This is the long term plan. It details the term topics are taught throughout the year. For more information relating to content, progression, skills and vocabulary, see below.

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| Geography Units |
|  | Term 1 | Term 2 | Term 3 |
| EYFS topics are adapted to children’s interests each year, therefore are subject to change. | Nursery | **This is Me****Family and Friends****Likes/Dislikes****Autumn** | **Let’s Explore Colours****Autumn****Bonfire Night/Diwali/Remembrance Day/Christmas** | **People Who Help Us****Winter****Chinese New Year/Shrove Tuesday/Valentines** | **On the Farm****Spring****Easter** | **Is it a car? Is it a plane?****Summer****Travel and Transport** | **Oh I do like to be beside the Seaside!****Holidays** |
| Reception | **This is Me****Meg’s Eggs****The Princess and the Pea****Harry and his bucketful of Dinosaurs****Tiddler****Whatever Next****Pirate Pete & his smelly feet** | **Guy Fawkes****Remembrance****Children in Need****Rama and Sita****We’re going on a Leaf Hunt****Leaf Man****Christmas stories** | **Handa’s Surprise****Oliver’s Fruit Salad/Milkshake****Evil Pea and Supertato****Pancake day****How did that get into my Lunchbox?****The Disgusting Sandwich** | **The Little Red Hen** **The Gingerbread Man****The Three Little Pigs****Easter** | **What the Ladybird Heard.****The Very Greedy Bee****Yukky Worms****Snail Trail** | **There’s an ouch in my Pouch****Mama, I love you****Mama Panya’s pancakes** |
| Year 1 | **Travel and Transport (Local Area within the United Kingdom)** | **Cross-Curricular Geography Links** | **Arctic and Antarctica****Continent Focus: Antarctica** |
| **Weather and Climate** |
| Year 2 | **Around The World (Continents and Oceans)** | **Around The World (Zambia and England)****Continent Focus: Africa** | **Cross-Curricular Geography Links** | **Explorers (Hot and Cold Places)** |
| Year 3 | **Olá Brazil (Brazil and England)****Continent Focus: South America** | **Walk Like an Egyptian (Climate Zones)** | **Cross-Curricular Geography Links** |
| Year 4 | **Incredible Journeys (Rivers)** | **Our Wonderful World (Rainforests)****Continent Focus: Oceania** | **The Amazing Americas (North America)****Continent Focus: North America** |
| Year 5 | **Volcanoes and Earthquakes** | **The Vikings (Scandinavia and England)****Continent Focus: Europe** | **Mountains****Continent Focus: Asia** |
| Year 6 | **Victorians (United Kingdom)** | **World War Two (Local Area)** |

This is the Social Responsibility Long Term Plan. It is a three-lesson sequence to develop cultural capital based on a topic in our curriculum.

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| Social Responsibility |
|  | Lesson 1 | Lesson 2 | Lesson 3 |
| EYFS | **Through continuous provision, children should gain a general appreciation for the world we live in and the importance of looking after it.**  |
| EcosystemsYear 1United Kingdom | **Why is nature special?*** **To understand how nature makes us feel**
* **To understand what nature gives us**
* **To understand how nature can help us to recycle**
 | **I speak for the trees*** **To read and understand The Lorax by Dr. Seuss**
* **To compare events in The Lorax with deforestation**
* **To discover what is already being done to restore and protect forests**
 | **What the oceans give us*** **To understand what the oceans give us**
* **To reflect on the impact that the ocean has on our lives**
* **To explore the effects on taking it for granted and how we can protect it**
 |
| PovertyYear 2Africa | **Saving every penny*** **To understand that some people have less money than others**
* **To consider the reasons why there are varying levels of wealth around the world**
* **To consider ways in which we can help people who are poorer than us**
 | **Where is water?*** **To know where our water comes from and what it is used for**
* **To understand what a drought is and how poorer countries deal with it**
* **To consider ways in which we can help ensure everybody has access to clean, safe water**
 | **Education*** **To understand the similarities and differences of education around the world**
* **To consider why there are such differences in the level of education people receive**
* **To consider how we can encourage people in charge to value education**
 |
| Climate ChangeYear 3Climate Zones | **Our Changing World*** **To understand what climate change is and how it is causing global warming**
* **To understand what happened in the 1980s with the ozone layer and CFCs**
* **To identify some of the effects of climate change on us locally and globally, including the melting ice caps**
 | **Know Better, Do Better*** **To understand how an increased population and consumption are putting pressure on the planet**
* **To investigate alternative energy sources**
* **To find out about ‘green’ careers**
 | **People and the planet*** **To consider reasons why some people do not believe or take action on climate change**
* **To explore different ways in which people can take action against climate change**
* **To find ways of encouraging other people to take positive steps to reduce climate change**
 |
| Fair TradeYear 4North America | **Where do products come from?*** **To understand things are provided by someone**
* **To understand that children in some countries work hard to make some of the products we use**
* **To value what we have**
 | **Fair Trade*** **To explore the concept of fair trade and why it is important**
* **To explore ways in which we can support fair trade goods**
* **To think about how we can support our local community to purchase fair trade**
 | **Fast Fashion*** **To understand what fast fashion is**
* **To explore the impacts on people and the environment**
* **To explore methods of combatting the fast fashion industry personally and globally**
 |
| Finite PlanetYear 5Scandinavia | **Pollution*** **To consider what causes pollution**
* **To consider the human and physical impacts on our lives**
* **To explore ways we can reduce pollution**
 | **Reduce, Reuse, Recycle*** **To explore the possibilities of recycling**
* **To explore the life of plastic objects**
* **To explore ways we can reduce the amount of materials we use and waste**
 | **Circular Economies*** **To understand what the word sustainability means**
* **To consider how a circular economy could benefit sustainability**
* **To encourage people to make choices that benefit the planet**
 |
| BiodiversityYear 6Local Study | **What is Biodiversity?*** **To understand what the word biodiversity**
* **To consider the importance of biodiversity and how it benefits nature**
* **To understand the important role birds play in biodiversity**
 | **Linking Local Wildlife*** **To explore the variety of plants and animals in our local area**
* **To explore how plants and animals are linked**
* **To think of ways to help local biodiversity**
 | **Just One Change*** **To know what extinction is and how this affects biodiversity**
* **To understand how human populations can threaten the biodiversity of different areas**
* **To reflect on ways in which we can help and encourage biodiversity globally**
 |

This is the Progression of Skills for Geography. It is split into three sections. This is the first second that details the knowledge. Across the top row are the themes/topics from the long term plan. These are then colour-coded to match the small steps of knowledge and vocabulary sorted into their curriculum areas below.

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| --- | --- | --- | --- | --- |
| Nursery | Themes to develop sense of place: | World | Local | Physical Processes |
|  | **Small Steps of Knowledge** | **Vocabulary** |
| Locational Knowledge | *Children in Nursery are not required to name and locate anywhere on a map. It is more important that their early sense of place is developed.* |
| Human Geography | - Know that there are different countries in the world and talk about the human differences they have experienced or seen in photos | *Specific vocabulary based on children’s experiences*world, country, difference, photo, holiday |
| - Recognise that they travel between places | home, school, house |
| Physical Geography | - Know that there are different countries in the world and talk about the physical differences they have experienced or seen in photos | *Specific vocabulary based on children’s experiences*world, country, difference, photo, holiday |
| - Begin to understand the need to respect and care for the natural environment and all living things. | tree, plant, animal, respect, recycle |
| - Use all children’s senses in hands-on exploration of natural materials | Hear, smell, see, touch, taste  |
| - recognise that the weather changes | weather, hot, cold, sun, rain, snow |

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| Reception | Themes to develop sense of place: | World | Local | Physical Processes |
|  | **Small Steps of Knowledge** | **Vocabulary** |
| Locational Knowledge | *Children in Reception are not required to name and locate anywhere on a map. It is more important that their early sense of place is developed.* |
| Human Geography | - Recognise some human similarities and differences between life in this country and life in other countries | *Specific vocabulary based on direction children take the learning*world, country, difference, similarity |
| - Recognise that their home and school are in Stoke-on-Trent | Stoke-on-Trent |
| - Recognise the human features around them | building, car, road |
| Physical Geography | - Recognise some physical similarities and differences between life in this country and life in other countries | *Specific vocabulary based on direction children take the learning*world, country, difference, similarity |
| - Recognise some environments that are different to the one in which they live | city, beach, forest, farm |
| - Explore the natural world around them | tree, plant, flower, grass, animal, minibeast, respect |
| - Begin to associate certain weather with seasons | season, weather, temperature, Autumn, Spring, Summer, Winter, sun, rain, wind, snow, lightning, thunder |

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| Year One | Topics to develop sense of place: | Arctic and Antarctic | Local Area and the United Kingdom | Weather and Climate |
|  | **Small Steps of Knowledge** | **Vocabulary** |
| Locational Knowledge | - name and locate the four countries of the United Kingdom | country, England, Northern Ireland, Scotland, Wales |
| - name and locate the four capital cities of the United Kingdom  | capital city, London, Belfast, Edinburgh, Cardiff |
| - name and locate the United Kingdom’s surrounding seas | sea, English Channel, North Sea, Irish Sea |
| - name and locate Stoke-on-Trent on a map of the United Kingdom | city, Stoke-on-Trent, England |
| - identify the North and South Poles, including Antarctica | North Pole, South Pole, Antarctica |
| Human Geography | - describe and understand the human features of children’s local area | city, town, village, office, house, shop |
| - describe and understand the human features of the Arctic and Antarctic | human, feature, research station, Inuit. Snowmobile, sled, igloo |
| - compare the human features of children’s local area to the Arctic and Antarctic |
| Physical Geography | - describe and understand the physical features of children’s local area | forest, hill, river, soil |
| - describe and understand the human features of the Arctic and Antarctic | physical, feature, glacier, iceberg, mountain, Northern Lights, various animals |
| - compare the human features of children’s local area to the Arctic and Antarctic |
| - identify seasonal and daily weather patterns in the United Kingdom | season, weather, temperature, Autumn, Spring, Summer, Winter, sun, rain, wind, snow, lightning, thunder, fog, hail, cloudy |

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| Year Two | Topics to develop sense of place: | Zambia, Africa | Continents and Oceans | Hot and Cold Places |
|  | **Small Steps of Knowledge** | **Vocabulary** |
| Locational Knowledge | - name and locate the world’s seven continents, including our location on a world map | continent, Europe, Africa, North America, South America, Asia, Oceania, Antarctica |
| - name and locate the world’s five oceans | ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Atlantic Ocean, Southern Ocean |
| - name a selection of countries in the world | France, China, Brazil, USA, Australia |
| - know that Zambia is a country in Africa | Zambia, Africa |
| - identify the location of hot and cold areas of the world in relation to the Equator | hot, cold, Equator |
| Human Geography | - have some understanding that some countries take longer to travel to than other countries | travel, hours |
| - understand what life is like for people in Zambia | Factory, farm, poverty, crops, field, market |
| - compare the similarities and differences between the lives of people in Zambia and the children’s own life |
| - compare the human similarities and differences between living in a hot place and living in a cold place | clothing, settlement |
| Physical Geography | - know that countries make up continents | country, continent |
| - understand some of the key physical features of Zambia | Beach, cliff, valley, coast, mountain, ocean, vegetation, river, drought |
| - compare the similarities and differences between Zambia’s physical features and the children’s local area |
| - compare the physical similarities and differences between the landscape in a hot place and the landscape in a cold place | season, weather, temperature, climate, desert, rainforest, poles, habitat, adapt |

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| Year Three | Topics to develop sense of place: | Brazil, South America | Climate Zones |
|  | **Small Steps of Knowledge** | **Vocabulary** |
| Locational Knowledge | - name and locate a number of South American countries | Brazil, Argentina, Chile, Peru, Columbia |
| - name and locate a number of South American capital cities | Brasillia, Buenos Aires, Santiago, Lima, Bogata |
| -identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circle | Equator, Northern Hemisphere, Southern Hemisphere, Arctic Circle, Antarctic Circle |
| Human Geography | - describe and understand economic activity including trade links | import, export, goods, trade, port, harbour, transport, fair trade |
| - understand what life is like for people in Rio de Janeiro | culture, Favela, mining, Christ the Redeemer, Copacabana beach |
| - to compare the similarities and differences between the lives of people in Rio de Janeiro, children’s own life and the lives of people in other places studied. |
| - describe and understand types of settlement and land use for people living in various climate zones | settlement, land use, urban, rural, village, town, city, population |
| - compare the similarities and differences between the lives of people in different climate zones |
| Physical Geography | - describe and understand climate zones | climate, environment, Arid, Mediterranean, Temperate, Tropical, Polar, Continental |
| - compare the similarities and differences between the physical features of places with different climate zones |
| - understand some of the key physical features of South America | Amazon Rainforest, The Amazon River, AngelFalls, Sugarloaf Mountain  |
| - to compare the similarities and differences between Brazil’s physical features, children’s local area and other places studied |

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| Year Four | Topics to develop sense of place: | USA, North America | Rainforests | Rivers |
|  | **Small Steps of Knowledge** | **Vocabulary** |
| Locational Knowledge | - name and locate a number of North American countries | USA, Canada, Mexico, Jamaica, Cuba |
| - name and locate a number of North American capital cities | Washington DC, Ottawa, Mexico City, Kingston, Havana |
| - name and locate a number of the rivers in the UK | River Trent, River Severn, River Thames, River Wye, River Clyde |
| -identify the position and significance of latitude and longitude lines and the Tropics of Cancer and Capricorn | Latitude, Longitude, Tropics of Cancer, Tropics of Capricorn |
| - name and locate The Daintree Rainforest in Australia/Oceania | Daintree Rainforest |
| Human Geography | - understand what life is like for people in New York | Central Park, Statue of Liberty, Empire State Building, New York City Subway, congestion, pollution |
| - to compare the similarities and differences between the lives of people in New York, children’s own life and the lives of people in other places studied. |
| - to compare the similarities and differences between the lives of people who live in or near a rainforest and children’s own life | Deforestation, sustainable, indigenous tribe, agriculture, industry |
| - to compare the similarities and differences between the lives of people who live near a river and children’s own life | flooding, leisure, wildlife, fishing |
| Physical Geography | - understand some of the key physical features of New York. | Hudson River, islands, Atlantic Ocean, harbour, coast, temperate climate |
| - to compare the similarities and differences between New York’s physical features, children’s local area and other places studied |
| - describe and understand biomes and vegetation belts | aquatic, grassland, forest, desert, and tundra, biodiversity, ecosystem |
| - describe and understand the main features of a rainforest | emergent layer, canopy, understory, forest floor, rainfall, humid |
| - describe and understand the features of rivers and the water cycle | meander, mouth, source, tributary, confluence |
| - describe how a river may change over time |

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| Year Five | Topics to develop sense of place: | Scandinavia, Europe | Volcanoes and Earthquakes | Mountains |
|  | **Small Steps of Knowledge** | **Vocabulary** |
| Locational Knowledge | - name and locate a number of European countries | Russia, Spain, Germany, Italy, Greece, Romania, Sweden, Norway, Denmark, Finland |
| - name and locate a number of European capital cities | Moscow, Madrid, Berlin, Rome, Athens, Bucharest, Stockholm, Oslo, Copenhagen |
| - name and locate a number of the mountains in the UK | Ben Nevis, Scafell Pike, Snowdon |
| - name and locate the Himalayas in Asia | Himalayas, mountain range |
| - identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) |  Prime/Greenwich Meridian, Time zone |
| Human Geography | - understand what life is like for people in Scandinavia | Infrastructure, education, trade, pollution, economy, recycle, employment, unemployment |
| - to compare the similarities and differences between the lives of people in Scandinavia, children’s own life and the lives of people in other places studied. |
| - to compare the similarities and differences between the lives of people who live near a volcano and children’s own life | agriculture, tourism, energy |
| - to compare the similarities and differences between the lives of people affected by an earthquake and children’s own life | tsunami, migration, immigration |
| - to compare the similarities and differences between the lives of people who live on or near a mountain and children’s own life | avalanche, landslide, amenities |
| Physical Geography | - understand some of the key physical features of Scandinavia | glaciers, fjords, mountains, lakes, waterfalls |
| - to compare the similarities and differences between Scandinavia’s physical features, children’s local area and other places studied |
| - describe and understand the main features of a volcano | crater, dormant, eruption, magma, lava |
| - describe and understand the main features of an earthquake | tectonic plates, epicentre, magnitude, Richter Scale |
| - describe and understand the key features of mountains | alpine, summit, altitude, range |
| - describe how a mountain may change over time |

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| Year Six | Topics to develop sense of place: | The United Kingdom and Local Area | The United Kingdom and Coasts |
|  | **Small Steps of Knowledge** | **Vocabulary** |
| Locational Knowledge | - name and locate a number of the counties of the United Kingdom | Staffordshire, Greater London, Yorkshire, Lancashire, West Midlands |
| - name and locate a number of the cities of the United Kingdom | Stoke on Trent, London, Leeds, Manchester, Birmingham  |
| - name and locate a number of the coasts in the United Kingdom | The Channel Coast, The West Coast, The North Sea Coast |
| Human Geography | - understand what life is like for people in the four countries that make up the United Kingdom, considering the impact of land use | The Eden Project, The Angel of the North, Stonehenge, Edinburgh Castle, Wembley Stadium, urban, rural, population, overpopulation, poverty, wealth, sustainable development |
| - to compare the similarities and differences between the lives of people in each country of the United Kingdom, children’s own life and the lives of people in other places studied. |
| - describe and understand the distribution of natural resources including energy, food, minerals and water, considering the impact this has on trade and industry | import, export, trade, goods, globalisation, multinational company, economy, renewable energy, climate change, fossil fuels |
| - to compare the similarities and differences between the lives of people who live on a coast and children’s own life | tourism, coastal erosion, sea level rise, tidal wave |
| Physical Geography | - describe and understand the main features of a coast | bay, spit, dune, arch, stack, estuary |
| - describe how a coast may change over time |
| - understand some of the key physical features of the four countries that make up the United Kingdom, considering vegetation belts in National Parks | National Parks, vegetation, green belt, mountains, rivers, hills, Loch Ness, The Peak District, Durdle Door |
| - to compare the similarities and differences between the physical features of each country In the United Kingdom, children’s local area and other places studied |

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| Key Stage Three | Sense of place: | understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia |
|  | **Knowledge** |
| Locational Knowledge | - extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities |
| Human Geography | - understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources |
| - understand how human processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems |
| Physical Geography | - understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts |
| - understand how physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems |

This is the Progression of Skills for Geography. It is split into three sections. The second section details the skills developed in the areas of map work and enquiry-based fieldwork.

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| Progression of Skills | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 |
| Positional Language | Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | Use simple directional language (forwards, backwards, move towards) to move around a space | Use directional language (up, down, left, right, forwards, backwards) to navigate around a map | Use a mix of directional language and the four points of a compass to navigate around a map | Use the four points of a compass to navigate around a map confidently | Use the eight points of a compass to navigate around a map | Use four-figure grid references to navigate around a map | Use six-figure grid references to navigate around a map | Use six-figure grid references and scale to navigate around a map |
| Drawing Maps | Draw 2D representations of objects | Begin to draw places they know | Draw places they know are close to one another to form a basic map | Draw a map of a real place with some drawn features, using aerial photographs for support | Draw or make a map of a real location that includes a range of human and physical features | Draw a map based on a fieldwork sketch with symbols and a key | Draw a map with positioning of key features located accurately in relation to one another and use OS Symbols | Draw a map that shows appropriate distance between places or features based on a given scale | Build on their knowledge of globes, maps and atlases and apply and develop this knowledge in the field |
| Representation on Maps | Know what a map shows | Begin to recognise represented features on a map | Use own symbols on a basic map | Use class agreed symbols and begin to understand the need for a key | Use standard symbols and a key | Begin to recognise basic symbols on an OS map | Use most OS symbols on a map | Use atlas symbols | Use GIS to view, analyse and interpret places and data |
| Using Maps | Know what a map is | Pick out information from a simple map | Use a simple picture map to move around the school | Follow a short route on a small-scale map | Follow a longer route on a small-scale map with increasing accuracy | Follow a route on a large-scale map | Select a type of map for a specific purpose and follow a route | Select an appropriate map at an appropriate scale and follow a route. | Interpret an Ordnance Survey map, topographical and other thematic mapping |

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| Progression of Enquiry-based Fieldwork Skills | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 |
| Posing and Planning | Ask simple ‘why’ questions | Ask who, what, where, when and why questions to find out more | Suggest simple geographical questions before taking part in teacher-led enquiries based on their interests | Suggest simple geographical questions before deciding on a whole-class enquiry, planned by the teacher | Suggest geographical questions before deciding on a whole-class enquiry, that they help to plan | Suggest geographical questions before deciding on a whole-class enquiry, that they plan individually | Suggest geographical questions before deciding on an enquiry as a group, planned with guidance from the teacher | Suggest geographical questions before deciding on an enquiry individually or in a group, planned independently | Suggest geographical questions that can be investigated in multiple locations  |
| Collecting Data | Data is collected by speaking to an adult | Data is collected by speaking to an adult and through self-discovery play | Data is collected as a whole class using a method chosen by the teacher | Data is collected in groups using a method chosen by the teacher | Data is collected individually using a method chosen by the teacher | Data is collected using a method chosen by the learner | Data is collected using a range of methods chosen by the learner | Data is collected with increasing accuracy using a range of methods chosen by the learner, some with standardised measure | Data is collected using multiple sources of increasingly complex information |
| Reflecting and Evaluating | Repeat back the answer they receive to the adult, showing understanding | Discuss their answers with their friends and family | Discuss their fieldwork findings as a class | Discuss their fieldwork findings in groups | Begin to formally present their findings with a question they would like to find out next time | Formally present their findings with some consideration to what they would do differently next time | Formally present their findings with some consideration to what they could do next time and a whole-class discussion on whether the evidence and method of collection was reliable | Formally present their findings with consideration to what they could do next time and whether their evidence and method of collection was reliable | Analyse and draw conclusions from geographical data |

This is the Progression of Skills for Geography. It is split into three sections. The third section details how children develop their Geography through the eight key concepts.

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| Progression of Key Knowledge Concepts | Interdependence | SpaceScale | Human FeaturesCultural Diversity | Physical FeaturesEnvironmental Impact |
| ***Developing a sense of place runs through all the key concepts above.*** |
| Nursery | Children discover the similarities and differences between their own lives and the lives of their friends. | Children discover their local area. | Children use their senses to discover natural materials. | Children use their senses to discover natural materials. |
| Reception | Children discover the similarities and differences between their own lives and the lives of people in different countries | Children discover they live in a city. | Children discover the human features around them | Children discover the physical features around them |
| Year 1 | Children discover the similarities and differences between the **Arctic** **and Antarctic** and their own lives in England. | Children discover their city is part of England and England is part of the **United Kingdom**. | Children discover the human features and culture of their local area and the **Arctic and Antarctic**. | Children discover the physical features of their local area and the **Arctic and Antarctic**. |
| Year 2 | Children discover the similarities and differences **between Zambia, Africa** and their own lives in England. | Children discover The United Kingdom is part of Europe, one of the **continents** that make up the world. | Children discover the human features and culture of **Zambia** and **hot and cold places**. | Children discover the physical features of **Zambia** and **hot and cold places**. |
| Year 3 | Children discover the similarities and differences between **Brazil, South America** and their own lives in England. | Children discover **South America** in more detail. | Children discover the human features and culture of **Brazil**. They are introduced to the concepts of **trade links, settlements and land use**. | Children discover the physical features of **Brazil**. They are introduced to the concept of **climate zones** and their environmental impact. |
| Year 4 | Children discover the similarities and differences between **the USA, North America** and their own lives in England. They also explore Australia/Oceania in minor detail. | Children discover **North America** in more detail. | Children discover the human features and culture of **the** **USA**. They consider the differences in lives between people who live near a **river**, in a **rainforest** and their own lives. | Children discover the physical features of **the USA**. They are introduced to the concept of **vegetation belts, biomes, rivers** and **rainforests**, and their environmental impact. |
| Year 5 | Children discover the similarities and differences between **Scandinavia, Europe** and their own lives in England. They also explore Asia in minor detail. | Children discover **Europe** in more detail. | Children discover the human features and culture of **Scandinavia**. They consider the differences in lives between people who live near a **mountain**, a **volcano**, an **earthquake**-hit area and their own lives. | Children discover the physical features of **Scandinavia**. They are introduced to the concept of **volcanoes**, **earthquakes** and **mountains**, and their environmental impact. |
| Year 6 | Children discover the similarities and differences between the countries in the **United Kingdom** in further detail | Children discover the **United** **Kingdom** in more detail. | Children discover the human features and culture of the countries in the **United Kingdom**, using the skills they have learnt through their time at Hillside. They consider the differences in lives between people who live near a **coast** and their own lives. They are introduced to the concepts of **natural resources distribution** and **industry**. | Children discover the physical features of the countries in the **United Kingdom**, using the skills they have learnt through their time at Hillside. They are introduced to the concept of **coasts** and their environmental impact. |