



Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2		<b>The United Kingdom</b>	<b>Local Study</b>	<b>Local Study</b>	<b>Continents and Oceans</b>	
		<p>*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. *Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the four countries of the UK</p>	<p>Use a range of maps and globes (including picture maps) at different scales *Recognise simple features on maps e.g. buildings, roads and fields. *Use and construct basic symbols in a map key. *Look down on objects and make a plan of the school grounds. *Draw a simple route map from home to school. *Recognise human and physical features of Chipping and the surrounding area</p>		<p>*Name and locate the 7 continents and the 5 world oceans *Use atlases and globes *Use simple compass directions (North, South, East and West) and locational and directional language</p>	

<b>Year 3/4 Opening worlds</b>	<b>Volcanoes</b>	<b>Climate and Biomes</b>	<b>Rhine and Mediterranean</b>	<b>Population</b>	<b>Coastal process and Landforms</b>	<b>Tourism</b>
<b>Key Learning</b>	Geographical skills: Using diagrams, describing distribution Disciplinary focus: interaction. How do volcanoes affect a place?	Geographical skills: World map and key lines of latitude Disciplinary focus: interaction. How does the climate affect the	Geographical skills: Extending use of maps and photographs Disciplinary focus: diversity. How are different parts of the Rhine and the Mediterranean used by people	Geographical skills: Thematic maps and using census data Disciplinary focus: diversity. How and why does population distribution vary across Great Britain?	Disciplinary focus: interaction. How does the location of west Wales affect its coast?	Geographical skills: Interpreting climate data Disciplinary focus: interaction. How do tourists interact with a place?
<b>Year 5/6 Opening worlds</b>	<b>The Amazon</b>	<b>Interconnected Amazon</b>	<b>Energy and Climate change</b>	<b>Changing Birmingham</b>	<b>Jamaica</b>	
<b>Key Learning</b>	Geographical skills: Flow diagrams, interpreting satellite photos. Disciplinary focus: interaction and change. In what ways does the geography of South America affect life in the Amazon?	Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire Disciplinary focus: interaction and change. How does agriculture in the Amazon interact with other parts of the world?	Geographical skills focus: Interpreting line graphs Disciplinary focus: Interaction. How do local actions in the UK affect global climate??	Changing Birmingham Geographical skills: Interpretation and presentation of data Disciplinary focus: change. How much did Birmingham change between 1750 and the present day?	Disciplinary focus: change. What is a preferable future for Jamaica's tourist industry?	

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>Year 1/2</b>	<b>Hot and cold places of the world</b>		<b>Mugurameno Village</b>			<b>Living by the sea</b>
	*Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. *Use basic geographical vocabulary to refer to the key physical and human features of Antarctica, rainforests and deserts		*Use maps and atlases to locate Zambia and Mugurameno Village *Ask simple geographical, 'where?', 'what?', and 'who?' questions about Mugurameno *Describe the human and physical features of Mugurameno *Compare and contrast Mugurameno Village and Chipping			Case study: Blackpool
<b>Year 3/4</b> <b>Opening worlds</b>		<b>Rivers</b>	<b>Mountains</b>	<b>Settlements and Cities</b>	<b>Agriculture</b>	<b>Local study</b>
<b>Key Learning</b>		Depth focus: River Indus Geographical skills: Using photographs Disciplinary focus: interaction. How do rivers, people and land affect each other?	Geographical skills: Describing location using 4-point compass Disciplinary focus: interaction. How do mountains and people affect each other?	Disciplinary focus: diversity. How are settlements similar and different?	Geographical skills: Optional local fieldwork on local shops - their sourcing, economic and ethical considerations. Disciplinary focus: interaction. How are we connected to farmers??	Conduct field work around the school to find human and physical features. Use 4 compass points to follow/give directions. Create a map of a short route with features in correct order. Use standard symbols.
<b>Year 5/6</b> <b>Opening worlds</b>	<b>Earthquakes</b>	<b>Deserts</b>	<b>Why is California so thirsty?</b>	<b>Oceans</b>	<b>Migration</b>	<b>North and South America</b>

<b>Key Learning</b>	<p>Geographical skills: Thematic maps</p> <p>Disciplinary focus: interaction. How do earthquakes affect people and environments?</p>	<p>Geographical skills: Interpreting thematic maps and satellite photographs</p> <p>Disciplinary focus: diversity, Why are deserts located where they are?</p>	<p>Geographical skills: Interpreting a range of thematic maps</p> <p>Disciplinary focus: change. How have the actions of people affected the drought in California.</p>	<p>Geographical skills: Interpreting world and thematic maps</p> <p>Disciplinary focus: change. How can oceans affect human behaviour and settlements?</p>	<p>Geographical skills: Asking questions, eight-point compass</p> <p>Disciplinary focus: change. Why do people migrate?</p>	<p>Geographical skills: 4 figure references, thematic maps</p> <p>Disciplinary focus: diversity. What are the pros and cons of living in a megacity?</p>
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