



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	History focus	RE focus	Geography: Weather and climate Sustainability focus: How is climate change affecting our climate and what can we do?	History focus	Geography: United Kingdom Fieldwork: Mapping the classroom	Geography: Walthamstow and the UK International week
Year 2	History focus	RE focus	Geography: Continents and oceans Sustainability focus: How are humans affecting our oceans?	History focus	Fieldwork unit: Mapping the school grounds	Geography: Hot and cold places International week
Year 3	History focus	RE focus	Geography: North America Sustainability focus: What effects has climate change had on North America?	History focus	Geography: Climate Zones Fieldwork: mapping the local area	Geography: Rio and South East Brazil International week
Year 4	History focus	RE focus	Geography: South America (The Amazon) Sustainability focus: How have people impacted the environment in Brasil?	History focus	Geography: Rivers Fieldwork: Mapping the local area using 4 figure grid references and a key	Geography: Rainforests International week
Year 5	History focus	RE focus	Geography: Mountains Sustainability focus: How has tourism affected the world's mountains?	History focus	Geography: Volcanoes and Earthquakes Fieldwork: Features of two distinct areas	Geography: European region International week
Year 6	History focus	RE focus	Geography: The United Kingdom Sustainability focus: How does climate change threaten our local area?	History focus	Fieldwork: Project work, Coppermill past and present	Geography: Walthamstow and regions of the UK International week



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Fieldwork progression (fieldwork units take place in Summer 1)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit focus	Creating simple maps of their classroom, using shapes and symbols.	Creating simple maps of the school grounds using symbols.	Mapping and describing a route in the local area using compass points and directional language.	Using four and six figure grid references to locate features in the local area.	Measuring and recording human and physical features in the local area.	Local area project. Use of historical maps of the Coppermill area.
National Curriculum coverage	Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Use simple fieldwork and observational skills to study the geography of their school and its grounds. Create a simple map from a bird's eye perspective.	Use the eight points of a compass and directional language and identify key human and physical features on a map.	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)	Use fieldwork to observe, measure, record and present the human and physical features in the local area and another area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Use maps, atlases, globes and digital/computer mapping to locate and describe features studied



Year 1		
	Breadth of Study	Skills
Locational and Place knowledge	-Understand that a world map shows all the countries in the world. -Identify the 4 countries in the UK and their capital cities. -Identify some of the countries which children in the class/their families come from.	Use maps and a globe to identify the UK and understand that both a map and a globe show the same thing. Locate the UK and its 4 countries and capital cities on a paper map. Use simple compass directions (North, South, East and West) to describe the location of features on a map. Draw and label pictures to show how places are different.
Human and Physical Geography	-Identify seasonal and daily weather patterns in the UK. -Identify the human and physical features of London.	Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather. Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop. Ask questions about the weather and seasons. Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.
Fieldwork	Use simple fieldwork and observational skills to study the geography of their school and its grounds and some of the key human and natural features.	Look at a simple map of the local area and identify the things they know and have seen. Make a simple map of their classroom. Create an aerial map of the class by using different sized blocks.



Year 2		
	Breadth of Study	Skills
Locational and Place knowledge	-Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'. -Use maps and atlases to locate the countries of the UK and other key countries relating to the class and the two contrasting countries being studied. -Understand the 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 maps and globes to locate the UK and other key countries. Be able to identify the 4 countries and label the capital cities. Study pictures/videos of two differing localities, one in the UK and one in a contrasting European country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? Draw pictures to show how places are different and write comparatively to show the difference. Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.
Human and Physical Geography	-Begin to understand how distance from the equator affects climate. -Give some simple reasons for differences in weather and climate in two contrasting localities. -Identify the human and physical features of the two localities studied.	Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are? Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
Fieldwork	Fieldwork to develop knowledge and understanding of the school and local area. 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 – fieldwork in the local area/close proximity to the school e.g. the road, park, river, shops.	Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Draw own maps of the school; use and construct basic symbols in a key. Observe and record the features around the school e.g.



Year 3		
	Breadth of Study	Skills
Locational and Place knowledge	-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of the world including the countries of North America and Brazil. -Know the position and significance of the Northern and Southern Hemispheres. -Know the position and significance of the Equator, the Tropic of Cancer and Capricorn, North and South Poles	Identify the different hemispheres on a map. Locate and label different countries/continents in the Northern and Southern hemisphere. Use and explain the term 'climate zone'. Identify the different climate zones. Ask questions and find out what affects the climate. Use maps to identify different climate zones. Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area. Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. Look at maps, pictures and other sources to identify similarities and differences between London and a city in North America. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.
Human and Physical Geography	-Mountain range focus: how did the Rockies come into being? What states are the Rockies in? What is life like in the Rockies? How do people use the Rockies at different times of year? -Compare London with a city in North America and identify similarities and differences eg key physical and human characteristics; major cities, rivers, mountains, capitals, landmarks of countries in North America and Africa. -Understand how and why weather and climate are different in the different climate zones on Earth	Locate the Rockies on a variety of maps. Understand and be able to communicate in different ways the features and impact of the Rockies. Discuss how mountain ranges affect human life e.g. settlements and work. Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc)
Fieldwork	-Understand the 8 compass points and use them to explain/identify points on a map.	Use locational language to describe the location of points on a map of the school/local area.



	-Fieldwork project to develop knowledge and understanding of the local area.	Use the compass points N, NE, E, SE, S, SW, W, NW to direct and create routes around the local area.
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Year 4		
	Breadth of Study	Skills
Locational and Place knowledge	- To locate the countries of South America on a variety of maps and atlases. -To name and locate the major rivers of the world and the cities and villages that surround them. -While studying the Amazon rainforest, use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of South America. -Understand the position of these areas in relation to the UK.	Focus on Amazon rainforest – identify the climate, the habitats, the plant and animal types and how people live in the rainforest. Discuss how the rainforest may be linked to us e.g. trade. Locate other rainforests using Google earth and maps, identifying patterns in their location. Use maps, globes and Google Earth to identify the continent of South America. Looking at a map of climate zones, children to use prior knowledge of the world to identify the climate they think may exist in different parts of South America. Identify and mark on a map the different countries of South America. Identify the major cities and consider how they differ to other regions in the country.
Human and Physical Geography	-Make comparisons between areas of South America and the Amazon rainforest and the UK, referring to key human and physical features. -Understand how the climate and features of rainforests impact on life in them and how this differs from other biomes. -Understand how rivers are formed, their significance and their impact on the areas surrounding them.	Study life in the Amazon rainforest through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar. Looking at photographs, children to compare and contrast two differing regions e.g. rich/poor Brazil, hilly/icy Argentina. Using photographs, children to make connections between South America and the UK. Locate the major cities, mountain ranges and rivers of South America. Consider how the location of these geographical features has shaped life. Ask geographical questions e.g. Are there any links? (big cities near rivers, less populated areas near hilly ones etc). Understand how rivers are formed and why rivers begin and where they end.



		Describe how rivers impact the areas around them and how people use rivers in different areas of the world.
Fieldwork	Understand and use 4 figure grid references on maps of the local area. Identify and represent key features of the local area on maps using symbols and keys.	Identify local features on a map and begin to experiment with four figure grid references , using them to locate and describe local features . Classify buildings . Use recognised symbols to mark out local areas of interest on own maps. Understand and use keys on own maps to represent local areas of interest.

Year 5		
	Breadth of Study	Skills
Locational and Place knowledge	-The UK's key mountains -The world's key mountains and mountain ranges -The location and significance of the world's tectonic plates -The location and significance of some of the world's key volcanoes. -The location of key countries in Europe and a chosen European city.	Confidently use maps, globes, atlases and Google Earth to locate the UK's key mountains and the world's key mountains and mountain ranges including using 4 figure grid references. Use a range of maps, globes, atlases and Google Earth to locate some of the world's key volcanoes as well as some of the world's key earthquake zones. Understand how these are related to the position of the world's tectonic plates. Study photos/pictures/maps to make comparisons between some of these key locations and the UK. Label counties, cities, mountains and rivers.
Human and Physical Geography	Mountains, earthquakes and volcanoes. - In depth study of a European region: key physical and human characteristics, major cities, national parks, mountains, coasts. - Trade with a country in Europe.	Describe and explain the processes that cause natural disasters. Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. Identify and explain different views of people including themselves. Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. Discover where food comes from. Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion. Generate solutions and promote ethically sound trade. Reflect on the impact trade has on an area and generate ideas for cause and effect.



Fieldwork	Comparison between two areas of London. Presenting results in different ways. Using the information to draw conclusions about land use and human and physical geography of two areas.	Choose effective recording and presentation methods e.g. tables to collect data Undertake surveys. Conduct investigations. Present data in an appropriate way using keys to make data clear. Draw conclusions from the data.
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Year 6		
	Breadth of Study	Skills
Locational and Place knowledge	6 figure grid references. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Children to be able to identify main capital cities/oceans etc. Understand the significance of Latitude and longitude. Study of the local area.	Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers. Understand how these features may have changed over time. Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics. Locate the major cities of the world and draw conclusions as to their similarities and differences. Use maps to identify longitude and latitude. Study maps to identify environmental regions. Compare and contrast these regions. Locate the key physical and human characteristics. Relate these features to the locality Locate all the man made features.
Human and Physical Geography	Study of local area and settlements pre and post war compared to modern day.	Study photographs, aerial photographs and maps of the local area pre war, post war and present day. Compare maps and aerial photographs. Make comparisons and reflect on the reasons for the differences.



	Trade/distribution of natural resources	Study population numbers throughout the course of WWII and reflect on the reasons for changes. Study pictures of land use during these three periods. Draw conclusions and develop informed reasons for the changes. Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes. Look at maps on different scales and calculate scales on own maps. Research and present Britain's export trade. Ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?
Fieldwork	Fieldwork/traffic study	● Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses ● Collate the data collected and record it using data handling software to produce graphs and charts of the results. ● Ask Geographical questions e.g. how is traffic controlled? What are the main problems? - Undertake a street/ noise survey of the local road/ high street - Undertake a general survey of the local road/ high street: ● Form and develop opinions e.g. Do the pupils like/ dislike the road/ street ● Compare road with another busier/ quieter street/ road ● Make suggestions and reflect on own beliefs. Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment? - With the children's help, design and carry out a survey of the views of people in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic. Use local maps to find other routes traffic might take. - Report on the effects of environmental change on themselves and others.



		- Look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street/ road. - Select methods for collecting, presenting and analysing data - Analyse evidence and draw conclusions - Be aware of own responsibility in the world
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