

Geog	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS1 Year A	World view (Y2) Where are places in the World? 1. Can you name the 7 continents? Do you know some unique features of the continents? 2. Can you locate them on a map or a globe? 3. Can you name the 5 oceans of the world? 4. Can you locate them on a map or a globe?		Contrasting landscapes (Y2) <i>Why are landscapes different?</i> mountains, hills and valleys, rivers Ports and harbours – build at coastlines <ul style="list-style-type: none"> • Interpretation of photos and aerial photos 	Settlements (Y2) <i>What are villages, towns and cities like?</i> Villages – farms <ul style="list-style-type: none"> • <i>Towns and cities- factories and offices</i> 	Extreme Planet (Y1) What are hot and cold places on earth like? <ul style="list-style-type: none"> • Cold places polar regions – north and south pole and mountains • Hot places – deserts • Use globe, atlas, maps and aerial photos • Describe location in relation to the equator and the North and South poles 	Going Global (Y1) What can we learn about the world? <ul style="list-style-type: none"> • Using a globe • Photos and images of different places in the world • Use globe, atlas, maps and aerial photos
KS1 Year B	Our Local Area (Y1) <i>Where do we live?</i> <ul style="list-style-type: none"> • What are the key physical and human features of where we live 	Our Island home – the UK (Y1) What is the UK like? <ul style="list-style-type: none"> • 4 countries and their capitals • Seas around the UK • Location of the UK • Characteristics of each country • Major rivers • Use of a 4-point compass direction 	Investigating our school (Y1) What’s around Galley Hill? <i>Carry out a local investigation</i> <i>Look at human and physical features</i> <ul style="list-style-type: none"> • <i>Introduce and embed the concept of the word “environment”</i> • <i>Use observation and field work</i> • <i>Use of locational language</i> • <i>Create a simple map using symbols and key</i> • <i>Describe a map</i> 	UK weather (Y1) What is the UK’s weather like? <ul style="list-style-type: none"> • <i>What is weather</i> • <i>Daily weather patterns</i> • <i>Seasons</i> • <i>Use of simple weather symbols</i> 	Close-up on Kenya (Y2) <i>What is Kenya like?</i> <ul style="list-style-type: none"> • <i>Local communities</i> • <i>Landscape</i> • <i>Plants and animals</i> • <i>Safari</i> • <i>Photo interpretation</i> • <i>Location on globe and with atlases</i> <i>Create a simple map with a key to show physical and human features of Kenya</i>	
Year 3	Map detectives <i>How can we use and interpret maps?</i> <ul style="list-style-type: none"> • Locate the world’s countries, using maps to focus on Europe, (including Russia) N and S America, what information can we find from maps? • Use of a globe, atlas, and maps at different scales • Introduction to ordnance Survey maps – symbols and 4 figure grid references 	Our local environment <i>What is our local environment like –</i> <i>This is fieldwork unit and should be carried out within Galley Hill grounds -with a focus on sustainability – with litter survey, creation of simple sketch maps with symbols and a key.</i>	Resources and us <i>What resources do we use and why?</i> <ul style="list-style-type: none"> • Small- scale focus • Sustainable living • The food we eat – where does our food come from? • Energy – what is the difference between renewable and non-renewable energy • How is water important in our lives? • How big is my footprint on the world? • Use of atlases and maps to map where our food comes from 	Life in Teesside <i>What is Teesside like? – study of a region in the UK</i> <ul style="list-style-type: none"> • The changes that Teesside has experienced over time – how it has progressed from history to its modern-day version? • Land use in Teesside • Economic activity occurring in Teesside • Settlements • River Tees • Use of maps, including historical maps to show the growth of the city over time Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers. Mountains, volcanoes and earthquakes 		Comparing UK Regions <i>How do the regions of the UK vary?</i> <ul style="list-style-type: none"> • Name and locate counties and cities of the UK, • locate geographical regions and their identifying human and physical characteristics, • *overview of economic activity and how it varies across the UK • Use of an atlas • Use of OS maps

			<ul style="list-style-type: none"> Simple calculations of my footprint 		
Year 4	<p>Shake, rattle and roll</p> <p><i>How do earthquakes and volcanoes affect people</i></p> <ul style="list-style-type: none"> How do the earth's plates move? What are mountains? What are volcanoes what are earthquakes? How do they affect people? Use of atlas to show plate boundaries Use of a globe 		<p>Life in Italy</p> <p><i>What makes Italy distinctive?</i></p> <ul style="list-style-type: none"> Mapping Italy as a country and within Europe Living with earthquakes and volcanoes – focus on the Naples region and Pompeii How does life around Naples compare to life in London? How has Italy changed over time? Use of an atlas Using outline map of Italy, use map symbols and a key to show its main features Cities Rivers Seas Mountains and volcanoes neighbouring countries 		<p>Water on the Land</p> <p><i>How does water affect our lives?</i></p> <ul style="list-style-type: none"> What are the key components of the water cycles What landforms are found along rivers – e.g. waterfalls? How do rivers change over time? What human interactions for we have with rivers? Settlements and flood risk Coasts – what processes occur at the coast? What landforms are found at the coast? How are humans protecting the coast? Use of OS maps Interpretation of photos Interpretations of diagrams Possible field work visits to a stream measure width measure depth time how long for stick to travel 5 metres construction of simple graphs
Year 5	<p>Latitude and longitude</p> <p><i>Why are lines of latitude and longitude so important?</i></p> <ul style="list-style-type: none"> Latitude and longitude Locate key lines of latitude: Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles Locate key lines of longitude: Prime Meridian and Greenwich North/South Hemispheres World's countries and continents Time zones Day & night Use of 8-point compass directions Use of atlas and key to identify latitudes and longitudes Use of world map to identify key lines of latitude (equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles) and longitude (Prime Meridian) Use of globe 	<p>Global biomes</p> <p><i>What are the world's biomes & vegetation belts like?</i></p> <ul style="list-style-type: none"> What are the different biomes? Where are the different biomes? Why is climate a key factor for determining biome distribution? Which biomes are the most important and why? Natural resource distribution Use of Google Earth to locate biomes (maps at different scales; comparing map views and satellite views) Using world map template, use of key to complete simple map of global biomes 	<p>Exploring Brazil</p> <p><i>What makes Brazil distinctive?</i></p> <ul style="list-style-type: none"> (study of a region in South America) Tropical Rainforest biome Deforestation (GIS maps) Trade – What are the different types of jobs? Why is trade important for countries? Trade of chocolate Food Resources/energy (minerals) Dams/HEP Use of GIS (Geographical Information Systems) maps to show deforestation over time in the Amazon rainforest 	<p>Sustainable living</p> <p><i>How can we live more sustainably?</i></p> <ul style="list-style-type: none"> study of a region in South America) CASE STUDY: Curitiba, Brazil What does sustainability mean? Is our world sustainable? How can we create a sustainable future? Video clips – what makes Curitiba a sustainable city? 	<p>Our local ecosystem</p> <p><i>What is a local ecosystem like?</i></p> <ul style="list-style-type: none"> Fieldwork Unit – Local Ecosystem Study Pond ecosystem What are the living and non- living components of an ecosystem? What interactions are there in ecosystems? How have humans affected the ecosystem? Link to sustainability Local fieldwork to investigate an ecosystem (could be a pond, or an area of woodland/grass) OS map work (use 1:25 000 scale map) to investigate local features

Year 6	<p>Ordnance survey maps – survey local areas to Galley Hill and area on school journey <i>Make comparisons between residential trip location and local area</i></p> <ul style="list-style-type: none"> • Use of OS maps, to include: • 4- and 6-figure grid references • Distance and scale • Directions • Contour lines and spot heights • Describing routes 	<p>Settling down</p> <p><i>Where do people live and why?</i></p> <ul style="list-style-type: none"> • What are the different types of settlement? (hamlet, village, town, city) • How is land used in settlements? • Do settlements have a pattern? • Interpretation of OS maps to locate and describe settlements 	<p>People on the move</p> <p><i>Why do people migrate?</i></p> <p>(Use Teesside or London as a focus - change over time in one region of the UK)</p> <ul style="list-style-type: none"> • Historic and contemporary migration • Why do people migrate? Push and pull factors. • The impacts of migration on London • Refugees – what happens to them? • Interpretation of flow line maps 	<p>Our school’s microclimate</p> <p><i>Does our school have its own microclimate?</i></p> <p>Fieldwork Unit – Microclimate</p> <ul style="list-style-type: none"> • What is the difference between weather and climate? • Where are the different climate zones? • How do humans and animals adapt to different climates? • Microclimates • Fieldwork investigation – Where should a new school bench be placed? • Local fieldwork enquiry around school grounds • Use of maps • Use of aerial photos • Construction of graphs • Interpretation of graphs
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