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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	**People, Culture and Communities** Looking at building in the local area. Making observations of the characteristics and features of places e.g. In traditional tales the countryside is represented. Discussing how environments in stories and images are different to the environment they live e.g. Looking at urban and rural homes and buildings.	**People, Culture and Communities** Develop language for spatial awareness and directions through the core stories "going on a bear hunt" Early map making linked to the role play for the post office and getting deliveries ready. Read "The Jolly Postman" By Janet Allan Ahlberg	**People, Culture and Communities** Plan a pretend holiday? What is it like in different parts of the world. Children to share any experiences of travelling. Where did they go? What did they see? What did they eat? Share pictures and videos from their trip. Use google maps to explore	**People, Culture and Communities** Making maps; linked to Supertato story Veggies in the Valley of Doom.	**People, Culture and Communities** Introduce and examine a Globe. Know the difference between the land and the ocean.	**People, Culture and Communities** Read "Martha Maps it out" Make maps of the school to navigate around the school as part of transition
Year 1	**Locational Knowledge** **Place Knowledge** **Human and Physical Geography** **Geographical skills and**	**What is it like here?** Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using		**What is the weather like in the UK?** Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more		**What is it like to live in Shanghai?** Using a world map to start recognising continents, oceans and countries outside the UK with a focus on

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	fieldwork	classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved. **(Place Knowledge and Geographical skills and fieldwork)**		about hot and cold places in the UK. **(Locational Knowledge and Human and Physical Geography)**		China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork. **(Place Knowledge and Geographical skills and fieldwork)**
Year 2		**Would you prefer to live in a hot or cold place?** Introduction to the basic concept of climate zones and mapping out hot and cold places globally.		**Why is our world wonderful?** Learning about the world's wonders, the names and locations of the world's oceans and considering	**What is it like to live by the coast?** Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding	

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		Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world. **(Human and Physical Geography and Geographical skills and fieldwork)**		what is unique about the local area. (**Locational Knowledge and place knowledge)**	seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism. **(Human and Physical Geography, place knowledge and Geographical skills and fieldwork)**	
Year 3	**Where does our food come from?** Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school		**Why do people live near volcanoes?** Understand that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human			**Are all settlements the same?** Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.

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	dinners comes from and the argument of 'local versus global'. **(Human and Physical Geography, place knowledge)**		interaction shapes a volcanic landscape. **(Human and Physical Geography)**			**(Human and Physical Geography, place knowledge and Geographical skills and fieldwork)**
Year 4		**Who lives in Antarctica?** Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton. (**Locational Knowledge and geographical skills)**			**Why are rainforests important to us?** Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest. **(Human and Physical Geography, place knowledge)**	**What are rivers and how are they used?** Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used. **(Human and Physical Geography, place knowledge and Geographical skills and fieldwork)**

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Year 5		**Would you like to live in the desert?** Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment. (**Human and physical geography and Place Knowledge)**			**Why do oceans matter?** Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution. **(Human and Physical Geography and Locational Knowledge)**	**Where does our energy come from?** Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment. **(Human and Physical Geography)**
Year 6		**What is life like in the Alps?** Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists;		**Why does population change?** Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors		**Can I carry out an independent fieldwork enquiry?** Observing, measuring, recording and presenting their own fieldwork study of the local area. **(Geographical skills and fieldwork and place knowledge)**

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		investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality. (**Human and physical geography, locational knowledge and Place Knowledge)**		learning about the population in Britain and its impacts. **(Human and physical Geography)**		