

# GEOGRAPHY LONG TERM PLAN

2021-2023

There is a two-year rolling programme in place to fit with the mixed aged classes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	2021 – 2022						2022-2023					
			<b>Ticket to Ride</b> - Where we live, transport, maps	<b>Amazing Animals</b> - comparison with Africa, maps, African animals	<b>Come Outside</b> - seasons & weather,	<b>Commotion in the Ocean</b> - our blue planet, pollution, impact of humans on sharks						
Years 1 and 2			<b>How can we get there?</b> <i>Transport</i>	<b>Knights and castles</b> <i>Local area</i>				<b>What do you know about chocolate?</b> <i>Local area - York</i>	<b>Where do you live?</b> <i>Local area, map work.</i>	<b>Can you remember?</b> <i>Fire of London</i>  <i>Seasonal changes</i>		<b>Where in the world?</b> <i>Animal habitats</i>
Years 3 and 4		<b>How ancient are we?</b> <i>Ancient Egypt</i>	<b>Explorers of the North.</b> <i>North America.</i> <i>Canada</i> <i>Arctic</i>		<b>light and Dark</b> <i>Anglo-Saxons</i> <i>Light</i>	<b>Rocky Road</b> <i>Rocks and fossils</i> <i>UK - Whitby</i> <i>Leeds</i>		<i>Romans</i>	<b>Extreme Earth</b> <i>Physical features</i>			<b>Amazing animal kingdom.</b> <i>Habitats</i> <i>Africa</i>
Years 5 and 6		<b>Eureka!</b> <i>Greece</i>	<b>The Amazing Mayans</b> <i>South America</i>	What's cooking  Trade		<b>It's all ancient history</b> <i>Ancient civilizations</i> <i>Stone age-Iron age.</i>	<b>Time traveler</b> <i>World War 2</i>		<b>Around the world in 30 days.</b> <i>Europe</i> <i>Physical features</i>	<b>Vikings</b> <i>Local area</i>	<b>Let's grow</b> <i>Trade and farming</i>	<b>Amazing world</b> <i>Habitats</i>

*Blue* – Focus of the theme but not necessarily a geography link.

*Green* – link to Geography national curriculum

Geographical knowledge and skills will be addressed throughout the other themes.

## EYFS Themes

<b>Ticket to Ride</b>	
<b>Links to the programme of study (Early Learning Goals (ELGs))</b>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (People, Culture and Communities)</li> </ul>
<b>Amazing Animals</b>	
<b>Links to the programme of study (Early Learning Goals (ELGs))</b>	<ul style="list-style-type: none"> <li>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. (Natural World)</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps. (People, Culture and Communities)</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (The Natural World)</li> </ul>
<b>Commotion in the Ocean</b>	
<b>Links to the programme of study (Early Learning Goals (ELGs))</b>	<ul style="list-style-type: none"> <li>Explore the world around them , making observations and drawing pictures of animals and plants (The Natural World).</li> <li>Know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (The Natural World).</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (The Natural World)</li> </ul>

## Key Stage One Themes

<b>How can we get there?</b>	
<b>National Curriculum</b>	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
<b>Location knowledge</b>	
<b>Place knowledge</b>	
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to:           <ul style="list-style-type: none"> <li>* key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>• 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.</li> </ul>
<b>Vocabulary</b>	
<b>High quality texts</b>	
<b>'Sticky knowledge' and key learning ideas</b>	
<b>SEND / PP</b>	

<b>Knights and Castles</b>	
<b>National Curriculum</b>	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
<b>Location knowledge</b>	
<b>Place knowledge</b>	
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to:</li> </ul>

	<ul style="list-style-type: none"> <li>* key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>● use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>● 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.</li> </ul>
<b>Vocabulary</b>	
<b>High quality texts</b>	
<b>'Sticky knowledge' and key learning ideas</b>	
<b>SEND / PP</b>	

<b>Where do you live?</b>	
<b>National Curriculum</b>	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
<b>Location knowledge</b>	<ul style="list-style-type: none"> <li>● name and locate the world's seven continents and five oceans.</li> </ul>
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>● 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</li> </ul>
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>● use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>* key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>● use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> </ul>

	<ul style="list-style-type: none"> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>• 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.</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
Vocabulary	
High quality texts	
'Sticky knowledge' and key learning ideas	
SEND / PP	

Can you remember?	
National Curriculum	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
Location knowledge	<ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>
Place knowledge	
Human and physical geography	<ul style="list-style-type: none"> <li>• 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</li> </ul>
Geographical skills and fieldwork	
Vocabulary	
High quality texts	
'Sticky knowledge' and key learning ideas	
SEND / PP	

<b>What do you know about chocolate?</b>	
<b>National Curriculum</b>	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
<b>Location knowledge</b>	
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,</li> </ul>
<b>Human and physical geography</b>	
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>
<b>Vocabulary</b>	
<b>High quality texts</b>	
<b>'Sticky knowledge' and key learning ideas</b>	
<b>SEND / PP</b>	

<b>Where in the World?</b>	
<b>National Curriculum</b>	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
<b>Location knowledge</b>	<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans.</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>
<b>Place knowledge</b>	
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>* key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>

<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"><li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li></ul>
<b>Vocabulary</b>	
<b>High quality texts</b>	
<b>'Sticky knowledge' and key learning ideas</b>	
<b>SEND / PP</b>	

## Key Stage Two Themes

### Themes for Years 3 and 4

<b>North America, Canada, Arctic</b>	
<b>Aspect</b>	<b>Knowledge and skills taught in this theme</b>
<b>National Curriculum</b>	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, <u>North</u> and South <u>America</u> . This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
<b>Location knowledge</b>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America</li> </ul>
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>describe and understand key aspects of:               <ul style="list-style-type: none"> <li>* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>* human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
<b>Vocabulary</b>	North America, The World, Globe, North, South, equator, continent, country, state, islands, tectonic plates, climate, food, economy, population, currency, Mexico, USA, Caribbean, Canada, (Greenland - tectonic plate North America but political Europe)
<b>High quality texts</b>	The miraculous journey of Edward Tulane, The Journey, The Green Ship



<p><b>'Sticky knowledge' and key learning ideas</b></p>	<p>I will Know location knowledge: this includes United States of America, Mexico, Canada, Caribbean are some of the countries of North America, I will Know that the United States of America is made up of 50 states, the capital cities of the main countries, famous landmarks - Grand Canyon, CN tower, Space Needle</p> <p>I will Know key physical geographical features found in the USA, Mexico and Canada such as: Grand Canyon, Niagara Falls.</p> <p>I will Know where on the map key human geographical features found in the USA are like; Golden Gate Bridge, Hoover Dam, Statue of Liberty, Mount Rushmore</p> <p>There are 23 countries in North America • The Largest country in North America is Canada • The largest city is Mexico City which is the capital of Mexico. • I will know the capital cities of USA, Canada, Mexico.</p> <p>I will be able to compare a place in North America with somewhere local to me.</p>
<p><b>SEND / PP</b></p>	<p>Talk partners, time to share, supported resources where appropriate. Modified tasks, Tablets for spelling and sentence structure where needed.</p>

<h2>How ancient are we?</h2>	
<p><b>National Curriculum</b></p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>
<p><b>Location knowledge</b></p>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>
<p><b>Place knowledge</b></p>	<p>***</p>
<p><b>Human and physical geography</b></p>	<p>***</p>
<p><b>Geographical skills and fieldwork</b></p>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
<p><b>Vocabulary</b></p>	<p>***</p>

<b>High quality texts</b>	The Egyptian Cinderella, Non fiction Egyptian texts, The frog prince continued.
<b>'Sticky knowledge' and key learning ideas</b>	Location of Egypt, the River Nile, Africa, continent.
<b>SEND / PP</b>	Talk partners, time to share, supported resources where appropriate. Modified tasks, Tablets for spelling and sentence structure where needed.

<b>Rocky Road</b>	
<b>National Curriculum</b>	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
<b>Location knowledge</b>	<ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America</li> </ul>
<b>Human and physical geography</b>	
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<b>Vocabulary</b>	Island, Inland, Coastal, UK, England, Scotland, Wales, counties, rock formation, climate, capital cities - London, Edinburgh, Cardiff. Major cities - Leeds, Manchester Coast - Whitby
<b>High quality texts</b>	Pebble in my pocket, the road beneath my feet
<b>'Sticky knowledge' and key learning ideas</b>	I will know how to conduct a traffic survey to observe, measure and record. I can use a map to locate places across the UK. I can use google maps to locate areas of dense population and rural features. I can state the main similarities and differences in population and physical geography in Whitby and Leeds.

<b>SEND / PP</b>	Talk partners, time to share, supported resources where appropriate. Modified tasks, Tablets for spelling and sentence structure where needed.
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<b>Time traveler Romans</b>	
<b>National Curriculum</b>	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
<b>Location knowledge</b>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>
<b>Place knowledge</b>	
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> </li> </ul>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
<b>Vocabulary</b>	***
<b>High quality texts</b>	***
<b>'Sticky knowledge' and key learning ideas</b>	light touch location knowledge -I can locate UK, Scotland, Italy
<b>SEND / PP</b>	Talk partners, time to share, supported resources where appropriate. Modified tasks, Tablets for spelling and sentence structure where needed.

<b>Extreme Earth</b>	
<b>National Curriculum</b>	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most

	significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
<b>Location knowledge</b>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>
<b>Place knowledge</b>	***
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>* human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
<b>Vocabulary</b>	Volcano, Magma, Lava, molten . Crater, Eruption, hot, melted rocks. Earthquake. Epicentre. Earth's crusts—the surface layer covering our planet. There are 2 types of crust -oceanic and continental . Earth's mantle, Earth's core, Pompeii.
<b>High quality texts</b>	Escape from Pompeii
<b>'Sticky knowledge' and key learning ideas</b>	<p>I will know how are volcanoes formed? Magma rises through cracks or weaknesses in the Earth's crust. 2. Pressure builds up inside the Earth. 3. When this pressure is released, e.g. as a result of plate movement, magma explodes to the surface causing a volcanic eruption. 4. The lava from the eruption cools to form new crust. 5. Over time, after several eruptions, the rock builds up and a volcano forms.</p> <p>I will know where are some of the world's most famous volcanoes? 1. Mount Vesuvius, near Naples, Italy 2. Krakatoa, Indonesia , 3. Mount St. Helens, Washington, USA 4. Mount Tambora, Indonesia, 5. Mauna Loa, Hawaii 6. Eyjafjallajökull, Iceland 7. Mount Pelée, Martinique.</p> <p>I will know what causes an earthquake? An earthquake is the shaking and vibration of the Earth's crust due to movement of the Earth's plates (plate tectonics). Earthquakes can happen along any type of plate boundary. Earthquakes occur when tension is released from inside the crust. Plates do not always move smoothly alongside each</p>

	other and sometimes get stuck. When this happens pressure builds up. When this pressure is eventually released an earthquake tends to occur.
<b>SEND / PP</b>	Talk partners, time to share, supported resources where appropriate. Modified tasks, Tablets for spelling and sentence structure where needed.

<b>Amazing world Habitats</b>	
<b>National Curriculum</b>	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
<b>Location knowledge</b>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>
<b>Place knowledge</b>	
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>describe and understand key aspects of:           <ul style="list-style-type: none"> <li>* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> </li> </ul>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
<b>Vocabulary</b>	
<b>High quality texts</b>	
<b>'Sticky knowledge' and key learning ideas</b>	Light touch showing places around the world where different habitats are formed.
<b>SEND / PP</b>	Talk partners, time to share, supported resources where appropriate. Modified tasks, Tablets for spelling and sentence structure where needed.

## Themes for Years 5 and 6

<b>Eureka! Greece</b>	
<b>National Curriculum</b>	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
<b>Location knowledge</b>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>
<b>Human and physical geography</b>	
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
<b>Vocabulary</b>	
<b>High quality texts</b>	
<b>'Sticky knowledge' and key learning ideas</b>	
<b>SEND / PP</b>	

<b>The Amazing Mayans South America</b>	
<b>National Curriculum</b>	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

<b>Location knowledge</b>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>
<b>Human and physical geography</b>	
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
<b>Vocabulary</b>	climate, latitude, longitude, country, continent, flora, fauna, weather, physical and human geography
<b>High quality texts</b>	
<b>'Sticky knowledge' and key learning ideas</b>	Countries, continents and cities, Geographical locations, Weather and climate. Comparing places-Uk field work. Wonders of the Americas
<b>SEND / PP</b>	

<b>It's all ancient history Ancient civilizations</b>	
<b>National Curriculum</b>	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
<b>Location knowledge</b>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>
<b>Place knowledge</b>	
<b>Human and physical geography</b>	
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
<b>Vocabulary</b>	
<b>High quality texts</b>	

'Sticky knowledge' and key learning ideas	
SEND / PP	

Time traveler World War 2	
National Curriculum	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
Location knowledge	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>
Place knowledge	
Human and physical geography	
Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
Vocabulary	
High quality texts	
'Sticky knowledge' and key learning ideas	
SEND / PP	

Vikings Local area	
National Curriculum	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most



	significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
<b>Location knowledge</b>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>
<b>Place knowledge</b>	
<b>Human and physical geography</b>	
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
<b>Vocabulary</b>	
<b>High quality texts</b>	
<b>'Sticky knowledge' and key learning ideas</b>	
<b>SEND / PP</b>	

<b>Around the world in 30 days.</b>	
<b>National Curriculum</b>	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
<b>Location knowledge</b>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>

<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
<b>Vocabulary</b>	mountains, peak, summit, altitude, avalanche, crust, gorges, lava, magma, tectonic plate, climate, travel, dome, plateau, fold, volcanic and fault block mountains.
<b>High quality texts</b>	
<b>'Sticky knowledge' and key learning ideas</b>	Mountain ranges across the world. UK mountains, features of mountains. How mountains are made. Mountain climates and mountain travel and tourism. Why do people visit mountains? Risks and Dangers of mountains
<b>SEND / PP</b>	

<b>Amazing world Habitats</b>	
<b>National Curriculum</b>	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
<b>Location knowledge</b>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>
<b>Place knowledge</b>	
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> </li> </ul>

<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
<b>Vocabulary</b>	
<b>High quality texts</b>	
<b>'Sticky knowledge' and key learning ideas</b>	
<b>SEND / PP</b>	

<b>Let's grow Trade and farming</b>	
<b>National Curriculum</b>	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
<b>Location knowledge</b>	<ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>• describe and understand key aspects of: <ul style="list-style-type: none"> <li>* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>* human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>

<b>Vocabulary</b>	trade and economics, import, export, goods, global, fair trade, globalisation, supply chain, multinational, economy, environmental standards
<b>High quality texts</b>	
<b>'Sticky knowledge' and key learning ideas</b>	What does the UK trade?. The Global economy. How has trading changed through history? How does fair trade work? Trading with other countries (eg-El Salvador)
<b>SEND / PP</b>	