

Geography: Overview

EYFS Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What the child might do	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment 					
Key questions Learning opportunities	What is it like in our school? Exploring the school grounds. Talking about what it is like in different areas of the school. Explore the different habitats e.g. bug hotel, pond, bird boxes, trees Talking about our homes Exploring different journeys and maps through stories. What is the weather like? Talk about and observe the weather and seasonal changes.		How do frogs grow? What different animals live in our school? Visit the pond area. Collect frogspawn and observe the natural process of the frogs growing. Continue to explore different habitats within the school. What is the weather like? Continue to observe seasonal changes.		What is the weather like? Continue to observe seasonal changes. How can we look after our environment? e.g. picking up litter	
Suggested texts and links to key texts	My Map Book Sarah Fenelli Story of a Storm by Mick Manning/ Brita Granstrom We're going on a bear hunt, Michael Rosen		Tad, Teeny Weeny Tadpole, Jasper's Beanstalk		Dear Earth by Isabel Otter Welcome by Barroux	
Outdoor learning	Exploring the school environment. Experiencing different weather e.g. puddles, collecting Autumn leaves.		Exploring the pond. Hunting for habitats e.g birds nests, bugs.		Litter picking in the school grounds. Using recycled objects to plant seeds.	
Enrichment/Home learning	Use parents' knowledge to extend children's experiences of the world Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park.		Ensure adults know and use the widest vocabulary that they can, e.g. using the correct name for a plant or geographical feature.		Ensure adults know and use the widest vocabulary that they can, e.g. using the correct name for a plant or geographical feature. Taking care of a plant at home. Discussing recycling and what happens at home as well as at school.	

EYFS Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What the child might do	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes 					
Key questions Learning opportunities	<p>What is it like in our school?</p> <p>What is it like in our local area?</p> <p>Exploring the school and local environment. Using a journey stick and messy maps.</p> <p>What is the weather like?</p> <p>Observe the weather and seasonal changes.</p>		<p>What lives in our environment?</p> <p>Observe things closely in the school environment. Explore different habitats e.g. the bug hotel, pond dipping.</p> <p>Observe tadpoles from the pond as they grow into frogs</p> <p>Make a bird feeder and observe the different birds that come.</p> <p>Plant seeds and observe the plant growing and what it needs to survive.</p>		<p>How can we look after our environment?</p> <p>Share stories related to pollution, climate change, habitat erosion.</p>	
Key Texts	<p>Martha Maps It Out</p> <p>Ben and Gran and the Whole, Wide, Wonderful World by Gillian Shields</p>		<p>Lily and the polar bears</p> <p>When the bees buzzed off</p> <p>Animal Homes Libby Walden</p> <p>Creature Features Natasha Durley</p>		<p>Somebody Crunched Colin</p> <p>Somebody Swallowed Stanley</p> <p>Tidy Emily Gravett</p>	
Outdoor learning	<p>Mapping a route with a journey stick.</p> <p>Observing weather.</p>		<p>Observing local habitats and growing plants.</p>		<p>Finding ways to care for the environment e.g. litter picking, composting, using recycled materials.</p>	
Enrichment/Home learning	<ul style="list-style-type: none"> Visit local places to have a wider understanding of their local environment. 		<ul style="list-style-type: none"> Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice. 		<ul style="list-style-type: none"> Discussions about the environment and what we can do to protect it e.g. picking up litter, recycling, re-using objects. 	

Geography: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
	Where in the world are we from?	Fieldwork Seasonal Changes and Weather (ongoing)	Polar Adventures (link to Science unit)	What is it like where we live?	Fieldwork Maps	Our Wonderful World
Key Questions	What is a continent? Can I find a country on a map or a globe? What is the difference between a map and a globe?	What is the weather like today? What are the different seasons? How is the weather different in different seasons?	What is the climate like in the Arctic and Antarctic? What clothes would you need to wear in the polar regions? What animals live in the polar regions?	Would you rather be a town mouse or a country mouse? Would you rather live in the city or the countryside and why?	Can you locate our school on a map? What is it like around our school?	What are the seven wonders of the world?
Key Texts			Emperor's Eggs Penguin Small	The Town Mouse and The Country Mouse, A Walk in London		Atlas of adventures, wonders of the world
Writing across the curriculum opportunities				Retell a story, setting description, invitation to town / country mouse, instructions to follow a route		Report / fact file on a wonder of the world
Outdoor learning opportunities		Identify seasonal and daily weather patterns Observe and record daily changes in the weather Collect rainwater in jam jars and compare.		Using maps to plot a route through school, visiting London landmarks	Use a map and compass directions to explore the immediate surroundings of the school.	
Cultural Capital / Enrichment	Celebrating the countries in the world that children come to Normand Croft from.			Visit to central London to see London landmarks		Understanding of important landmarks around the world.

Geography: Overview

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
	Where in the world are we from?	Fieldwork Seasonal Changes and Weather (ongoing)	Polar Adventures (link to Science unit)	What is it like where we live?	Fieldwork Exploring Maps	Our Wonderful World
Location Knowledge	Name and locate the world's 7 continents and 5 oceans.	Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.		Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.	Locate the school within the UK using a map at a range of scales (Digimaps).	Name and locate the world's 7 continents and 5 oceans.
Place Knowledge		Explore the environment of the school grounds.		Compare and contrast different locations within the UK.	Use simple fieldwork and observational skills to study the geography of their school and its grounds	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.
Human and Physical Geography		Identify seasonal and daily weather patterns in the UK.		Use basic geographical vocabulary to refer to key physical and human features (see knowledge organiser).	Use aerial photographs to recognise landmarks and basic human and physical features	Use basic geographical vocabulary to refer to key physical and human features
Geographical Skills and Fieldwork	Use world maps, atlases and globes to identify the seven continents and some countries within them.	Use simple compass directions and first-hand observation, to enhance their locational awareness. 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.		Use simple compass directions and directional language. Use aerial photographs and plans to recognise landmarks and basic human and physical features. Devise a simple map and use basic symbols in a key. Use simple fieldwork to study the geography of the school and its grounds.	Use simple fieldwork and observational skills to study the geography of their school and its grounds Use simple compass directions and locational and directional language to describe the location of features.	Use world maps, atlases and globes to identify countries, continents and oceans around the world.

Geography: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Where in the world are we from?	Fieldwork Seasonal Changes and Weather (ongoing)	Reduce, Reuse, Recycle Link to science topic – materials and recycling	Claude visits Europe	Fieldwork Exploring Maps	Grace and Family
Key Questions	What is the difference between a country and a continent? What is the equator? What is the climate like in different areas of the world?	How much does it rain in a week? How can we measure the weather? What are some of the features of the different seasons? Is the weather usually the same everywhere in the UK?	Which should we think about first, reduce, reuse or recycle? What type of materials can you recycle? What happens to something when it is recycled?	What is the same about London and Paris and what is different? Which continent are London and Paris in? What are the main rivers that flow through London and Paris?	What is the quickest way to school? (Digimaps)	Which continents are the UK and The Gambia part of? How is the climate different in the UK and The Gambia? What is the village like where Grace's father lives?
Key Texts				Claude in the City		Grace and Family, Amazing Grace
Writing across the curriculum opportunities				Postcard from Paris, postcard from London, tour guide of London landmarks from the River Thames		Grace's diary. A day in the UK, a day in The Gambia.
Outdoor learning opportunities		Making a rain gauge. Positioning it around school and measuring the rainfall daily. Measuring puddles.	Promote and monitor use of recycling stations at school.	Boat trip along the River Thames	Follow a route on a simple map for a journey to school from a nearby street.	
Cultural Capital / Enrichment	Celebrating the countries in the world that children come to Normand Croft from.		Trip to Western Riverside recycling centre	Learning about a different country, Link to learning French. See London landmarks from the Thames on a river cruise.		Learning about a non-European country.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
	Where in the world are we from?	Fieldwork Seasonal Changes and Weather (ongoing)	Reduce, Reuse, Recycle Link to science topic – materials and recycling	Claude Visits Europe	Fieldwork Exploring Maps	Grace and Family
Location Knowledge	Name and locate the world's 7 continents and 5 oceans.	Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.		Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's 7 continents.	Locate the school within the UK using a map at a range of scales (Digimaps).	Name and locate the world's 7 continents and 5 oceans.
Place Knowledge		Explore the environment of the school grounds.		Compare and contrast different locations (capital cities) within the UK and Europe.	Use simple fieldwork and observational skills to study the geography of their school and its grounds	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.
Human and Physical Geography		Identify seasonal and daily weather patterns in the UK.		Use basic geographical vocabulary to refer to key physical and human features (see knowledge organiser).		Use basic geographical vocabulary to refer to key physical and human features
Geographical Skills and Fieldwork	Use world maps, atlases and globes to identify the seven continents and some countries within them.	Use simple compass directions and first-hand observation, to enhance their locational awareness. 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.		Use aerial photographs and maps to recognise landmarks and basic human and physical features.	Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Devise a simple map. Use and construct basic symbols in a key.	Use world maps, atlases and globes to identify countries, continents and oceans around the world.

Geography: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 3 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Where in the world are we from?	Fieldwork Investigating Weather	Earth Rocks (Science topic)		Fieldwork Exploring Maps	An American Road Trip
Key Questions	What is the climate like in different continents? What are the Northern and Southern hemispheres? Why are compass directions useful?	How can we measure the weather?	What are the 3 main types of rock? How do the properties of rocks differ? How are fossils created?		Can you find the treasure?	Name some of the main physical and human features of North America. What is a volcano? What are some of the advantages and disadvantages of living near a volcano?
Key Texts			Mary Anning		The Man Who Walked Between the Towers	The Pebble in My Pocket, The Street Beneath My Feet, Earth Shattering Events
Writing across the curriculum opportunities	Postcard from...				Instructions to find treasure	
Outdoor learning opportunities		Use weather station instruments to measure wind direction, temperature and rainfall. Optional making a sundial to tell the time.			Create and follow a local map.	
Cultural Capital / Enrichment	Celebrating the countries in the world that children come to Normand Croft from.	Experience of using the school weather station.				Natural History Museum Earthquakes and Volcanoes Show

Year 3 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
	Where in the world are we from?	Fieldwork Investigating Weather	Earth Rocks (Science Topic)		Fieldwork Exploring Maps	An American Road Trip
Location Knowledge	Use maps to locate countries around the world. Identify the equator and Northern and Southern hemispheres.					Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.
Place Knowledge					Understand geographical similarities and differences between a region of the UK and a region within North America.	Understand geographical similarities and differences through the study of human and physical geography of a region in North or South America.
Human and Physical Geography	Describe what the climate is like in some different countries around the world.	Identify seasonal and daily weather patterns.	Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.		Describe key aspects of human and physical geography of a region of the UK.	Describe and understand key aspects of physical geography, including volcanoes and earthquakes. Describe and understand key aspects of human geography, including: types of settlement and land use.
Geographical Skills and Fieldwork	Use world maps, atlases and globes and digital mapping to locate countries.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods			Use maps and digital / computer mapping to describe features studied. Use four points of a compass and four figure grid references.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Geography: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 3 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Where in the world are we from?	Fieldwork Investigating Weather	Earth Rocks (Science Topic)		Fieldwork Exploring Maps	Do you like to be beside the seaside?
Key Questions	What is the climate like in different continents? What are the Northern and Southern hemispheres? Why are compass directions useful?	How can we measure the weather?	What are the 3 main types of rock? How do the properties of rocks differ? How are fossils created?		Can you find the treasure?	What are the advantages and disadvantages of living by the coast? How is the coast different in the UK and France? Why does the coastline change over time?
Key Texts			Mary Anning		The Mousehole Cat	The Mousehole Cat
Writing across the curriculum opportunities	Postcard from...				Instructions to find treasure	Tourist information for Mousehole or Nice
Outdoor learning opportunities		Use weather station instruments to measure wind direction, temperature and rainfall. Optional making a sundial to tell the time.			Create and follow a local map.	Visit to the seaside.
Cultural Capital / Enrichment	Celebrating the countries in the world that children come to Normand Croft from.	Experience of using the school weather station.				Studying a location in the UK outside of London. Visit to the seaside.

Year 3 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
	Where in the world are we from?	Fieldwork Investigating Weather	Earth Rocks (Science Topic)		Fieldwork Exploring Maps	Do you like to be beside the seaside?
Location Knowledge	Use maps to locate countries around the world. Identify the equator and Northern and Southern hemispheres.				Name and locate geographical regions of the UK and describe key physical and human characteristics.	Identify coastal regions in the UK and Europe.
Place Knowledge						Understand geographical similarities and differences through the study of the United Kingdom, Mousehole, South West England & a region in a European country, Nice, France.
Human and Physical Geography	Describe what the climate is like in some different countries around the world.	Identify seasonal and daily weather patterns.	Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.		Describe key aspects of human and physical geography of a region of the UK.	Describe and understand key aspects of human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.
Geographical Skills and Fieldwork	Use world maps, atlases and globes and digital mapping to locate countries.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods			Use maps and digital / computer mapping to describe features studied. Use four points of a compass and four figure grid references.	Use the 8 points of a compass, 4 and 6- figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Geography: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 4 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Where in the world are we from?	Fieldwork Investigating Weather	Looking at State (Science topic link to the water cycle)		Fieldwork Exploring Maps	An American Road Trip
Key Questions	What is the difference between physical and human features? Can you describe the main physical features of different countries? What are some of the different climate zones around the world?	What is a cloud?	What is a solid/liquid/gas? What is the water cycle? What are the roles of condensation and evaporation?		What are the advantages and disadvantages of living by the sea and in the city?	Name some of the main physical and human features of North America. What is a volcano? What are some of the advantages and disadvantages of living near a volcano?
Key Texts			The Rhythm of the Rain		The Mousehole Cat	The Pebble in My Pocket, The Street Beneath My Feet, Earth Shattering Events
Writing across the curriculum opportunities	Postcard from...		Journey of a raindrop			
Outdoor learning opportunities		Cloud spotting and identification.	Create a model of earth and the water cycle.		Identifying land use in the local area.	
Cultural Capital / Enrichment	Celebrating the countries in the world that children come to Normand Croft from.					Natural History Museum Earthquakes and Volcanoes Show

Year 4 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
	Where in the world are we from?	Fieldwork Investigating Weather	Looking at State (Science topic link to the water cycle)		Fieldwork Exploring Maps	An American Road Trip
Location Knowledge	Use maps to locate countries around the world. Identify the equator and Northern and Southern hemispheres.				Identify land use patterns in different regions of the UK.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.
Place Knowledge					Understand similarities and differences in human and physical geography of different regions of the UK.	Understand geographical similarities and differences through the study of human and physical geography of a region in North or South America.
Human and Physical Geography	Describe key aspects of physical geography including climate zones, rivers and mountains.	Describe and understand key aspects of the water cycle.	Describe and understand key aspects of physical geography, including the water cycle.		Describe key aspects of human geography including types of settlement and land use.	Describe and understand key aspects of physical geography, including volcanoes and earthquakes. Describe and understand key aspects of human geography, including: types of settlement and land use.
Geographical Skills and Fieldwork	Use world maps, atlases and globes and digital mapping to locate countries.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods			Use digital / computer mapping. Use compass directions and grid references.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Geography: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 4 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Where in the world are we from?	Fieldwork Investigating Weather	Looking at State (Science topic link to the water cycle)		Fieldwork Exploring Maps	Do you like to be beside the seaside?
Key Questions	What is the difference between physical and human features? Can you describe the main physical features of different countries? What are some of the different climate zones around the world?	What is a cloud?	What is a solid/liquid/gas? What is the water cycle? What are the roles of condensation and evaporation?		What are the advantages and disadvantages of living by the sea and in the city?	What are the advantages and disadvantages of living by the coast? How is the coast different in the UK and France? Why does the coastline change over time?
Key Texts			The Rhythm of the Rain		The Mousehole Cat	The Mousehole Cat
Writing across the curriculum opportunities	Postcard from...		Journey of a raindrop			Tourist information for Mousehole or Nice
Outdoor learning opportunities		Cloud spotting and identification.	Create a model of earth and the water cycle.		Identifying land use in the local area.	Visit to the seaside.
Cultural Capital / Enrichment	Celebrating the countries in the world that children come to Normand Croft from.					Studying a location in the UK outside of London. Visit to the seaside.

Year 4 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
	Where in the world are we from?	Fieldwork Investigating Weather	Looking at State (Science topic link to the water cycle)		Fieldwork Exploring Maps	Do you like to be beside the seaside?
Location Knowledge	Use maps to locate countries around the world. Identify the equator and Northern and Southern hemispheres.				Identify land use patterns in different regions of the UK.	Identify coastal regions in the UK and Europe.
Place Knowledge					Understand similarities and differences in human and physical geography of different regions of the UK.	Understand geographical similarities and differences through the study of the United Kingdom, Mousehole, South West England & a region in a European country, Nice, France.
Human and Physical Geography	Describe key aspects of physical geography including climate zones, rivers and mountains.	Describe and understand key aspects of the water cycle.	Describe and understand key aspects of physical geography, including the water cycle.		Describe key aspects of human geography including types of settlement and land use.	Describe and understand key aspects of human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.
Geographical Skills and Fieldwork	Use world maps, atlases and globes and digital mapping to locate countries.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods			Use digital / computer mapping. Use compass directions and grid references.	Use the 8 points of a compass, 4 and 6- figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Geography: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 5 Cycle A	Autumn 1 Where in the world are we from?	Autumn 2 Fieldwork Investigating Weather	Spring 1	Spring 2 Exploring Extreme Environments	Summer 1 Fieldwork Exploring Maps	Summer 2 The Amazing Amazon
Key Questions	What is the climate like in between the Tropics of Cancer and Capricorn? Can you use the 8 compass points to describe where countries are? Do different climate zones have different physical features?	What does the wind bring?		What are conditions like in the polar regions? Why do people explore the polar regions? How are the polar regions changing?	What is extreme about Great Britain?	Which countries does the Amazon flow through? Why is the Amazon important? How is the Amazon in danger?
Key Texts				Ice Trap! Shackleton's Incredible Expedition		The Explorer, Journey to the Last River, Amazon River
Writing across the curriculum opportunities	Postcard / letter from...			Antarctica / Climate change report.		Persuasive text – Why should we protect the Amazon?
Outdoor learning opportunities		Using a weather vane and anemometer to record wind direction and speed.				
Cultural Capital / Enrichment	Celebrating the countries in the world that children come to Normand Croft from.	Experience of using the school weather station.				

Year 5 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
	Where in the world are we from?	Fieldwork Investigating Weather		Exploring Extreme Environments	Fieldwork Exploring Maps	The Amazing Amazon
Location Knowledge	Use maps to locate countries around the world. Identify the equator, Northern and Southern hemispheres, Arctic and Antarctic Circle, Tropics of Cancer and Capricorn.			Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
Place Knowledge				Understand key geographical features of a region studied (Antarctica).		Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.
Human and Physical Geography	Describe key aspects of physical geography including climate zones, rivers and mountains.			Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.		Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.
Geographical Skills and Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass.	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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4- and 6- figure grid references, symbols and key (including the use of Ordnance Survey maps).	Use digital mapping. Use the eight points of a compass, four and six figure grid references and Ordnance Survey maps to build knowledge of the UK.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features (studied).

Geography: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 5 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Where in the world are we from?	Fieldwork Investigating Weather			Fieldwork Exploring Maps	Early Islamic Civilisation (Link to history)
Key Questions	What is the climate like in between the Tropics of Cancer and Capricorn? Can you use the 8 compass points to describe where countries are? Do different climate zones have different physical features?	What does the wind bring?			What is extreme about Great Britain?	How does Early Islamic Civilisation influence our lives today? What were the key differences between London and Baghdad at that time? Why was the silk road so important?
Key Texts						The Silk Roads, A History of the World in 25 Cities
Writing across the curriculum opportunities	Postcard / letter from...					
Outdoor learning opportunities		Using a weather vane and anemometer to record wind direction and speed.				
Cultural Capital / Enrichment	Celebrating the countries in the world that children come to Normand Croft from.	Experience of using the school weather station.				

Year 5 Cycle B	Autumn 1 Where in the world are we from?	Autumn 2 Fieldwork Investigating Weather	Spring 1	Spring 2	Summer1 Fieldwork Exploring Maps	Summer 2 Early Islamic Civilisation (Link to history)
Location Knowledge	Use maps to locate countries around the world. Identify the equator, Northern and Southern hemispheres, Arctic and Antarctic Circle, Tropics of Cancer and Capricorn.				Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).	Locate the world's countries.
Place Knowledge						
Human and Physical Geography	Describe key aspects of physical geography including climate zones, rivers and mountains.					Describe and understand key aspects of 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.
Geographical Skills and Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass.	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 digital mapping. Use the eight points of a compass, four and six figure grid references and Ordnance Survey maps to build knowledge of the UK.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Geography: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 6 Cycle A	Autumn 1 Where in the world are we from?	Autumn 2 Fieldwork Investigating Weather	Spring 1	Spring 2 Exploring Extreme Environments	Summer 1 Fieldwork Exploring Maps	Summer 2 The Amazing Amazon
Key Questions	What are lines of latitude and longitude? What is the Prime Meridian and how do we use it? What is the Prime Meridian and how do we use it?	Are weather predictions accurate?		What are conditions like in the polar regions? Why do people explore the polar regions? How are the polar regions changing?	Can you find the quickest route in an emergency?	Which countries does the Amazon flow through? Why is the Amazon important? How is the Amazon in danger?
Key Texts				Ice Trap! Shackleton's Incredible Expedition		The Explorer, Journey to the Last River, Amazon River
Writing across the curriculum opportunities	Postcard / letter from...			Antarctica / Climate change report.		Persuasive text – Why should we protect the Amazon?
Outdoor learning opportunities		Measuring and recording daily weather patterns.				
Cultural Capital / Enrichment	Celebrating the countries in the world that children come to Normand Croft from.	Experience of using weather station.				

Year 6 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
	Where in the world are we from?	Fieldwork Investigating Weather		Exploring Extreme Environments	Fieldwork Exploring Maps	The Amazing Amazon
Location Knowledge	Use maps to locate countries around the world. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.			Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
Place Knowledge				Understand key geographical features of a region studied (Antarctica).		Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.
Human and Physical Geography	Describe key aspects of physical geography including climate zones, rivers and mountains.			Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.		Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.
Geographical Skills and Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass.	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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4- and 6- figure grid references, symbols and key (including the use of Ordnance Survey maps).	Use digital mapping. Use the eight points of a compass, four and six figure grid references and Ordnance Survey maps to build knowledge of the UK.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Geography: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 6 Cycle B	Autumn 1 Where in the world are we from?	Autumn 2 Fieldwork Investigating Weather	Spring 1	Spring 2	Summer 1 Fieldwork Exploring Maps	Summer 2 Early Islamic Civilisation (Link to history)
Key Questions	What are lines of latitude and longitude? What is the Prime Meridian and how do we use it? What is the Prime Meridian and how do we use it?	Are weather predictions accurate?			Can you find the quickest route in an emergency?	How does Early Islamic Civilisation influence our lives today? What were the key differences between London and Baghdad at that time? Why was the silk road so important?
Key Texts						The Silk Roads, A History of the World in 25 Cities
Writing across the curriculum opportunities	Postcard / letter from...					
Outdoor learning opportunities		Measuring and recording daily weather patterns.				
Cultural Capital / Enrichment	Celebrating the countries in the world that children come to Normand Croft from.	Experience of using weather station.				

Year 6 Cycle B	Autumn 1 Where in the world are we from?	Autumn 2 Fieldwork Investigating Weather	Spring 1	Spring 2	Summer1 Fieldwork Exploring Maps	Summer 2 Early Islamic Civilisation (Link to history)
Location Knowledge	Use maps to locate countries around the world. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.				Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).	Locate the world's countries.
Place Knowledge						
Human and Physical Geography	Describe key aspects of physical geography including climate zones, rivers and mountains.					Describe and understand key aspects of 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.
Geographical Skills and Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass.	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 digital mapping. Use the eight points of a compass, four and six figure grid references and Ordnance Survey maps to build knowledge of the UK.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.