and waterY4 History - Transatlantic Slave Trade |  |
| **National Curriculum Coverage** | Fieldwork progression document | **Locational and place knowledge:** Consider the location of global companies (such as Starbucks and IKEA) and recognise they trade in countries located all over the world.**Physical geography:** Describe and understand key aspects of physical geography, including how in the past distance and bodies of water prevented trade from happening at an international scale.**Human geography:** Describe and understand key aspects of human geography, including trade links, and how and why trade has become increasingly ‘global’.**Geographical skills and fieldwork**: Use research and enquiry skills to discover more about trade through time, picking out key points and recording, Use atlases, globes (and digital/computer mapping) to locate countries and calculate the distance travelled by products using map scale. | Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and **change over time**. |