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Geography	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Exploring a new environment Navigating around the classroom and outdoor areas. To identify typical weather in Autumn.	<u>Exploring Maps</u> Exploring maps through discussion, story-telling, games and creative activity, children look at how features are represented and think about the meaning behind shapes, lines and colours on maps.	<u>Outdoor Adventures</u> Using the senses to explore and describe the natural world around them whilst outside, children begin to recognise the effect of the changing seasons.		<u>Around the World</u> Investigating diverse global environments, children compare them to their local area by engaging with digital maps, reading books, and participating in role play, thereby deepening their understanding of geography and cultural differences.	
Vocabulary		above aerial bird's eye view building car park direction feature field house identify journey lake map park path/road photograph pirate river route town/village treasure	acorn bark big/small bright/dark colour dry/wet feather flower freezing/frosty gentle/rough hot leaf long/short loud notice observe rain seed snow soft/hard smell/sound/touch sour/sweet spiky spring/summer/autumn/winter straight sun/sunny tickly twig		beach blizzard building bus stop cactus camel church city/village cottage countryside desert explorer farm field flats forest hill/mountain ice lamp post land map palm tree playground polar pond post box postcard rainforest river roundabout sand dune scientists snow storm tractor travel waterfall weather	
Y1	Local Area What is it like here? Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.		United Kingdom – Weather and Seasons What is the weather like in the UK? Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children 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		Contrasting Locality. What is it like to live in Shanghai? What is it like to live in Shanghai? Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.	

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Vocabulary	left/right next to near aerial photo map England Wales Scotland Ireland Northern Island	spring summer autumn winter sunny thunder and lightning windy snow rain cloud	Continent country different directional language e.g. near, far, next to, behind, etc. key human feature map physical feature similar symbol
Y2	Hot and Cold Places Would you prefer to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.	United Kingdom Why is our world wonderful? Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this. use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage	Oceans and Continents What is it like to live by the coast? Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism. - use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage
Vocabulary	Arid climate weather compass continent country Desert Equator Globe grasslands human feature ice sheet land locate map mild ocean pack ice physical feature polar rain gauge rainforest rural savannah	aerial photograph capital city continent country data collection fieldwork human feature key lake land landmark locate location	arch aquarium bay capital city city cliff coast coastline country data collection fieldwork island Harbour human featurelocation

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	sea temperate temperature thermometer tropical urban vegetation	map north physical feature ocean OS map river sample sea scale symbol tally chart Vegetation	Locate Mudflat ocean physical feature pictogram pier sand dunes sea stack tally chart tourist town village
Y3	Land Use Are all settlements the same? Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.	Volcanoes and Earthquakes Why do people live near volcanoes? Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes. -	Antarctica Who lives in Antarctica? Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far. - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	agricultural land capital city commercial land compare country border county dispersed facilities land use legend linear local memorial metro monument nucleated place of worship recreational land region residential land settlement transportation	convergent divergent extinct dormant mantle inner/outer core crust tectonic plates shield volcano composite volcano	Climate climate zone compass points Direction drifting ice hemisphere ice sheet ice shelf iceberg lines of latitude lines of longitude treaty
Y4	Rainforests	Food and Farming	Rivers

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	Why are rainforests important to us? Focusing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.	Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.	What are rivers and how are they used? Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features. ***Water Cycle, features of rivers, River Thames, human impact on rivers, flooding, world rivers (Nile).*** - 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
Vocabulary	biome tropical rainforest emergent layer canopy layer understory layer forest floor logging deforestation global warming mining	Biome food miles import consume trade cooperative responsible trade seasonal food sustainability source	Condensation delta estuary evaporation flooding floodplain groundwater irrigation leisure meander oxbow lake percolation precipitation river mouth source transpiration tributary valley water cycle waterfall
Y5	Mountains What is life like in the Alps? Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.	Desert Would you like to live in the desert? Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and	Oceans Why do oceans matter? Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.

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		the environmental threats that can occur in this landscape.	
Vocabulary	leisure tourist tourism fold mountain tectonic plates climate Mont Blanc	drought desertification flash floods biome arid barren climate mining ranching renewable energy sand dune salt flat	ocean current coral reef coral bleaching marine threat microplastics acidification overfishing biodegradable marine protected area single-use plastic climate change
Y6	Population Why does population change? Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.	Energy Where does our energy come from? Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.	Independent Fieldwork Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings. *This unit could be a good transition project for children to work alongside secondary school pupils.
Vocabulary	population densely populated sparsely populated population distribution push factors pull factors migration refugee emigration/ immigration	renewable energy non-renewable energy fossil fuel hydropower wind power geothermal energy biofuel sola power nuclear power natural gas crude oil coal	analyse audience data enquiry impact improvement present process risk route viewpoint