

Key Stage One						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
R	This is Me! Local Area – Where do I Live?	Let's Celebrate – Different Countries		Animal Antics – Hot & Cold Environments	All Around the World – London (capital city)	
Weather and Climate: Observe and describe daily weather patterns throughout the year						
1		My School and School Grounds Express some views on some features of their environment. Use simple fieldwork and observational skills when studying the geography of the school and its grounds.		London Small area of UK Describe some places and features. Describe some similarities and differences.		Hot and Cold places Describe some similarities and differences when studying places and features.
Weather and Climate: Identify seasonal and daily weather patterns throughout the year						
2		The Surrounding Environment Make observations about features that give places their character. Use a range of sources, compass points and directional language to identify features and follow routes.			Serrekunda: Non-European country Describe similarities, differences and patterns comparing their lives with those of children in other places.	Barley Small area of UK Make observations about features that give places their character. Express views about the environment.

Key Stage Two			
	Autumn	Spring	Summer
3	<p>NC: Local Area Study (Fieldwork)</p> <p>Express their opinions on environmental issues (litter) and recognise how people can affect the environment positively and negatively.</p> <p>Observe, record and name geographical features in their local area.</p>	<p>NC: Volcanoes &amp; Earthquakes</p> <p>Use geographical language to describe aspects of human and physical features and patterns.</p> <p>Make observations about places and features that change over time.</p>	<p>NC: Types of Settlements and Land Use</p> <p>Use geographical language to describe some aspects of human features and patterns.</p> <p>Identify differences, similarities and patterns when comparing places and features.</p>
4	<p>NC: A globally significant place (marine)</p> <p>Australia – The Great Barrier Reef</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p> <p>Ask and respond to more searching geographical questions like how? And why?</p>	<p>Local River Study</p> <p>Observe, record and explain physical features of the environment.</p> <p>Express opinions on geographical and environmental issues.</p> <p>Recognise OS symbols on maps and locate features using four-figure grid references.</p>	<p>NC: The Lake District: Region of Europe</p> <p>Describe how features and places change and the links between people and environments.</p> <p>Identify and describe similarities, differences and patterns when investigating different places and environments.</p>
5	<p>NC: Athens &amp; Attica: Region of Europe</p> <p>Describe and understand key aspects of human geography including settlements and land use, economic activity, including trade links.</p> <p>Recognise geographical issues affecting people in different places and environments.</p>	<p>NC: The Amazon Basin: Region of S America</p> <p>Describe and understand key aspects of physical geography: climate zones, biomes.</p> <p>Human geography: settlement and land use, trade links and natural resources.</p>	<p>Lytham St Anne's: Coastal Fieldwork Study</p> <p>Observe and record human and physical features using a range of methods.</p> <p>Express and explain opinions on geographical and environmental issues.</p> <p>Ask and respond to questions that are more causal: 'why is that happening? Could it happen here?'</p>
6	<p>NC: California: Region of N America</p> <p>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</p> <p>Human geography: land use and economic activity.</p>		<p>Natural Resources and Energy</p> <p>Understand key aspects of human geography: natural resources and energy.</p> <p>Develop views and attitudes to critically evaluate responses to local geographical issues/global issues.</p> <p>Communicate geographical information, including writing at length.</p>