

Year Group	Autumn		Spring		Summer	
F1	I wonder who is special? Talk about what they see, using a wide vocabulary.	I wonder... who can help me? Continue developing positive attitudes about the differences between people.	I wonder... when will it snow? Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	I wonder... can I tell a story? Talk about the differences and changes they notice.	I wonder... who lives on a farm? Begin to understand the need to respect and care for the natural environment and all living things.	I wonder... who is hiding in the sea? Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
F2	I wonder who is special? Starting school Our families My interests Our community and locality. Explore the natural world around them. Describe their immediate environment	I wonder... what sparkles in the sky? Bonfire, Christmas, autumn, culture, food, our celebrations Understand the effect of changing seasons on the natural world around them.	I wonder... when the snow falls? Winter, changes in state in state Polar, comparing places, famous explorers. Begin to investigate and create maps. Recognise some environments that are different to the one in which they live. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	I wonder... what's in the box? Toys Toys from the past Materials of toys. How things work and move.	I wonder... what's hiding in the garden? Mini beats, plants, changes, lifestyles, weather and seasons Draw information from a simple map. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	I wonder... where my dreams will take me? Imagination, fantasy worlds, dreams and reflections, superheroes, space Create own maps.

Year 1	<u>Our local area</u> Local area study In the first Geography unit for the children. We begin by looking at the Communicate in print symbol for this subject and find out what 'Geography' means. We begin with a location that the children already know: our school. The character Barnaby Bear helps the children to learn about their own school, and its position in the local area. They will then expand their learning to the very immediate vicinity and area around school by learning about different homes around Ballifield, their own address and their journey to school. They will begin to learn about, use and create simple maps of the local area, and learn the 4 points of a compass. Place knowledge and locational knowledge Pupils know what a city and a country is. Geographical skills and field work Pupils can identify a familiar place on a map. Pupils begin to use compass points to describe position. Pupils begin to draw simple routes and plans. Understanding Pupils understand the purpose of a map. Pupils understand the need for road signs and what they mean. Key objectives: To use maps and relate them to the real World. To sequence a journey.	<u>Investigating our street</u> Local area study/field work In the Autumn term, the Year one children began to learn about their immediate local area, focusing on their school. Following on from this, the children will continue to investigate their local area in more depth and look at other features, such as building use and the local environment around them. They will go on a visit in the local area and observe how it is currently used, find out how it has changed over time and make suggestions to improve the area. A lot of the children from our school will live in and travel through this area all the time, and through this unit, we want the children to see their local area in more depth, and begin to appreciate and evaluate where they live. Place knowledge and locational knowledge Pupils locate features of our local area on maps, Digi maps, and google earth Pupils use maps to locate and record a range of features/buildings and other landmarks. Fieldwork-pupils will go for a walk from school to explore the local area. Geographical skills and field work Pupils use photographs including aerial photographs to identify local features. Pupils Identify local places on a map. Pupils use Compass Points NSEW directional language Understanding	<u>Investigating the UK – (with Barnaby Bear)</u> Investigating the UK Moving on from studying our local area, the Year Ones will begin to look at how where we live is not the same for everyone. The children will investigate the UK more widely, discovering that where they live is located in the UK. Barnaby bear will help the children to begin to learn about places that are further afield from where they live and what they know. We will support the children to begin using maps to identify places and begin to learn the differences between countryside, seaside, city and town. The children will be taught that they live in the UK, in England and that the UK is made up 4 different countries, with each having a capital city Place knowledge and locational knowledge Pupils know the 4 countries that make up the UK, and each of their respective Capital cities. Pupils know what the countryside is like and know how it is different to the town and how there are similarities. Pupils know what the seaside is like and why people choose to go there. Geographical skills and field work Pupils can use maps, atlases and globes to locate the UK and other countries on a world map. Pupils can locate the countries and capital cities of the UK. Pupils use observational skills to study the weather. Pupils use simple compass directions and locational and directional language.
--------	--	---	---

	To identify features of where they live. To know what an address is for. To locate a place on a map. To draw a simple map of a familiar journey. Key concepts: Place Space Scale Environment	Pupils understand and can talk about the issues in their local area. Pupils begin to show an understanding that places change over time. Key objectives: To use maps and relate them to the real world To collect information via a simple survey. To recognise that a street is comprised of a variety of features and activities. To identify features in the area. To discuss how an area can be changed. To recognise how people can change the environment. To explain why and how places are changing. To recognise how a place may change in the future Key concepts: Place Environment Physical processes Human processes	Understanding Pupils understand the purpose of a map. Pupils understand the weather in different parts of the UK can vary. Key objectives To be able to locate the UK on a world map To be able to identify the four countries of the UK and locate them on a map To understand that UK weather is seasonal and to name the four seasons To be able to describe different types of weather found in the UK To recall the four capital cities in the UK To describe some of the features of a capital city and of a focus city. Key concepts Place Space Scale Environment Physical processes Human processes
--	--	---	---

Year 2	Investigating the world with Barnaby Bear The World The children meet Barnaby bear in Year One, and they will continue to work with Barnaby in Year 2 to move further afield and begin to learn about places in the world. They will actively use maps and globes to discover about their world. Place knowledge and locational knowledge Pupils know the names and locations of the seven continents. Pupils know the names and locations of the five oceans. Pupils know the names and locations of the North and the South Pole and the equator. Geographical Skills and Field Work Pupils use world maps, atlases and globes to identify the continents and oceans of the world. Understanding Pupils understand how we are all connected to other places in the world. Pupils understand that the climate for different places in the world varies. Key objectives To name and locate the world's seven continents and five oceans. To realise that the stuff we use and food we eat come from different places in the world.	Paddington's Places (a comparative study) The World The children will meet Paddington. They will find out about Peru, the country Paddington originated from and learn about its features. They will find out about where Paddington travelled to and learn about the UK, focusing on London. They will then compare Paddington's new home in London, with his place of origin. Place knowledge and locational knowledge Pupils know the 4 Countries and capital cities of the United Kingdom. Pupils compare features of different places and say how these features influence life there. Geographical Skills and Field Work Pupils use world maps, atlases and globes to identify map features and places. (coast, river, rainforest, mountain, desert, lake). Pupils use photographs including aerial photographs. Pupils use compass points. Understanding Pupils understand the difference between human and physical features. Pupils understand that places have similarities and differences. Key objectives To ask and respond to Geographical questions about people, places and environments.	Little Blue Planet The World The Children will investigate the world with awe and wonder, looking at how our planet is inter dependent on plants and other creatures. They will learn more about the continents and will learn about day and night. They will see how important water is for life on Earth and will begin to consider what we can do to keep our planet such a special place. Locational and Place Knowledge Pupils will investigate 'What is Earth?' Pupils find out about the different colours on the surface of the Earth. Pupils Locate the 7 Continents - Africa Antarctica Asia Australia Europe and Americas Pupils identify physical features-rivers/mountains Pupils locate 5 oceans- Atlantic, Arctic Indian, Pacific and Southern Geographical Skills and Field Work Pupils use photographs including aerial photographs. Pupils locate on a map and in an atlas of the UK/World Pupils use compass points. Pupils carry out a simple study of the green places around our school Understanding

	To locate the North and South Poles on a globe and describe the climate in the Arctic and Antarctica. To locate the Equator on a globe and describe the environment and climate of equatorial areas. To recognise amazing features of the world. To identify and sort human and physical features. Key concepts physical and human processes place space scale environments	To locate key features on globes, maps and plans. To recognise, observe, describe and record physical Features. To recognise, observe, describe and record human features. To use aerial photographs to identify landmarks and features. To name, locate and identify the four countries and capital cities of the United Kingdom. To make simple comparisons between features of different places and say how these features influence life there. Key concepts Place Space Scale Environments	Pupils begin to understand what a map is and that different maps can show the same place in lots of different ways Pupils can understand how oceans are important to us. Pupils understand how night and day affects life on Earth Pupils begin to show an understanding of the importance of looking after our world Key objectives To be able to share ideas about Earth using appropriate geographical vocabulary. To be able to ask and respond to relevant questions using maps, globes and photographs. To know that nearly all of our light and heat comes from the sun. To know that we get night and day because Earth is spinning on its axis. To recognise how night and day affects life on Earth. To know what an ocean is and begin to understand why Oceans are important to us. To recognise how rivers are important to people and their everyday lives. To know some reasons why trees and other green plants are important to life on Earth. To locate significant size trees on a map of school. To know that what we do today affects what might happen in the future.
--	--	---	---

To recognise how people can improve and sustain environments.

Key Concepts:

physical and human processes

place

space

scale

environments

Year 3	Our local area: Handsworth Local area study The children will investigate and find out about the local area/town that they live. Handsworth. They will locate on maps and carry out fieldwork to identify land use in the town. They will see how Handsworth has changed over time and use grid references and plans to show landmarks of Handsworth. As they learn about their local area, they will create a leaflet to advertise Handsworth for future residents. Place knowledge and locational knowledge Pupils develop a sense of place and know about where they live. Pupils can locate Handsworth and understand its location Within the city of Sheffield, and in the UK. Geographical Skills and Field Work Pupils investigate the land use in Handsworth through fieldwork and by using maps, atlases and globes. Pupils consider the quality of the environment in Handsworth. Pupils will use compass directions and grid references to draw maps and maps. Understanding Pupils understand that human actions and processes can significantly impact towns. Pupils understand what makes a place attractive to live in, and what is important. Key objectives	Living in the freezer The World The children will build upon their learning about the polar regions from key stage 1 to begin exploring the seasonal changes in the polar regions and the impact on wildlife. They will use thermometers, and interpret data. Place knowledge and locational knowledge Pupils identify and locate the polar regions using maps/globes. Pupils identify which countries lie in the arctic circle. Pupils can compare a contrasting place in the world. Geographical Skills and Field Work Pupils use thermometers and record temperature. Pupils interpret data from simple charts. Understanding Pupils understand how the seasons affect the polar regions. Pupils know about the wildlife that live in the polar regions. Key objectives To recognise what creates a cold place both locally and globally. To recognise where cold places might be located. To learn how to use thermometers and record temperatures.	Looking at Europe The World The children will begin to learn about the countries in Europe and begin to understand the cultural differences between some countries. They will see how different countries have unique identities, and understand that the different environments can attract visitors for holidays. Place knowledge and locational knowledge Pupils locate countries of the European Union. Pupils identify the main physical and human features of Europe. Pupils learn about a specific place in the European Union. Pupils know that countries in Europe all have their own identity. Geographical Skills and Field Work Pupils use secondary sources for research. Pupils make comparisons between two places in Europe. Understanding Pupils begin to know that Europe is constantly changing. Key objectives To develop an awareness of the main physical and human features of Europe. To identify countries of Europe on a map.
--------	--	--	---

	To use the 8 point compass to describe the position of a place. To identify geographical and human features of the local area. To identify types of buildings and activities on an OS map. To record and colour-code buildings on a map. To use a grid reference to locate a place on a map. To investigate the buildings in Handsworth by carrying out a fieldwork study. To identify land use in Handsworth. To observe how land use has changed in Handsworth over time. Key concepts Sustainability Place Space Scale Environment Interconnections Physical processes Human process	To identify the location of the polar regions and describe why these regions are so cold. To identify the countries which lie within the Arctic Circle. To recognise that the amount of light changes with the seasons, (understanding that in summer there is constant daylight and in winter constant darkness). To know about different types of wildlife found in the Arctic. To recognise the impact of seasonal change on a place and its wildlife. To understand how people adapt to living in difficult places. Key concepts Sustainability Place Space Scale Environment Interconnections Physical processes Human processes	To identify how different types of environment provide potential areas for holidays. To learn about a specific place in Europe. To make comparisons between two places in Europe. To know that countries in Europe all have their own individual identities. To recognise that Europe is constantly changing. Key Concepts: physical and human processes place space scale environments
--	---	--	--

Year 4	Cities, Counties and Regions Investigating the UK The children will learn more about the country where they live. They will use maps to identify landmark cities and investigate human and physical features of the UK. They will begin to learn about the regions of the UK and be able to name some of the counties of the UK and locate on a map. Place knowledge and locational knowledge Pupils to name and locate counties, cities and regions of the UK. Pupils identify human and physical characteristics of the UK. Geographical Skills and Field Work Pupils use maps, atlases globes and Digi-maps to locate places. Understanding Pupils understand that the UK is made up of many cities, counties and regions. Pupils recognise our own place within this wider picture (Sheffield > South Yorkshire > Yorkshire > North of England) Key objectives To name and locate UK cities. To name and locate UK countries. To name and locate some physical and human features of the UK.	Amazon adventure The World The children will begin to find out more about the Amazon rainforest in this topic. They will initially investigate the country of Brazil and find out about the contrasting places within his country, including life in a favela. The children will locate the Amazon rainforest, observe its features and discover how people live in the rainforest. Place knowledge and locational knowledge Pupils recognise and describe the structure and diversity of the rainforest. Geographical Skills and Field Work Pupils locate the main areas of the rainforests using maps, atlases and globes. Understanding Pupils begin to understand how some of the ways which the rainforests are linked to people in the UK. Pupils explain their views using evidence about controversial rainforest issues. Key objectives To know that Brazil is part of South America. To learn about the size and location of Brazil and locate on a map. To recognise that settlements are different all over Brazil. To recognise that there are similarities and differences in the way people live in Brazil.	Water Human and physical processes. The children will begin to consider the importance of water in our lives. They will consider the human and physical processes that are needed to provide us with water. They will conduct studies around school and investigate where water comes from. Place knowledge and locational knowledge Pupils understand the distribution of water resources in the UK. Geographical Skills and Field Work Pupils use atlases and maps to locate areas of water supply and demand in the UK. Pupils use fieldwork to observe, measure and present information using a range of methods including sketch and OS maps, graphs and digital technologies. Understanding Pupils understand key aspects of the water cycle. Pupils understand how water is used and distributed around school. Pupils know what happens to rainwater/waste water. Pupils know who owns water and why do we have to pay for it. Pupils understand the need to conserve water. Key objectives To identify different bodies of water on our Earth.
--------	--	---	---

	To name and locate Geographical regions of the UK. To investigate land use patterns. To describe a UK landscape. Key concepts Sustainability Place Space Scale Environment Interconnections Physical processes Human process	To appreciate what a rainforest is like. To identify the key features of a rainforest. To describe what it is like to live in a rainforest. To identify food products from the rainforest. To recognise the importance of World trade. To recognise that settlements and lifestyles differ all over Brazil. To recognise the impacts of global change and how it affects all of us. Key concepts Place Space Scale Environment Physical and human processes	To understand and sequence the components of the water cycle. To find out about how water is prepared for us to drink. To understand how rainwater and waste water drain away. To understand how waste water is treated and managed. To understand how water is distributed and accessed in some parts of the world. To consider ways that I can conserve water. Key concepts Place Space Scale Environment Physical and human processes
--	---	---	---

Mountains and volcanoes**Human and physical processes**

The children will use their map skills to identify mountain ranges and volcanoes around the world. They will investigate how mountains and volcanoes were formed and the impact that these can have on the landscapes and for people who live there.

Place knowledge and locational knowledge

Pupils locate major volcanoes around the world.

Pupils identify a range of mountain features.

Pupils recognise that volcanoes can change a landscape.

Geographical Skills and Field Work

Pupils interpret and use simple plans and maps to Locate mountains in the UK and major mountain ranges around the world.

Understanding

Pupils understand the importance of mountains and volcanoes and their impact on the landscape.

Pupils can explain how the Earth is formed.

Pupils understand what an earthquake is.

Pupils know where most earthquake -prone places are in the world.

Key objectives

To be able to recognise and label key mountain features

A journey through the Americas**The World**

The children will increase their map reading skills and develop their knowledge of the key geographical terms: longitude, latitude, the equator, the Northern and Southern Hemispheres, the tropics of Cancer, the Tropics of Capricorn, the prime meridian, and time zones.

Place knowledge and locational knowledge

Pupils use maps to locate environmental regions, key physical and human characteristics and places in North and South America.

Pupils identify lines of longitude and latitude, the equator, The Northern and Southern Hemispheres, the tropics of Cancer and the Tropics of Capricorn, the prime meridian and time zones.

Geographical Skills and Field Work

Pupils use maps, atlases, globes and digital/computer mapping to locate countries and recognise the places studied.

Understanding

Pupils understand the key aspects of climate types.

Key objectives

To find the latitude and longitude of places.

To calculate time differences.

To understand the relationship between longitude and time zones.

Investigating Rivers**Human and physical processes. Interconnections**

By using map reading skills the children will find and name major rivers in the UK and will find the significant rivers of the world. They will begin to learn about the phases of a river and address topical issues of flooding, and the impact that this has on people.

Place knowledge and locational knowledge

Pupils find major rivers in the UK and find which counties they cross

Pupils Name Europe's major rivers.

Pupils find Where the longest rivers in the world are.

Pupils an understanding of the causes and impact of flooding linked to County Work /local flooding issues.

Pupils use atlases/globes/maps to locate rivers in UK Europe and the world

Geographical Skills and Field Work

Pupils identify physical and human features of rivers and recognise the different phases of a river.

Pupils identify ways in which a river will change a landscape and identify a range of river features.

Pupils use OS maps, atlases/globes/maps to recognise river features.

Pupils use Compass points and grid references and aerial photographs.

Pupils use 4/6 figure grid references, symbols and key

	To identify and name a number of famous mountains To be able to show where the mountains are on an atlas To begin to understand how different mountains are formed. To know the names and locations of some volcanoes. To identify different types of volcano To name the features of a volcano To be aware of the role of tectonic plates in creating volcanoes. To begin to understand why some people live near volcanoes. To understand how volcanoes can impact how people live. To use appropriate geographical language to describe a volcanic eruption To be aware of the impact that a volcanic eruption can have on those who live there Concepts: Place Scale Physical processes Human processes Environments	To identify patterns in climate data To explore the relationship between latitude and climate To use maps to locate places in North America. To become familiar with the geography of North America. To use maps to locate places in South America. To become familiar with the geography of South America. To use the 8 point compass to describe direction. To use knowledge of time zone and climate to describe a journey. Concepts: Place Scale Physical processes Human processes Environments	Compass points in relation to other European countries Position in relation to Latitude Longitude position in relation to equator and Northern/Southern Hemisphere Understanding Pupils identify physical and human features of rivers and Recognise the different phases of a river Identify ways in which a river will change a landscape Key objectives To identify a range of river features To recognise how a river changes along its course To locate the main rivers of the UK on a map To develop an understanding of the causes of floods To develop an understanding of the impacts of flooding on people and the environment To develop a knowledge of the longest rivers of the world across the continents. Concepts: Place Scale Physical processes Human processes Interconnections Environments
--	---	--	--

Year 6	Climates and biomes Human and physical processes The children will begin to locate and learn about the different climate zones on Earth. They will begin to understand how plants and animals are interdependent, and recognise that environments can change and impact the plants and animals in that environment Place knowledge and locational knowledge Pupils locate world's biomes/vegetation belts Pupils develop locational knowledge of countries Identifying the position and significance of the Equator and the Tropic of Cancer and Capricorn (Y5 unit) Pupils identify and understand why parts of the world are hotter Geographical Skills and Field Work Pupils use of OS maps/atlasses/globes Pupils use compass points, grid references and use of aerial photographs Pupils interpret and use sketch maps/plans/graphs Understanding Pupils understand the position of Earth and how the position of Earth and its location to the sun affects the climate. Pupils begin to understand the changes to our climate and the effect it is having on living things and that things are all interdependent.	Investigating world trade The World The children will have briefly learnt about world trade in Year 4 when they learnt about the Amazon rainforest. This topic looks in more detail and begins to address the issues of world trade and trade links. They will see the interconnections of different countries, and understand how we are all linked as a global community. Place knowledge and locational knowledge Pupils will investigate a range of countries in North America and East Asia. Pupils will locate countries in the world using maps, and Atlases. Geographical Skills and Field Work Pupils use atlases, globes and maps at a range of scales. Pupils use digital and computer mapping to locate countries and describe features. Understanding Pupils will understand and describe economic activity, including trade links. Pupils understand trade links of natural resources, including energy, minerals and water. Key objectives To understand how we are linked to people in other parts of the world.	The Peak District Local Area study The children will learn about Castleton and the surrounding area of the Peak District. They will locate it on a map of the UK, relating it and its proximity to Sheffield and Handsworth. They will use a range of mapping and other resources to investigate the characteristics of Castleton, and consider the impact of tourism on the area. Place knowledge and locational knowledge Pupils will investigate population, size, location and land use Pupils will investigate surrounding areas looking at the topography of Mam Tor and the Castleton Valley. Geographical Skills and Field Work Pupils will use OS maps to understand contour lines and hold this reflects the actual 3D landscape. Pupils will learn to use 6-figure grid references to identify and locate points of interest on maps. Pupils will create surveys to investigate a human geography question. Understanding Pupils will understand how maps and landforms are related. Pupils will begin to understand how tourism can have and both positive and negative impacts.
--------	--	--	--

	Key objectives To understand how the position of Earth in relation to the sun affects climate. To understand what and where the world's main climate zones are. To read information from climate graphs and identify patterns in data. To understand the difference between climate and biome. To use the internet to answer a research question. To understand how plants and animals are interdependent. To recognise that environments can change, and have an effect on living things. Key concepts Place Scale Physical processes Human processes Interconnections Environments	To identify some of the places that the things we buy come from. To understand what trade is and how it affects people and places in different ways. To understand how we are connected to, and affect, other people, places and environments through global trade and production. To describe how some of the everyday choices we make can affect other people, places and environments. To understand how goods reach or leave the UK. Key concepts Place Scale Physical processes Human processes Interconnections Environments	Key objectives To identify the link between OS symbols and real places, understanding how maps represent the real world. To identify and locate physical and human features on a map. (symbols) To use map skills to identify physical and human features of Castleton. To create a fact file about Castleton. To conduct a simple survey about how and why people visit Castleton. To interpret data collected from fieldwork. To understand how a location can change over time, To understand how the human impact of tourism can change a location in a positive and negative way. To understand how we can protect an area for the future. Key concepts Scale Contours Land use Tourism Distance Location Impact
--	--	--	---

