**GEOGRAPHY THEMES KEY STAGE 1: Years 1 & 2**

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| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **A**  2020-21 | The Place Where I Live  (2) | Fighting Fit  (2) | Explorers  (2) | Growth and Green Fingers (1) | The Great Outdoors  (1) | Robots  (1) |
| **Location & Place**  **Human & Physical**  **Mapping**  **Fieldwork**  **Inquiry & Investigation**  **Communication**  **Use of IT** | **Small area** of the **United Kingdom**. Use large scale **maps** and **aerial** **photos** of the school and local area.  Recognise simple **features** on **maps** e.g. buildings, roads and fields.  Use basic **geographical** **vocabulary** to refer to key physical features **and** key human features.  Use **electronic** digital **globes**/**maps**, **cameras** and **audio** equipment.  Use simple **fieldwork** **techniques** and IT equipment to study local **human** & **physical** features.  Ask **geographical** **questions** e.g. ‘What is it like to live in this place?’  Interpret and create **labels** and **symbols** for a range of places in and outside the classroom. |  | A **small area** within a contrasting **non-European country** - an area similar in size to the children’s own town or village: small area in **Australia**, **Africa** or **Asia**. Awareness of the area’s broader geographical context, such as the country/continent in which it is located. **Similarities** and **differences** between the small area being studied and local area.  Name and locate the world’s **seven** **continents** and **five** **oceans**.  Identify **hot** and **cold** areas of the world in **relation** to the **Equator** & **North** and **South** **Poles**.  Do searches within geographic software. Use **digital** **maps**.  Recognise differences between own and others’ lives.  **Speak**, **write** about, **draw**, observe and describe simple **geographical** **concepts**. |  | **Small area** of the **United Kingdom**.  Simple fieldwork skills, including observation and recording, to study **the geography of the school and its grounds**. The key **human** and **physical** features of the surrounding environment, i.e. the housing estate, village, or part of the town in which the school is located. **Similarities** and **differences** between their own school’s environment and others.  Identify **seasonal** and **daily** **weather** patterns in the United Kingdom.  **Follow** a route on a **map** starting with a picture map of the school.  **Draw** a simple **map** e.g. of a garden, route map, place in a story.  Use and construct basic **symbols** in a map **key**.  Look down on objects and make a **plan** e.g. of the classroom or playground. |  |

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| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **B**  2021-22 | Penguins, Possums and Pigs (1) | Fire, Fire  (1) | Farm Shop  (2) | Family Album  (1) | Wind in the Willows  (2) | Buckets and Spades  (2) |
| **Location & Place**  **Human & Physical**  **Mapping**  **Fieldwork**  **Inquiry & Investigation**  **Communication**  **Use of IT** | Name and locate world’s **seven continents** and **five oceans**.  Knowledge about the **hot** and **cold** **places** of the **world** and how these are different from the UK.  Geographical **vocabulary** to describe key **physical** features, including: land, sea, ocean, season and weather and key **human** features, including: city, town, village.  Ask **geographical** **questions.** E.g.What sorts of animals live in that hot/cold place?  Use a range of images and stories to help answer questions.  **Use** a range of **maps** and globes (including picture maps, blank outline maps, inflatable globes, Google Earth etc)  From images, videos etc. **speak** and **write** about, **draw**, observe and describe simple geographical concepts e.g. the animals/plants in hot/cold places; types of homes in hot/cold places. |  |  | Name, locate and identify the characteristics of the **four** **countries** of the **United** **Kingdom** (England, Scotland, Wales and Northern Ireland) as well as their **capital** **cities** (London, Edinburgh, Cardiff and Belfast) and its **surrounding** **seas** (North Sea, English Channel, Irish Sea and St George’s Channel.  Use basic geographical vocabulary to refer to:   * key **physical** features, e.g.: beach, cliff, coast, forest. * key **human** features, e.g.: city, town, village, factory, farm, harbour.   Use simple **compass** **directions** (**NSEW**).  Use **maps** to discuss the shape /**outline** of the **UK**.  **Label** wall **maps** of **UK**.  Use **programmable** **toys** to move around a floor map of the United Kingdom following simple directional instructions.  Use **online** **images**/**video** clips to further **explore** **countries** and **cities** from around the **UK**. | Identify **seasonal** and **daily** **weather** patterns in the **United** **Kingdom**.  Name, locate and identify **characteristics** of the **four** **countries** and **capital** **cities** of the **UK** and its surrounding **seas** *(e.g. on a weather map).*  Observe and record **weather** **conditions** and consider **how** these **affect** **human** **activity**.  Collect **images** of the changing **seasons** in the **school** **grounds**.  Use a range of **maps** and **globes**.  Recognise **landmarks** and basic **human** **features** on aerial photos.  Use fieldwork techniques to study the *weather*.  Use cameras and audio to record: weather, seasons.  Use simple compass directions (NSEW).  Ask *e.g. ‘What is the weather like here?*  Describe **weather** **patterns**, **water** in the school grounds.  Use **vocabulary** *(season, weather, temperature, windy, sunny, snowing, rain, breeze, hail, storm).* |  |

**GEOGRAPHY THEMES LOWER KEY STAGE 2: Years 3 & 4**

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| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **A**  2020-21 | Sparks Might Fly  (4) | There’s No Place Like  Home (3) | Rock and Roll  (3) | Passport to Europe  (4) | Hunted  (4) | How Does Your Garden  Grow? (3) |
| **Location & Place**  **Human & Physical**  **Mapping**  **Fieldwork**  **Inquiry & Investigation**  **Communication**  **Use of IT** |  | A **region** of the **United** **Kingdom**.  Name and locate **counties** and **cities** of the **United** **Kingdom**.  Investigate the **local** **area** using **maps**, aerial photos and **satellite** imagery.  Use **aerial** **photos** or a satellite view (such as those in Google/Bing maps) to identify key features of their locality e.g. buildings, shops, parks, town centre etc.  Observe, measure and record the **human** and **physical** **features** in the local area using a range of methods including **sketch** **maps**, **cameras** and **other** **digital** **devices**.  Use the **eight** **points** of a **compass**.  Describe and understand key aspects of **physical** and **human** **geography**: types of **settlement** and **land** **use** etc.  Use the **zoom** on **digital** **maps** to locate places at different scales.  Add text, **annotations** & photos to **digital** **maps**. | **Locate** the **world’s** **countries**.  Identify the position and significance of **latitude**, **longitude**, **Equator**, **Northern** **Hemisphere**, **Southern** **Hemisphere**.  Physical geography including **volcanoes** and **earthquakes**.  **Human** geography including types of **settlement** and **land** **use**.  Use a wider range of **maps** (including digital), **atlases** and **globes**.  Use the **index** and **contents** page of **atlases**.  Recognise **patterns** on **maps** and **explain** what they show.  **Ask** searching **questions**.  Use **geographical** **language**.  **Communicate** geographical **information** through a range of methods.  Use the **zoom** on digital **maps**.  View a range of **satellite** **images**.  Use **presentation** **software** to record and explain **geographical** **features**. | A **region** in a European **country**.  Locate the **world’s** **countries**, using maps to **focus** on **Europe** (including **Russia**).  Identify the position of **latitude**, **longitude**, **Equator**, **Northern/Southern** Hemisphere.  **Physical** geography: **climate** **zones**, **vegetation** **belts**, **rivers**, **mountains**.  **Human** geography: types of **settlement** and **land** **use**, economic activity including **trade** **links**, and the distribution of **natural** **resources** including energy, food, minerals and water.  Use wide range of **maps** and link features to **photos** and **aerial** views.  Use the **index** and **contents** page of **atlases**.  Use a **scale** **bar** to calculate some distances.  Use **presentation** **software** to record and explain **geographical** **features** and **tables**, **charts** and **spreadsheets**, for geographical data. |  |  |

**GEOGRAPHY THEMES LOWER KEY STAGE 2: Years 3 & 4**

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| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **B**  2021-22 | Healthy Humans  (3) | The Great Plague  (4) | The Art of Food  (4) | The Iron Man  (3) | What the Romans Did  (3) | Water, Water  Everywhere (4) |
| **Location & Place**  **Human & Physical**  **Mapping**  **Fieldwork**  **Inquiry & Investigation**  **Communication**  **Use of IT** |  | Name and locate **counties** and **cities** of the **United** **Kingdom** relevant to this theme*.*  Consider **environments** at a range of scales from their classroom to the whole world. Issues around **litter** and **waste** e.g. damage to the environment; **reducing** the level of resource use; and **reuse**, as well as **recycling**, of resources.  **How** **people** can adversely **affect**, as well as improve, the **environment**. They will begin to identify and explain **differing** **views** that people have about topical environmental and geographical issue .and **express** their **own** **opinions**.  Use a wider range of maps.  Use 4 figure coordinates to locate features on maps.  Use plan views.  Recognise some standard OS symbols. |  |  | A **region** of the **United** **Kingdom**.  Name and locate **counties** and **cities** of the **United** **Kingdom**.  **Physical** geography: vegetation belts, rivers, mountains.  **Human** geography: types of **settlement** and **land** **use**, **economic** **activity** and the distribution of natural **resources** including energy, food, minerals and water.  Use a wider range of **maps**, **atlases** and **globes**.  Make and use simple **route** **maps**. Use the **index** and **contents** page of **atlases**. Recognise that **contours** show height and slope. Use **four** **figure** **coordinates**. Recognise some **OS** **symbols**. Use a **scale** **bar** to calculate some distances.  **Ask** searching **questions**.  Use a range of methods to **communicate** **ideas** including sketch maps, cameras and digital devices. Use the zoom facility on **digital** **maps**; add a range of text, annotations and photos to digital maps. | **Locate** the world’s **countries**, using maps to focus on **Europe** (including the location of **Russia**) and **North** and **South** **America**. Name and locate counties and cities of the **United** **Kingdom**.  Identify the position and significance of **latitude**, **longitude**, **Equator**, **Northern** **Hemisphere**, **Southern** **Hemisphere**, the **Tropics** of **Cancer** and **Capricorn**.  **Physical** geography: **rivers** and the **water** **cycle**.  **Human** geography: types of **settlement** and **land** **use**, **economic** **activity**, and the distribution of natural resources *(focusing on* ***water*** *and* ***rivers****).*  Create maps of small areas with features in the correct place. Make and use simple **route** **maps**. Use the **index** and **contents** page of **atlases**. Use **4 fig.** **coordinates**. Recognise **OS** **symbols** and c**ontours**. Use a **scale** **bar**.  **Ask** searching **questions**.  Use a range of methods to **communicate** **ideas** including IT. |

**GEOGRAPHY THEMES UPPER KEY STAGE 2: Years 5 & 6**

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| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **A**  2020-21 | Survival  (6) | Britten’s Got Talent  (6) | Earthlings  (5) | Super Sleuth  (6) | Oh! I Do Like to Be Beside the Seaside (6) | STEM / Enterprise Theme |
| **Location & Place**  **Human & Physical**  **Mapping**  **Fieldwork**  **Inquiry & Investigation**  **Communication**  **Use of IT** | Locate the **world’s** **countries**, using maps to focus on **Europe** (including the location of **Russia**) and **North** and **South America**. Identify **latitude**, **longitude**, **Equator**, **Northern Hemisphere**, **Southern Hemisphere**, the **Tropics** of **Cancer** and **Capricorn**, **Arctic** and **Antarctic** **Circle**, the **Prime/ Greenwich Meridian** and time zones.  **Physical** geography, including: **climate** **zones**, **biomes** and **vegetation** **belts**, **rivers**, **mountains**, **volcanoes** and **earthquakes**.  **Human** geography, including: types of **settlement** and **land** **use**, **economic** **activity**, and the distribution of natural **resources** including energy, food, minerals and water.  Mapping: Wide range of maps, atlases, globes  Read and compare map scales.  Use of IT: appropriate search facilities; satellite imagery; interpret live data; multimedia software. |  |  |  | **Human** and **physical** geography of a **seaside** **town**.  Name and locate **counties** and **cities** of the **United** **Kingdom** *(revision).*  **Mapping**: Use a wide range of maps, atlases, globes and digital maps; Identify, describe and interpret **relief features** on **OS maps**; use **six** **figure** **coordinates**; create sketch maps using symbols and a key; use a wider range of OS **symbols** including **1:50K** symbols; use models and maps to discuss land shape i.e. contours and slopes.  Ask and answer questions that are more causal.  Make predictions and test simple hypotheses.  Use precise **vocabulary** to explain more complex geographical features.  Communicate geographical information in a variety of ways, including electronically.  Critically evaluate and respond to local/national geographical. Use search facilities appropriately. |  |

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| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **B**  2021-22 | A Kingdom United  (5) | Food Glorious Food  (5) | Heroes and Villains  (6) | Inventors and Inventions (5) | Faster Higher Stronger  (5) | Amazon Adventure  (5) |
| **Location & Place**  **Human & Physical**  **Mapping**  **Fieldwork**  **Inquiry & Investigation**  **Communication**  **Use of IT** | **UK** and **Great** **Britain**.  Name and locate **counties** and **cities** of the **United** **Kingdom**.  **Physical** geography: **rivers**, **mountains**.  **Human** geography: types of **settlement** and **land** **use**, **economic** **activity** including trade links, and the distribution of natural **resources** including energy, food, minerals and water.  **Mapping**: Use a wide range of **maps**, **atlases**, **globes**; use **six figure coordinates**; use a wider range of **Ordnance** **Survey** symbols including 1:50K symbols.  Develop **views** and **attitudes** to critically **evaluate** responses to local geographical issues.  Use appropriate **search** **facilities** when locating places on digital/online maps and websites.  Use wider range of labels and measuring tools on digital **maps**.  **Communicate** geographical information **electronically**. | Learn that **food** **comes** **from** **various** and **diverse** **places**.  Locate the world’s **countries**. Name and locate *(relevant)* **counties** and **cities** of the **United** **Kingdom**.  **Physical** geography: climate zones, biomes and vegetation belts.  **Human** geography: **land use**, **economic activity** including trade links, and the distribution of natural **resources** including food and water.  **Latitude**, **longitude**, **Equator**, **Northern** **Hemisphere**, **Southern Hemisphere**, the **Tropics** of **Cancer** and **Capricorn**.  Use a wide range of maps, atlases, globes.  Ask and answer **questions** that are more **causal**. Explain complex geographical ideas using more **precise** **language**.  **Communicate** in a **variety** of **ways** including using IT.  Develop **views** and **attitudes** to **critically** **evaluate** responses to local *(and global)* issues. |  |  |  | A region within **South** **America**: The **Amazon Basin**: **tropical rainforest** (**biome**); the wider country of **Brazil**.  Locate the world’s countries, using maps to focus on **North** and **South** **America**.  **Latitude**, **longitude**, **Equator**, **Northern** **Hemisphere**, **Southern** **Hemisphere**, the **Tropics** of **Cancer** and **Capricorn**, **Arctic** and **Antarctic** **Circle**.  **Physical** geography: climate zones, biomes and vegetation belts, **rivers**, **mountains**, **volcanoes** and **earthquakes**, and the **water cycle**.  **Human** geography: **land use**, **economic activity**, distribution of natural **resources** including food, minerals and water.  Use a wide range of **maps**, **atlases**, **globes**.  Ask and answer **questions** that are more causal. Make predictions and test simple **hypotheses**.  Develop **views**. Use **IT** and **other** means to **communicate** ideas. |