

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sunnyhurst Cycle A	Mapping skills Local area Maps and the School Grounds		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Where do and did the wheels on the bus go?		Small area in a contrasting non-European country Where would you prefer to live England or India?	
	<p>Coverage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Key knowledge Know and name the physical features and the human features of the school grounds i.e. entrance, playground, classrooms, play equipment, MUGA Know that symbols mean something on maps. Know that a plan view looks down on something from above. (Aerial View)</p>		<p>Coverage: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use world maps, atlases and globes Use simple compass directions Use aerial photos Construct simple maps Undertake simple fieldwork within school locality</p> <p>Key Knowledge: Know the names of the four countries that make up the UK and name the three main seas that surround the UK Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland Know their own address, including postcode and be able to locate it on a map - marking a journey from school to home and vice versa</p>		<p>Coverage: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Abbey Village) and of a small area in a contrasting non-European country (India).</p> <p>Key Knowledge: Know the main differences between a place in England and that of a small place in a non-European country and be able to compare. (Abbey Village and Chembakolli in India) Know the names of and locate the seven continents of the world. Know the names of and locate the five oceans of the world.</p>	
Key Concepts (Big Ideas)	Locational Knowledge Geographical skills and fieldwork Distance Fieldwork		Locational Knowledge Distance Place knowledge Geographical skills and fieldwork		Locational Knowledge Distance Place knowledge Cultural Awareness Geographical skills	
Key skills	<ul style="list-style-type: none"> Name and give examples of some of the key features of their local area. Use observational skills to sort physical and human features using aerial photographs. Construct a map of the classroom using fieldwork observations. Use and recognise some basic map symbols, and begin to understand how these can be used in a key 		<ul style="list-style-type: none"> Use globes, maps and atlases to locate the countries and capital cities of the U.K. Name and locate four capitals countries of the UK Use a growing range of subject specific vocabulary Use aerial photographs to begin to locate countries. Use basic geographical vocabulary to refer to human and physical features Use world maps, atlases and globes Use simple compass directions Construct simple maps 		<ul style="list-style-type: none"> Name and locate the 7 continents Use maps and globes to identify the continents and understand that both a map and globe show the same thing Draw and label pictures to show location Retell what it is like in another country Express own views about a place, people and environment Recognise some similarities and difference between life in this country and life in other countries- drawing on knowledge from stories, non-fiction texts and when appropriate maps. 	
Key Vocabulary	Aerial, map, feature, environment, symbol, landmark ,		Compass, globe, atlas, address, location, journey		Continent, ocean, contrast, village, difference	

Sunnyhurst Cycle B	Seasonality and Weather Patterns of the UK How does the weather affect our lives?	Small area of the United Kingdom. Why do we love to be beside the seaside?	Hot and cold areas of the world in relation to the Equator and the North and South Poles. Why can't penguins live near the equator?
	<p>Coverage: Consider seasonal and daily weather patterns in the UK. (link with seasonal change- science) Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (on a weather map). Discuss seasonal and daily weather patterns in the UK. Use basic geographical vocabulary to refer to key physical features including season and weather. (link with seasonal change – Science)</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Know which is the hottest and coldest season in the UK • Identify and describe the main elements of the weather • Observe and record elements of daily weather over several days • Present their results using a range of simple techniques • Know and recognise main weather symbols • Describe and suggest reasons for the changes their results show • Describe how weather conditions change in the UK during the four seasons • Describe how the weather affects our lives 	<p>Coverage: Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Visit to the seaside to see first hand some of the features learned- fieldwork</p> <p>Key Knowledge: Know and describe the features of a seaside place. (Beach, tourist attractions, Tower, Zoo, Fairground) Know that some features are natural and that some are man made Know some physical features of the coastline Describe what coast, rural and urban mean Suggest reasons why the seaside is such a popular place to visit.</p>	<p>Coverage: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Name and locate the world's seven continents and five oceans</p> <p>Key Knowledge: Know features of hot and cold places in the world- Antarctica and Egypt Know and name the world's seven oceans Know where the equator, North Pole and South Pole are on a globe Know which is N, E, S and W on a compass. Describe how the weather is different in some countries in hot and cold areas of the world Compare and contrast the environments of Antarctica and Egypt</p>
Key Concepts (Big Ideas)	Locational Knowledge Distance Place knowledge Fieldwork Physical Processes Geographical skills	Locational Knowledge Distance Place knowledge Fieldwork Physical and Human Processes	Locational Knowledge Distance Place knowledge Geographical skills Physical Processes
Key skills	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • Use simple fieldwork and observational skills to study key human and physical features of environment • Identify seasonal and daily weather patterns- observe and record e.g. draw pictures of the weather at different times of year or keep a record of how many time it rains in a week in the winter and a week in the summer. 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage • Use simple compass directions and locational and directional language 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 	<ul style="list-style-type: none"> • Use map and globes to identify the continents and understand that the map and globe show the same thing. • Draw and label pictures to show location • 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. • Ask questions about the weather and seasons • Using N, E, S and W on a compass.
Key Vocabulary	North, South, East, West, rainfall, sleet, cloud, wind, daylight, autumn, winter, spring, summer, season, weather	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, rural, urban, city, town, village, factory, farm, house, office, port, harbour and shop	Pole, equator, continent, ocean, location, environment, temperature

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Anglezarke Cycle A	A region of the United Kingdom Why would you choose to live in Lancashire?		A region in a European country What would it be like to live in Barcelona?		Seven continents and Five oceans What is a continent?	
	<p>Key coverage:</p> <p>Recap learning from Sunnyhurst to ensure all retain countries / capitals of the UK Name and locate counties and cities of the United Kingdom. Use maps and diagrams and create route maps.</p> <p>Key knowledge:</p> <p>Know why most cities are located by a river (Preston- River Ribble) Know how to plan a journey within the UK, using a road map. (Abbey Village to Preston) Know the difference between a major city and a town or a village. (Preston, Chorley, Abbey Village) Know the names of the other European capitals. (London and UK-countries and capitals UK) Compare and contrast living in Abbey Village and Preston and draw conclusions about where you may wish to live giving evidence</p> <p>Use Abbey Village Historical Log as supporting evidence.</p>		<p>Key coverage:</p> <p>A region in a European country Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.</p> <p>Key knowledge</p> <p>Know at least five differences (climate, population, currency, location, culture) between living in the UK and a Mediterranean country (Barcelona).</p> <p>Use maps to locate European countries and capitals. (Barcelona and London) Language – Know that in Spain there are different languages spoken Link with Spanish teaching Know the currency of Spain and that it is different to that used in the UK</p>		<p>Key coverage</p> <p>Seven continents and five oceans, world maps, atlases and globes</p> <p>Key Knowledge</p> <p>Know the name of the continent we live in. Know that a continent can be made up of several countries. Know the names of and locate the seven continents of the world ((revision from Sunnyhurst) Know the names (revision) of and locate the five oceans of the world Have an idea of size of oceans and continents – begin to understand scale</p>	
Key Concepts (Big Ideas)	Locational Knowledge Distance Place knowledge Geographical skills and fieldwork Physical and Human Processes		Cultural awareness Locational Knowledge Distance Place knowledge Physical and Human Processes		Locational Knowledge Distance Geographical skills and fieldwork	
Key skills	<ul style="list-style-type: none"> use the eight points of a compass Interpret symbols and keys to develop knowledge of the United Kingdom use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Use an index to locate countries, cities, counties and landmarks using an atlas. Locate countries, cities and landmarks using google maps Understand both physical and human features Follow a journey using computer mapping- google maps/ geocaching 		<ul style="list-style-type: none"> To identify and recognise human and physical features of their locality from aerial photographs and relate these to maps (includes using google maps and satellite images). To be able to use a compass to navigate To be able to locate Barcelona on a world map and relate the concept of north, south, east and west to a map of the world and a globe. To be able to recognise geographical similarities and differences between the UK and a European small area through the analysis of photographs, maps, aerial photographs and film clips. To be able to compare their lives to those through observations of film clips, reviews of children's work/textbooks and consideration of geographical features. To be able to use basic geographical vocabulary to refer to human and physical features 		<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the locations of the United Kingdom and its countries, continents and oceans of the world Make comparisons between different continents and oceans (animals, temperature, clothing, jobs, houses) * * use basic geographical vocabulary e.g. north, south, east and west Research and write facts about a country, continent and ocean' * * 	
Key Vocabulary	Country, capital, city, town, village, location, river, journey.		Currency, language, brochure, region,		Continent, scale, location, size	

Anglezarke Cycle B	Atlas work and globes What hemisphere do we live in?	The importance of rainforests and the equatorial regions. What if there were no rainforests?	Key aspects of volcanoes and earthquakes. What makes the earth angry?
	<p>Coverage: position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere Know and locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Use the 8 points of a compass 4 figure grid references</p> <p>Key Knowledge Know how to use a wider range of maps (including digital), atlases and globes. Know how to use an 8-point compass Use and apply 4 figure grid references</p>	<p>Coverage describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Key knowledge know what is meant by biomes and what are the features of a specific biome know the terms: emergent layer, canopy, understory and forest floor and be able to label them on a diagram know where many of the world's rainforest are situated Know about deforestation and the arguments for and against deforestation know where the Amazon is located Know about the people that live in the Amazon rainforest and about some of the unique plants there (medicinal)</p>	<p>Coverage: Volcanoes, Earthquakes, Tsunamis and Flooding</p> <p>Key knowledge Know what causes an earthquake Know how volcanos are formed Label the different parts of a volcano Know what a Tsunami is Know that some areas are more prone to flooding and why – build on climate change from previous unit</p>
Key Concepts (Big Ideas)	Locational Knowledge Distance Place knowledge Geographical skills	Cultural awareness Locational Knowledge Distance Place knowledge Climate Change Physical and human processes	Locational Knowledge Distance Place knowledge Climate Change Physical and human processes
Key skills	<ul style="list-style-type: none"> position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere Know and locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Use the 8 points of a compass 4 figure grid references Can locate the UK within a world map in a variety of formats 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. human geography, including: types of settlement and land use; Physical geography, including key topographical features (inc hills, mountains, coasts, rivers and the water cycle) Use maps/ globes to locate where the rainforests are/ know where the Amazon is located Identify different biome on a map Express their opinions on environmental issues and recognise that other people may think differently. 	Use ordnance survey resources https://www.ordnancesurvey.co.uk/mapzone/geography/weat-her-and-climate/page-eight to verify predications about the climate in a specific location according to its geographical location <ul style="list-style-type: none"> label the different climate zones and biomes around the world using geographical knowledge to identify which countries are in which zones/biomes. used atlases to identify where the Andes and other mountain ranges are and predicted what their climate will be compared and contrasted the two ways of measuring earthquakes - the Richter and Mercalli scales identify and describe which countries are most likely to experience earthquakes based on their geographical knowledge To give the location of places of geographical interest (including those represented by maps with symbols) using four figure grid reference
Key Vocabulary	Latitude, longitude, hemisphere, Tropic, compass, grid reference	Biome, climate, emergent, canopy, understory, rainforest, deforestation	Earthquake, tsunami, volcano, flood, tectonic plate, climate change

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Roddlesworth Cycle A	The Water Cycle Where does the rain come from?		A river study- The River Ribble What if the River Ribble had a different course?		Mapping skills and fieldwork What if you were the town planner for Abbey Village?	
	<p>Coverage</p> <p>Water cycle (link with science unit) – physical geography Weather patterns in the UK</p> <p>Key Knowledge: Know about the water cycle Know how to discuss daily weather patterns in the UK Know how to discuss seasonal weather patterns in the world Know about time zones, the Prime / /Greenwich Meridian and time zones (including day and night) and work out differences.</p>		<p>Coverage: Rivers Human and physical features human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Key knowledge: Know that most of the major cities of the world are located close to a river. Know the name of many of Europe's capitals and major cities and Rivers (France (Seine) Germany (Spree), Italy (Tiber), Finland (Vantaa) , Czech Republic (Vltava) , Hungary (Danube) Know that some key topographical features change over time and have an impact on rivers e.g. mountains, coasts, hills, elevation – using the River Ribble as a basis Identify, describe and explain how the course of the River Ribble changes from source to mouth and the physical features it creates Explain the physical processes that cause these physical features</p>		<p>Coverage</p> <p>Mapping skills and fieldwork Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Key knowledge know how to use six-figure grid references know what the most common OS symbols represent Use a wider range of OS symbols including 1:50K symbols. Know that different scale OS maps use some different symbols. Describe how Abbey Village may have been planned in this way. Create your own map of the village if you were the town planner – giving justification for any changes.</p>	
Key Concepts (Big Ideas)	Geographical skills Physical processes Place knowledge		Locational Knowledge Distance Place knowledge Geographical skills Physical and human processes		Locational Knowledge Distance Place knowledge Geographical skills Physical and human processes	
Key skills	<ul style="list-style-type: none"> Explain what the water cycle is using the correct terminology Use fieldwork to measure , observe and record ocal weather patterns and compare what the weather is like within the UK and how it changes according to seasons Use graphs and charts to analyse weather patterns in the UK and another known place – Barcelona (Spain) make comparisons Know about time zones and time differences and compare 		<ul style="list-style-type: none"> Explain what a river is and locate the world's longest rivers on a map, using coordinate grids and referring to map features such as lines of longitude and latitude Use fieldwork to observe, measure, record and present information about how the River Ribble has changed along its course using a range of methods, including sketch maps, plans and graphs, and digital technologies Use a compass correctly to map the direction/location of the Ribble and the direction water flows in Locate the River Ribble on a range of maps, including ordnance survey Describe types of settlement and land use- distribution of minerals and water. Describe how geographical features change over time 		<ul style="list-style-type: none"> know how to use six-figure grid references know what the most common OS symbols represent. Use a wider range of OS symbols including 1:50K symbols. Know that different scale OS maps use some different symbols. Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
Key Vocabulary	Vapour, evaporate, cool, condense, precipitation, run off, cycle meridian, time zone		Runoff, atmosphere, river bank, river bed, tributary, channel. feature, course		Compass. Symbol, grid reference, scale, sketch map	

Roddlesworth Cycle B	Human and Physical Geography How is climate change affecting the world?	What would it be like to live in Asia or Africa? (Tokyo and Kenya)	Physical Geography Has the planet always looked the same?
	<p>Key coverage:</p> <p>physical geography, including climate zones, biomes and vegetation belts</p> <p>The distribution of natural resources including energy, food, minerals and water</p> <p>Key topographical featuresand understand how some of these aspects have changed over time</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • What the greenhouse effect and global warming are • How climate change is different from global warming • Some of the changes being caused by climate change in coastal areas of the United Kingdom and their impact on people. • Countries around the world where weather patterns have been most affected by climate change. • How individuals, families and communities like schools are taking action to reduce global warming 	<p>Key coverage:</p> <p>Understand geographical similarities and differences and links through the study of human and physical geography of a region in Africa and a region in Asia. (Tokyo and Kenya)</p> <p>Key Knowledge</p> <p>Know about Asia's and Africa's location and how this impacts them as a country.</p> <p>The continent in which they are located and why this is important and what it means for them as a country</p> <p>How the location impacts weather and climate- study and explore this and look at analysing graphs.</p> <p>Look at physical (mountains / Climate) and human (buildings) geographical features and compare the difference between the two- similarities/ differences.</p>	<p>Coverage</p> <p>Understand the key processes in: Physical geography relating to 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</p> <p>Link to Stone Age History, unit</p> <p>Key knowledge:</p> <p>Know that the weather and climate has changed over time and can give reasons for this including current reasons i.e. climate change</p> <p>Know that the physical landscape of the Earth has changed over time and give reasons for this e.g. volcanic eruptions, erosion, Ice Age, tectonic plates etc</p> <p>Know that the shape of Great Britain's coastline has changed over time and be able to explain how and why</p>
Key Concepts (Big Ideas)	Human and physical processes Place knowledge Locational knowledge	Locational Knowledge Distance Place knowledge Geographical skills Physical and human processes	Human and Physical processes Geographical skills Place knowledge
Key skills	<ul style="list-style-type: none"> • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Interpret data collected and present the information in a variety of ways including charts and graphs • Collect information from a variety of sources and begin to analyse the results to identify patterns. • Begin to combine a range of sources to provide a detailed picture of a location or geographical process. • Energy and Sustainability 	<ul style="list-style-type: none"> • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Interpret data collected and present the information in a variety of ways including charts and graphs • Collect information from a variety of sources and begin to analyse the results to identify patterns. • Begin to combine a range of sources to provide a detailed picture of a location or geographical process. • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Know about the wider context of places i.e. country. • Know and describe where a variety of places are in relation to physical and human features. • Know that the physical landscape of the Earth has changed over time and give reasons for this e.g. volcanic eruptions, erosion, Ice Age, tectonic plates etc • Know that the shape of Great Britain's coastline has changed over time and be able to explain how and why
Key Vocabulary	Greenhouse effect, global warming, erosion, coastal, impact, community	Location, climate, contrast, comparison, analyse , Tropic , pattern	Eruption, coastline, erosion, weathering, glaciation, hydrology process

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Roddlesworth Cycle C	South America Why has Brazil got one of the fastest growing economies?		Fair trade Why is Fair Trade fair?		Locational Knowledge What would Russia be like to visit?	
	<p>Coverage locate the world's countries, using maps, to focus on North or South America and concentrating on their key physical and human characteristics, countries, and major cities.</p> <p>Key Knowledge Can name the capital city of Brazil . Understand why trade is important to Brazil To know about vegetation and climate in Brazil and why it supports the economy Know about population in Brazil and its impact Know how to use graphs to record features such as temperature, rainfall or population in Brazil compared to the UK</p>		<p>Coverage Describe and understand key aspects of: human geography, including economic activity and trade links</p> <p>Key Knowledge Know what is trade and why countries trade with each other Know that terms of trade are sometimes not always fair to producers in poorer countries Know what being a Fairtrade producer is and why it is important Know what products are available in the UK Explain why Fair Trade is fair Persuade others to buy Fair Trade products over other alternatives giving reasons for their decisions</p>		<p>Coverage Extend their locational knowledge and extend knowledge of map skills focusing 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</p> <p>Key Knowledge Know where Africa, Russia, Asia and the Middle East are on a map or globe Know that Russia has huge human and physical differences within its country due to its size Know about the range of climate within Russia and explain the reasons for this (linking with wider previous geographical knowledge of latitude and longitude) Know how to use ICT to view, analyse and interpret places and data Know how to use fieldwork in contrasting locations (previous knowledge of Brazil and India) to collect, analyse and draw conclusions from geographical data</p>	
Key Concepts (Big Ideas)	Locational Knowledge Distance Place knowledge Geographical skills Physical and human processes		Locational Knowledge Distance Place knowledge Geographical skills Physical and human processes		Locational Knowledge Distance Place knowledge Geographical skills Physical and human processes	
Key skills	<ul style="list-style-type: none"> Use an atlas to find countries and locate Brazil on a world map; Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Analyse evidence and draw conclusions, considering the impact and influence on people/ everyday life Describe route and direction, location linking 8 points of compass to degrees on compass Reflect on the impact trade has on an area and generate ideas for cause and effect 		<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries Use secondary sources e.g. books, internet to research produce traders and Fair Trade Use secondary sources to locate fair trade products Can use ICT to view, analyse and interpret information and data 		<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Know about time zones and work out differences Know main human and physical differences between developed and developing nations Describe and understand key aspects of physical geography including climate zones etc Can identify the position and significance of latitude and longitude Can use ICT to view, analyse and interpret places and data Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data 	
Key Vocabulary	Trade, climate, vegetation, population, comparison, characteristic, impact		Fair Trade, producer, product, co-operative, commodity, ethical, international		Climate, contrast, human, physical, latitude, longitude	