

Year Group	Unit Title	National Curriculum Content	Key Knowledge	Key Vocabulary
Year 1	Weather and climate	- identify seasonal and daily weather patterns in the United Kingdom	In this unit children will: -order the months of the year and recognise seasons -spot the differences between the seasons -find clues to decide which season we are in -identify the types of clothing worn in different weather -identify the types of weather we have in the United Kingdom -explore how the weather affects different jobs	Rain Season Snow Sunshine Temperature Wind Arctic Inside Outside Polar
	United Kingdom	- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - 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	In this unit children will: -check my understanding of the United Kingdom -locate on a map the four countries of the United Kingdom -identify the four capital cities and surrounding seas of the United Kingdom	City Country River Sea Town Village Across Northern

		<ul style="list-style-type: none"> - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> -explain the differences between human and physical features -describe the human and physical features of one of the UK's capital cities -share my understanding of the UK 	
	Local area	<ul style="list-style-type: none"> - 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 - 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 - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>In this unit children will:</p> <ul style="list-style-type: none"> -spot the differences between rural and urban areas and know what type of settlement I live in -explore and record the features of our school grounds -explore and record the features of our local area -recount the journey through my local area -recognise the symbols used on an Ordnance Survey map -create a map of my local area 	<ul style="list-style-type: none"> Building Map Office Route Street Symbol East Local North South West

		<ul style="list-style-type: none"> - 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 		
Year 2	Continents and Oceans	<ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans - 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 	<p>In this unit children will:</p> <ul style="list-style-type: none"> -understand where I am in the world -locate on a map the seven continents -locate on a map the oceans that link the continents -describe where different continents are located -spot the physical and human features of a continent 	<ul style="list-style-type: none"> Atlas Continent Globe Human Ocean Physical East Hemisphere North South South Pole West

		- use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	-share my understanding of a continent	
	Hot and cold places	- identify 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 countries, continents and oceans studied at this key stage	In this unit children will: -identify hot and cold places and locate them on a map -recognise the features of a hot and a cold place -explore a hot or cold place -identify the animals that live in hot and cold places and recongise how they adapt -describe an animal that lives in a hot or cold place -describe what I would see in a hot or cold place	Adapt Desert Habitat Iceberg Rainforest Savanna Antarctic Circle Arctic Circle The Equator North Pole South Pole
	Mugumareno Village	-understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country	In this unit children will: -explore Zambia's physical and human features and locate it	Crop Farm Flood Market

		<p>-use basic geographical vocabulary to refer to</p> <ul style="list-style-type: none">-key physical features-key human features <p>-use world maps, atlases and globes to identify countries studied</p>	<p>-locate the village of Mugurameno and share what I would like to learn about it</p> <p>-compare how the people of Mugurameno use the River Zambezi with the ways in which we use rivers near us</p> <p>-find out about food in Mugurameno and how it is prepared</p> <p>-explain how the people of Mugurameno protect themselves and their homes from wild animals</p> <p>-use photographs and information texts to help imagine what daily life in Mugurameno might be like</p>	<p>Waterfall Wildlife Eastern Northern Southern Western</p>
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Year 3	Climate Zones	<ul style="list-style-type: none"> - identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle - describe and understand key aspects of: physical geography, including: climate zones 	<p>In this unit children will:</p> <ul style="list-style-type: none"> -identify the different lines of latitude and explain how latitude is linked to climate -locate different climate zones and explore the differences between the Northern and Southern Hemisphere -compare temperate and tropical climates -explore weather patterns within a climate zone -write a weather forecast for a typical day -identify the characteristics of each climate zone 	<ul style="list-style-type: none"> Axis Meteorologist Orbit Precipitation Temperature Weather station Equator Latitude Map index Northern Hemisphere North Pole Southern Hemisphere South Pole
	North America	<ul style="list-style-type: none"> -locate the world's countries, using maps to focus on North America -identify the position and significance of latitude, longitude and time zones -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies -describe and understand key aspects of: <ul style="list-style-type: none"> -physical geography -human geography 	<p>In this unit children will:</p> <ul style="list-style-type: none"> -locate North America on a world map and explore the landscape -identify countries within North America and states within the USA -explore the physical geography of the Rockies 	<ul style="list-style-type: none"> Landscape Location Mountain range Rural State Urban Latitude Longitude

			<ul style="list-style-type: none"> -describe the physical geography of Mount St Helens and the impact it has had on the surrounding area -compare the landscape of different US states -compare New York State, New York City and where I live 	<p>Northern hemisphere North-east North-west South-east South-west western hemisphere</p>
	<p>Rio and South-East Brazil</p>	<ul style="list-style-type: none"> -identify the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -identify the position and significance of the Equator -identify the position and significance of the Prime/ Greenwich Meridian and time zones -understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America 	<p>In this unit children will:</p> <ul style="list-style-type: none"> -locate South America on a world map and identify a range of its physical and human features -locate the countries and capital cities of South America -compare key facts about Brazil with your country -use photographs and information tests to imagine what daily life in Rio might be like -identify how my life is linked to Rio and the South East of Brazil -identify the pros and cons of hosting the Olympic Games 	<p>Equatorial Region Manufacturing Mining Population Trade Latitude Longitude Northern hemisphere Southern hemisphere Time zone Tropic of Capricorn Western hemisphere</p>

Year 4	Rivers	<ul style="list-style-type: none"> - describe and understand key aspects of physical geography, including: rivers and the water cycle - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -describe and understand key aspects of 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 - name and locate key topographical features of the UK (including rivers) and land-use patterns 	<p>In this unit children will:</p> <ul style="list-style-type: none"> -describe the water cycle, explain what a river is and locate the worlds' longest rivers on a map -describe how rivers are used around the world -identify the stages and features of a river -recognise and explain how human activity affects rivers -recognise and explain how flooding affects communities -identify key characteristics of one of the world's longest rivers 	<ul style="list-style-type: none"> Drainage Erosion Flood management Irrigation Water cycle Precipitation Evaporation Mouth Source Meander Tributary Floodplain Confluence Estuary Altitude

	Rainforests	<ul style="list-style-type: none"> -describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts -identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn -describe and understand key aspects of human geography 	<p>In this unit children will:</p> <ul style="list-style-type: none"> -recognise what a rainforest is and locate the world's rainforests on a map -recognise the different layers of life in a rainforest -recognise the features that make up a rainforest -describe the key characteristics of the Congo -describe and explain the impact of the deforestation of the rainforests -explain the importance of the Amazon Rainforest 	<ul style="list-style-type: none"> Biodiversity Biome Canopy Deforestation Emergent layer Forest floor Understory Equatorial Northern hemisphere Southern hemisphere Tropic of Cancer Tropic of Capricorn
	South America-the Amazon	<ul style="list-style-type: none"> -identify the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>In this unit children will:</p> <ul style="list-style-type: none"> -locate South America on a world map and identify a range of its physical and human features -locate the countries and capital cities of South America -compare key facts about Brazil with our country 	<ul style="list-style-type: none"> Agriculture Ecosystem Food chain Humidity River basin Volume Equatorial International date line

		<ul style="list-style-type: none"> -identify the position and significance of the Equator -identify the position and significance of the Prime/ Greenwich Meridian and time zones -understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America 	<ul style="list-style-type: none"> -find out if the River Amazon is the longest in the world and identify the key characteristics of the Amazon Basin -explain the importance of the Amazon Rainforest -share my knowledge and understanding of the Amazon Basin 	<ul style="list-style-type: none"> Longitude Prime meridian Tropic of Capricorn Western hemisphere
Year 5	Mountains	<ul style="list-style-type: none"> - describe and understand key aspects of physical geography, including: mountains - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>In this unit children will:</p> <ul style="list-style-type: none"> -describe what a mountain is and locate the world's 'Seven Summits' on a map 	<ul style="list-style-type: none"> Alpine Avalanche Landform Slope Summit Valley

		<ul style="list-style-type: none"> - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> -describe the key features of mountains and how they are formed -describe the climate of the mountains and explore mountain life -explore the UK's highest mountains -recognise the importance of the Himalayas for people living in the region -share my knowledge about a world-famous mountain or mountainous region 	<ul style="list-style-type: none"> Altitude Map index Map reference Scale bar
	Volcanoes	<ul style="list-style-type: none"> -describe and understand key aspects of physical geography, including: volcanoes and earthquakes -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> In this unit children will: -find out about the structure of the Earth and label a diagram -describe what happens at the boundaries between the Earth's plates -describe and explain the key features of a volcano -locate a range of famous volcanoes and find out some 	<ul style="list-style-type: none"> Crater Disaster Dormant Eruption Magma Tsunami Epicentre Plate boundary

			<p>key facts, including when the volcanoes last erupted</p> <ul style="list-style-type: none"> -report on the effects of a volcanic eruption -evaluate the advantages and disadvantages of living near a volcano 	
	European region	<ul style="list-style-type: none"> -locate Europe's countries, their environmental regions, key physical and human characteristics, countries and major cities -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -describe and understand key aspects of human geography -understand geographical similarities and differences through the study of human and physical geography of a region in a European country -describe and understand key aspects of physical geography 	<p>In this unit children will:</p> <ul style="list-style-type: none"> -locate Europe on a world map and identify some of its characteristics -locate some of Europe's countries and capitals, and find out more about them -explore different European cuisine -use key facts and persuasive techniques to persuade someone to holiday in the Mediterranean -compare and contrast news stories about the Mediterranean -compare and contrast news stories about the Mediterranean 	<ul style="list-style-type: none"> Currency Migrant Retail Service industry Tourism Vegetation belt Easterly Northerly Southerly Westerly

			-compare life in Athens with my life and my local area	
Year 6	United Kingdom	<p>- 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 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- describe and understand key aspects of: 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</p>	<p>In this unit children will:</p> <ul style="list-style-type: none"> -compare and contrast the different countries of the UK -identify where I live in the UK and locate the UK's major cities -identify physical characteristics of the United Kingdom -understand how people have affected the United Kingdom's landscape -describe and explain the sorts of industries in which people of the United Kingdom work -understand the different types of energy sources used in the United Kingdom 	<p>Coastline Development Economy Energy source Industry Landmark Sustainable development Offshore Onshore Scale bar</p>

			-evaluate the advantages and disadvantages of wind energy	
	Local area and region	<p>-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> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p> <p>-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>	<p>In this unit children will:</p> <p>-locating our local area in relation to other places</p> <p>-local, regional, national and international links to our local area</p> <p>-locating the key features of our local area</p> <p>-carrying out fieldwork in the local area to gather evidence of how a region is meeting its population's needs</p> <p>-how to read and label an Ordnance Survey map with local sites</p>	<p>Aerial view</p> <p>International</p> <p>Key</p> <p>Land use</p> <p>Local</p> <p>National</p> <p>Grid reference</p> <p>16-point compass terms</p>