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| F2 | **Looking after our Earth**  Recycling, Pollution, Saving water | **Local Area Study**  Human and physical features  Area comparisons | **Seasons**  Changes in clothes / environment / weather |
| Year 1 | **Why are some places hot and some places cold?**  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Name and locate the world’s seven continents and five oceans | **How does the weather affect our lives?**  Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage | **Why do we like to visit the seaside?**  Use basic geographical vocabulary to refer to key physical and key human features  Use simple compass directions and locational and directional language to describe the location of features and routes on a map  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  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 |
| Year 2 | **Why do nearby places look so different?**  Use basic geographical vocabulary to refer to key physical and key human features  Use simple compass directions and locational and directional language to describe the location of features and routes on a map  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  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 | **How does Lima compare to where I live?**  Name and locate the world’s seven continents and five oceans  Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country  Use basic geographical vocabulary to refer to key physical and human features  Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features | **What is it like in the United Kingdom?**  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, river, valley, vegetation.  Use basic geographical vocabulary to refer to: key human features, including: city, town, village, port.  Use world maps, atlases and globes to identify the United Kingdom and its countries.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. |
| Year 3 | **How and why is my local area changing?**  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.  Describe and understand key aspects of human geography including types of settlement and land use.  Use the eight points of a compass, four 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.  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. | **Why are mountains so important?**  Locate the world’s countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains) and land – use patterns (UK).  Understand geographical similarities and differences of through the study of human and physical geography of a region of the United Kingdom and a region within North America.  Describe and understand key aspects of physical geography (including mountains) and human geography (including types of settlement and land use, economic activity).  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | **What is a biome?**  Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.  Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. |
| Year 4 | **What is a river?**  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.  Describe and understand key aspects of physical geography including rivers and the water cycle.  Use the eight points of a compass, four 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.  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. | **How do volcanoes affect the lives of people who live nearby?**  Locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  Describe and understand key aspects of physical geography (including volcanoes and earthquakes) and human geography (including types of settlement and land use).  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | **Why do people travel abroad?**  Locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains) and land – use patterns (UK).  Understand geographical similarities and differences of through the study of human and physical geography of a region of the United Kingdom and a region within Europe.  Describe and understand key aspects of physical geography (including rivers, mountains) and human geography (including types of settlement and land use, economic activity).  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |
| Year 5 | **How does Brazil compare to where I live?** Locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.  Describe and understand key aspects of human and physical geography.  Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. | **Is fair trade fair?**  Describe and understand key aspects of human geography, including economic activity including trade links.  Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. | **How and why is my local area changing?**  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.  Describe and understand key aspects of human geography including types of settlement and land use.  Use the eight points of a compass, 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.  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. |
| Year 6 | **Is it good to live by the coast?**  Describe and understand key aspects of physical geography.  Use the eight points of a compass, four 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.  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. | **Where am I in the world?**  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).  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | **How is climate change affecting the world?**  Describe and understand key aspects of physical geography (including climate zones, biomes and vegetation belts, rivers, mountains) and human geography (including types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water).  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |