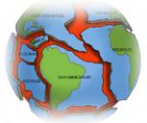
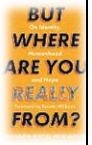
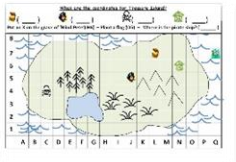
Spring Planet earth	Engages with debate	Vocabulary	Locational knowledge	Place knowledge (similarities and differences)	Human and physical Geography	Geographical skills and fieldwork
KS1	**Could all animals live in the same place?**	Continent Ocean Equator Habitat Weather pattern	Name the world's continents and oceans. Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. British Culture	Know the similarities and differences between 2 different localities Explore seasonal and daily weather patterns in the United Kingdom (also covered in science) Sustainability	Children discuss the habitat in hot and cold areas of the world in order to answer the lead question? Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place? What is the weather like?). Equality	Locate the world's continents and oceans on a world map 
LKS2	**Does human activity increase the risk of natural disasters?**	Natural disaster Physical geography Earthquake Tsunami Prone Settlement Water cycle	Identify areas across the world that are prone to natural disasters Technological Change Sustainability 	Know how human settlement and land use in areas prone to natural disasters, are at risk Understand the systems that are in place to support humans after natural disasters	Know the physical geography of countries/places that experience natural disasters –Earthquakes leading to Tsunamis and therefore flooding Legacy	Know the elements of the water cycle 
UKS2	**How do we want the future living conditions to be for each species? (Greta Thunberg)**	Species Biome Vegetation belt Climate change	Know how locations around the world are changing and explain some of the reasons for change Sustainability Leadership	Compare the carbon footprint of two food items Sustainability Legacy 	Research a range of human activities ie trade links, distribution of natural resources including energy, food and water supplies and discuss how these impact the living conditions for humans and animals Sustainability British Culture Technological Change	Describe the key aspects of a range of biomes and vegetation belts Equality 

Britain Summer 2nd half term	Engages with debate	Vocabulary	Locational knowledge	Place knowledge (similarities and differences)	Human and physical Geography	Geographical skills and fieldwork
KS1	**How is the United Kingdom like a puzzle?** 	United Kingdom (UK) Country Capital cities Surrounding Compass points	Use world maps, atlases and globes to identify the United Kingdom and its countries. Know the four countries that make the United Kingdom. Know the four capital cities of the United Kingdom Know the surrounding seas near the UK. Know the 4 main compass points and can show this on a map	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). British Culture	Children can identify seasonal and daily weather patterns in the UK Technological change 	Use a map to identify whether a location is a city, town, village, coastal or rural area. Technological Change
LKS2	**Do the largest countries have the largest populations?**	Population density Physical geography Population size	Children know the names and locations of some of the countries of Europe British Culture 	Children can use geographical language and resources to compare the size of European countries Children can compare the population density of some European countries	Children can graph findings to enable comparisons between human and physical characteristics Children know why the physical geography of a country affects the population size Technological Change	Use maps, atlases, globes and digital/computer mapping to locate countries and describe their features
UKS2 	**What's the difference between where we live and where we originate from?** Resource link **Amanda Khozi Mukwashi**	Migration Human migration Geographical diversity	Children understand the meaning of the term migration How geographical diversity affects where people live. Technological change	The names and locations of countries that humans migrate from and to. Equality 	Children can explain the reasons why humans move country Children begin to understand the social and cultural issues faced by migrants British Culture Leadership	Children use a range of geographical resources to give detailed descriptions and opinions of the physical and human features of a location

Autumn Humankind	Engages with debate	Vocabulary	Locational knowledge	Place knowledge (similarities and differences)	Human and physical Geography	Geographical skills and fieldwork
KS1	**How have humans changed our local area?**	Grid reference Compass Human features Physical features Land use 	How to use locational language (e.g. near and far) to describe the location of features and routes on a map. Know the location of the school in relation to the coast and the nearest town or city British Culture	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Compare plans and maps to their observations of the local area Technological Change	use aerial photographs to recognise landmarks and basic human and physical features in the local area Sustainability 	Use simple fieldwork and observational skills to study the geographic location of the school (Know what is near to the school based on local walks and observation) . The basic symbols used in a key on a map to identify human and physical features (rivers, forests, towns, villages, farms, houses) How to use and apply basic grid references (A1, B1) and basic compass directions (north, south, east and west)
LKS2	**How has nature changed Dunwich?**	Erosion Four figure grid references Physical features Eight points of a compass	How to identify the key physical features of Dunwich using symbols on a map. How to use the eight points of a compass, four-figure grid references, to communicate knowledge of Dunwich in relation to the rest of the United Kingdom British Culture Equality	Explain own views about Dunwich and what is happening there to answer the lead question Sustainability	Ask and answer geographical questions about the physical and human characteristics of a location. Know how some aspects of the land/coast have changed over time. (erosion) Legacy Technological Change Sustainability	Use maps, atlases, globes and digital/computer mapping to locate Dunwich and surrounding areas 
UKS2	**Do all societies impact the planet in the same way?**	The Equator Northern & Southern Hemisphere Tropics of Cancer & Capricorn Arctic and Antarctic Circle Longitude & Latitude Time zones (including day and night)	Know how countries and geographical regions are interconnected and interdependent. Technological Change Leadership 	Compare and debate the geographical diversity of England with a contrasting country in a different Hemisphere British Culture	Know how choices made by humans in diverse populations impact climate, pollution and the environment Equality Leadership Technological Change	Use atlases, tables and graphs to understand time zones and temperature differences in the tropics Sustainability

Summer Civilisations 2nd half of term	Engages with debate	Vocabulary	Locational knowledge	Place knowledge (similarities and differences)	Human and physical Geography	Geographical skills and fieldwork
KS1	**How is life different for children across the world?**	Similarities & differences United Kingdom Contrasting Non- European country City, town, village, coastal, Rural Physical geography Human geography	Know the geographical similarities and differences of a small area of the United Kingdom and of a contrasting (non-European) country Know how to use the key features of a location to say whether it is a city, town, village, coastal or rural area. Equality British Culture	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place? How do children live in this place?). Sustainability	Know the geographical similarities and differences of a small area of the United Kingdom and of a contrasting (non-European) country Know how physical and human geography affects the opportunities and lives of children in contrasting places Technological change Equality	Use world maps, atlases and globes to identify the United Kingdom and its countries Use maps to identify a contrasting non- European country 
LKS2	**Where does a river start and end?**	Mouth Source Meander Delta Tributary Northings Eastings	Identify the start and end of a local river using maps and where possible local visits British Culture 	Describe the journey of a river comparing its size and use in different local places.	Know and describe the physical features of rivers. Ask and answer geographical questions about the physical and human characteristics of a location Sustainability	Know how to use the eight points of a compass and four-figure grid references, to communicate knowledge of rivers and seas Use fieldwork sketches maps and digital technologies to observe and locate local rivers Technological Change
UKS2	**How have cartographers represented London over time?**	Aerial images Topological maps - as in London's Tube map and Ordinance Survey maps). Human features Physical features Human activity	Use a range of geographical resources to give detailed descriptions of features of a location Technological change 	Know how physical features affect human activity within a location (London) over time. Know and compare the key features and uses of a range of maps such as aerial images, topological maps – as in London's Tube map and Ordinance Survey maps).	Know how the physical and human features of London have changed over time – using maps to explain their understanding 	Collect and analyse statistics and other information in order to draw clear conclusions about how a location has changed Analyse and give views on the effectiveness of different geographical representations of a location.