

Subject: Geography

	Autumn	Spring	Summer
	Geography is now to be taught half termly or equal to a term and a half of coverage, alongside history.		
Year 1	<p><b>Where do we live?</b> Know and identify the four countries of the UK and key and their features</p> <ul style="list-style-type: none"> <li>• understand the differences between a 'town' and the 'countryside'</li> <li>• name the countries of the UK</li> <li>• identify key features of the countries of the UK</li> <li>• name capital cities of the UK.</li> <li>• compare two contrasting capital cities</li> </ul> <p><i>Locate and name the 7 continents and 5 oceans</i> <i>Continent song</i></p> <ul style="list-style-type: none"> <li>• locate continents, countries and oceans of the world accurately</li> <li>• understand key features of the continents of the world</li> </ul>	<p><b>Human and physical features</b> <i>Identify seasonal and daily weather patterns in the local area and UK</i></p> <ul style="list-style-type: none"> <li>• look at the weather where we live and understand what the weather is like in our country</li> <li>• understand the different seasons in a year and describe how the weather can affect us</li> <li>• understand what weather forecasts show and use key words to describe the weather</li> <li>• understand the dangers of weather</li> </ul> <p><i>To Sorting and classifying - London focus</i></p>	<p><b>Field work – See progression grid</b></p> <p><i>Creating maps of familiar areas- School, New Malden</i></p>
Year 2	<p><b>Where are we?</b></p> <ul style="list-style-type: none"> <li>• Recap previous year - Identifying the 4 countries of the UK and their capitals and surrounding seas</li> <li>• Seven continents and oceans.</li> <li>• Conduct and record the results of a 'travel to school' survey for the class (collect and record evidence)</li> </ul>	<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• Comparison of an area of UK to a contrasting area in a Non-European country - New Malden and Madre de Dios in</li> <li>• Compare key human and physical features of the local area - New Malden and a contrasting area</li> <li>• Understand that a globe can be represented as a flat surface</li> </ul>	<p><b>Fieldwork in the local area</b></p> <ul style="list-style-type: none"> <li>• explore the local area of the school to investigate the range of buildings, roads, green spaces, and other local features</li> <li>• take a short journey by coach to Wetlands to investigate a slightly more distant sight which contrasts with the immediate local area</li> <li>• use a compass and create a map with a key of the local area</li> </ul>

	<ul style="list-style-type: none"> <li>Identify and discuss aspects of children's own countries of heritage - comparing cultures and societies by children's experiences</li> </ul>	<ul style="list-style-type: none"> <li>Know and be able to locate hot and cold areas of the world.</li> <li>Know where the polar, temperate and equatorial regions are</li> <li>Know that temperatures in some countries can go from being very hot to very cold at different times of the day and year.</li> <li>Know that population density in countries is different and does not always relate to their size.</li> </ul>	<ul style="list-style-type: none"> <li>visit Kingston Recreation Ground and talk about what happens there and investigate why people go there and how people use it and enjoy it; observe physical and human features</li> <li>Visit local shops and talk about what happens there and investigate why people go there</li> <li>Fieldwork: take a short journey by bus to the Polka Theatre to investigate how Wimbledon contrasts with the immediate local area</li> </ul> <p><b>Fieldwork – see progression grid</b></p>
Year 3	<p><b>Different types of settlements and land use</b></p> <ul style="list-style-type: none"> <li>explain why settlements develop in certain locations</li> <li>use maps to identify settlements built by invaders</li> <li>compare land use in different settlements</li> <li>use maps to identify links between settlements</li> <li>can create a map of a settlement</li> </ul>	<p><b>Where are the different climate zones of the world?</b></p> <ul style="list-style-type: none"> <li>what weather is and how it affects human activities</li> <li>understand how weather instruments are used to measure the weather</li> <li>understand how clouds form and the different types of clouds</li> <li>how the three types of rainfall are formed</li> <li>understand the causes and effects of a heatwave</li> <li></li> </ul>	<p><b>Why do we live here?</b></p> <ul style="list-style-type: none"> <li>A comparison of the physical and human features of Kingston and Littlehampton. Coastal/ urban features.</li> <li>That urban and coastal areas differ physically.</li> <li>Why do people live in each and why do they migrate there.?</li> <li>How life in urban areas and coastal areas can be similar or different.</li> </ul> <p><b>Fieldwork – see progression grid</b></p>

Year 4	<p><b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,</b></p> <p><b>Volcanoes and Earthquakes – What happened to Pompeii and why?</b></p> <ul style="list-style-type: none"> <li>● Impact of Volcanic eruptions</li> <li>● Plate tectonics</li> <li>● Where volcanoes are (location knowledge)</li> <li>● Interconnection (humans vs nature)</li> <li>● Iceland – a contrasting European country with active volcanoes</li> </ul>	<p><b>Biomes and vegetation belts across the world</b></p> <ul style="list-style-type: none"> <li>● The main climate types of the world</li> <li>● The similarities and differences between the climates of different places</li> <li>● Recognise the importance of environments, including natural vegetation, to animals and people</li> <li>● Biomes that are specific to particular places</li> <li>● Climate change and its affect biomes and vegetation</li> <li>● Case study</li> </ul>	<p><b>The Water Cycle</b></p> <ul style="list-style-type: none"> <li>● three states of matter</li> <li>● key aspects of the water cycle</li> <li>● clouds and rain</li> <li>● how and why drinking water is cleaned</li> <li>● causes and effects of flooding</li> <li>● causes and effects of water pollution.</li> </ul> <p><b>Fieldwork – see progression grid</b></p>
Year 5	<p><b>Investigate the distribution of natural resources</b></p> <ul style="list-style-type: none"> <li>● Where does our food come from?</li> <li>● Where does the power that we use come from?</li> <li>● Is there enough power in the world to go around?</li> <li>● Conservation and renewable resources</li> </ul>	<p><b><u>Mountains</u></b></p> <p><u>How mountains are formed</u></p> <ul style="list-style-type: none"> <li>● Recap Y4 learning on the earth’s structure, tectonic plates.</li> </ul> <p><u>Identifying mountains/ mountain ranges on atlases/maps</u></p> <ul style="list-style-type: none"> <li>● Mountain ranges- a group of mountains across the world. <i>Rockies, Andes, Alps, Pyrenees, Himalayas, Great Dividing range.</i></li> <li>● Mountain ranges can be identified using the legend on the map-showing the height of the land from sea level. The range of colour on maps can help identify mountains.</li> </ul> <p><u>Famous mountaineers</u></p> <ul style="list-style-type: none"> <li>● Famous polar explorer who with Tenzing Norgay (a Sherpa) were the first to reach the summit on 29th May 1953.</li> </ul> <p><u>Why Mount Everest? Compare the heights of mountains.</u></p> <ul style="list-style-type: none"> <li>● Know Mount Everest as being the tallest</li> </ul>	<p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>● Recap - explain the water cycle</li> <li>● Locate the key rivers of the world</li> <li>● Describe the key features of a river system</li> <li>● Describe the ways rivers are used</li> <li>● Explain the impact of damming rivers</li> </ul> <p><b>Fieldwork – see progression grid</b></p>

		<p>natural structure above sea level.</p> <ul style="list-style-type: none"> <li>• Understanding the height of Mount Everest and other mountains above sea level by scaling down.</li> <li>• Using Mathematical skills (scaling, x axis, y axis, plotting), <u>Types of Mountains</u></li> <li>• There are 5 types of mountains: <i>Fold, Fault-block, Volcanic, Dome and Plateau</i></li> <li>• Understand how Mount Everest was formed.</li> <li>• Everest is a <b>fold</b> mountain due to the movement of tectonic plates - Himalaya lies on the join of Eurasian and Indian plates.</li> </ul> <p><u>Climate and habitation</u> <u>Tourism/ environmental impact</u></p>	
Year 6	<p><b>The Prime/Greenwich Meridian</b></p> <ul style="list-style-type: none"> <li>• Recap longitude and latitude and rotation of Earth around the sun</li> <li>• Look different time zones</li> <li>• Make comparison and calculate time differences – maths link</li> </ul>	<p><b>Pollution and environmental/climate change:</b></p> <ul style="list-style-type: none"> <li>• Different types of pollution</li> <li>• Economic effect and sustainability</li> <li>• Fossil fuels and renewable energy</li> <li>• Greenhouse effect and climate change</li> <li>• Rising sea levels around the UK and areas of the world</li> </ul> <p><b>Fieldwork – see progression grid</b></p>	<p><b>Economies and trade links</b></p> <ul style="list-style-type: none"> <li>• explain the UK’s trade links with other countries – What do we trade? Who do we trade with?</li> <li>• Explain trade links between a non-European country and the UK</li> <li>• Explain the importance of trade</li> <li>• Explore the global supply chain</li> <li>• How has trading changed through history?</li> </ul>