

Year 3	Autumn 1 – Houses & Homes	Autumn 2 – Time Detectives	Spring 1 – Mighty Metal	Spring 2 - On the Move	Summer 1 – Caribbean	Summer 2 – The Wonder of Plants
Geographical Skills	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - To use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - To 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 		<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> - To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (<u>mountains</u>) 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - To use the eight points of a compass, two (EXT: four figure) 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 - To 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 	<p>Place knowledge</p> <ul style="list-style-type: none"> - To 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 	<p>Human and physical geography</p> <ul style="list-style-type: none"> - To describe and understand key aspects of physical geography, vegetation
Context	<ul style="list-style-type: none"> - To study the local area. Bramingham farm Dray's ditches, Turnpike lane Icknield way 		<ul style="list-style-type: none"> - To name and locate the highest peaks of the UK: Ben Nevis, Snowdon and Scafell Pike. To complete a mini-study of one. 	<ul style="list-style-type: none"> - To know about modes of local and international travel by land, air and sea. To plot journeys. Look at immigration . How people travelled to Luton. 	<ul style="list-style-type: none"> - To know about the Caribbean and compare physical and human geography (and cultural aspects) with like in the UK. 	<ul style="list-style-type: none"> - To begin to look at the vegetation that grows in various places. E.g. ... grows in ...
Notes/guidance	<p>Children to explore the local area and examine different types of hol Children to use maps to track route taken.</p>					<p>Visit to Chiltern open air museum.</p>
Writng Outcome			<p>Skill: report</p> <p>Context: a report about chosen mountain</p>	<p>Skill: narrative poem</p> <p>Context: Michael Rosen's 'The Car Trip'</p>	<p>Covered in English</p>	<p>Skill: script</p> <p>Context: a 'David Attenborough-style' presentation</p>

Year 4	Autumn 1 – Chocolate	Autumn 2 – Ancient Egypt	Spring 1 – Water	Spring 2 - We've Got the Power	Summer 1 – Our Active Planet	Summer 2 – By the Sea
Geographical Skills	<p>Human and physical geography</p> <ul style="list-style-type: none"> - To describe and understand key aspects of physical geography <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		<p>Human and physical geography</p> <ul style="list-style-type: none"> - To describe and understand key aspects of physical geography, including: <u>rivers</u> and <u>the water cycle</u> <p>Locational knowledge</p> <ul style="list-style-type: none"> - To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (<u>rivers</u>) 		<p>Human and physical geography</p> <ul style="list-style-type: none"> - To describe and understand key aspects of physical geography, including: volcanoes and earthquakes 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> - To 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, <u>coasts</u> and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Context	<ul style="list-style-type: none"> - These will be covered naturally within the history topics – an in depth geographical study is not needed. 		<ul style="list-style-type: none"> - To study the UK, naming counties and cities, including capital and key cities. Children will also locate major rivers. - To know the parts of a river and different types of river. - To understand the water cycle (covered in English and science). 	<p>Countries that the Romans invaded.</p>	<ul style="list-style-type: none"> - To know about tectonic plates and seismic activity. Focus on Mount Vesuvius. 	<ul style="list-style-type: none"> - To <u>recap</u> counties, cities and mountains and how rivers flow to the sea. - To conduct an in depth geographical study of Clacton on Sea. Children to compare this to Luton.
Notes/guidance						
Writing Outcomes			<p>Skill: labelling and extended captions</p> <p>Context: labels and extended captions to identify and explain parts of and features of rivers (Eg: source, mouth, meander etc)</p>		<p>Skill: explanation</p> <p>Context: explanation of an earthquake. Focus on use of conjunctions.</p>	

Year 5	Autumn 1 – Out of this World	Autumn 2 – The Victorians	Spring 1 – Invaders and Settlers	Spring 2 - Communicati on	Summer 1 – Is it fair?	Summer 2 - Change
Geographical Skills	<p>Locational knowledge</p> <ul style="list-style-type: none"> - To locate the world’s countries, using maps to focus on Europe (including the location of Russia) - To 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) 	<p>Locational knowledge</p> <ul style="list-style-type: none"> - To 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 			<p>Locational knowledge</p> <ul style="list-style-type: none"> - To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and <u>South America</u>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Human and physical geography</p> <ul style="list-style-type: none"> - To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts 	
Context	<ul style="list-style-type: none"> - To be able to use globes confidently and recognise the Earth from Space. To identify key lines and time zones. 	<ul style="list-style-type: none"> - To <u>recap</u> counties, cities and mountains. To know about different types of land use. To compare the local area today with it 150 years ago in terms of land use and population. 	<ul style="list-style-type: none"> - To <u>recap</u> counties, cities, mountains, rivers and seas. Children to learn about where the Anglo-Saxons landed and settled – The Anglo-Saxon Kingdoms. They will look at why places were chosen and what evidence there is that they were there, e.g. place names. 		<ul style="list-style-type: none"> - To study climate zones, including temperate and tropical rainforest regions. - To complete an in depth study of Brazil: physical and human geography, climate, vegetation and culture. 	
Notes/guidance		<p>Use Heritage maps. Look at farm land and how land use has changed.</p>				
Writing Outcomes	<p>Skill: questions Context: write a quiz which they can deliver to a friend about significant world features. Eg: North Pole, Equator, Tropics etc.</p>				<p>Skill: rhyming couplets and syllables Context: write a rap about Fairtrade</p>	<p>Skill: report Context: multi-modal poster about Brazil using ICT (Comic Life)</p>

Year 6	Autumn 1 – Ancient Greece	Autumn 2 – Shakespearean England	Spring 1 – World War II	Spring 2 - Vikings	Summer 1 -	Summer 2 –
Geographical Skills	<p>Locational knowledge</p> <p>- To locate the world's countries, using maps to focus on <u>Europe</u>, looking at environmental regions, key physical and human characteristics, countries, and major cities (Belgium)</p> <p>Geographical skills and fieldwork</p> <p>- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- To 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 <u>United Kingdom and the wider world</u></p>			<p>Locational knowledge</p> <p>- To 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</p>		
Context	- To complete an in depth study of modern day Belgium physical and human geography, climate, vegetation and culture.			- To <u>recap</u> counties, cities, mountains, rivers and seas. Children to learn about where the Viking landed and settled – The Viking Kingdoms. They will look at why places were chosen and what evidence there is that they were there, e.g. place names.		
Notes/guidance						
Writing Outcomes	Skill: report Context: writing a fact file about Belgium			Covered in history		