

National Curriculum Strand	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge						
<i>Autumn</i>	<p>Why can't a meerkat live in the North Pole? Children learn about the 7 continents, 5 oceans and 4 countries of the UK. They will also consider what a capital city is and those of the UK. Children will also consider the Northern and Southern hemispheres in relation to human and physical geography.</p>	<i>History topic</i>	<p>Has our wonderful world always looked like this? Children to consider the Pacific Ring of Fire on a continent map to understand where volcanoes are often located. Children to also locate key volcanoes e.g. Mount Etna in Sicily, Maona Loa in Hawaii.</p>	<p>Why is water wonderful? Children learn about where key rivers in the UK, as well as some key rivers worldwide. They should also consider any mountains or mountain ranges in the UK.</p>	<i>History topic</i>	<p>Where are the wonders of the world? Children learn about key lines of longitude (including Prime Meridian) and recap latitude lines (now including Arctic/Antarctic circles) and how these are measured in degrees. They will also learn the significance of these on time zones and recap global biomes. Children will recap where the Northern and Southern hemispheres are. They will use maps to consider the ancient, modern and natural wonders around the world.</p>
<i>Spring</i>	<p>Where in the UK would Shrek most like to live? Children to recap countries and cities in the UK to then move on to human and physical features.</p> <p>How can we help to look after our environment? Children to understand the location of their school and surrounding area.</p>	<p>Can you imagine what it would be like to live somewhere in Asia? Chn to consider where the UK and China are and their respective capital cities. Recap what a capital city means.</p>	<p>Where in the world does our food come from? Children to identify some land-use patterns in the UK in relation to farming.</p>	<i>History topic</i>	<p>Why should the rainforests be important to us all? Children learn about key lines of latitude relevant to rainforests (Equator and the Tropics). They should consider rainforests in South America and locate other key areas of North and South America, including cities, physical and human features as well as environmental regions.</p>	<p>What happens when Mother Nature goes to extremes? Children to consider Pacific Ring of Fire and additional countries related to their study of earthquakes (Haiti and Nepal).</p>
<i>Summer</i>	<i>History Topic</i>	<p>Do you like to be beside the seaside?</p> <p>What rules do you have to follow to stay safe in the park? Children to apply their knowledge of continents by considering where Africa is in comparison to Europe. They consider this in relation to the Equator and the Poles. Children then consider the location of Richmond Park and the Chobe national park in Botswana.</p>	<i>History topic</i>	<i>History topic</i>	<p>Where is Greece and why is it such a popular tourist destination? Children learn about the countries in Europe (including Russia) in relation to where Greece and the UK are located. They should also consider key cities, key human and physical features and environmental regions.</p>	<i>History topic</i>

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Place Knowledge						
<i>Autumn</i>	<p>Why can't a meerkat live in the North Pole? Children to become familiar with their place in the UK.</p>	<i>History topic</i>	<p>Has our wonderful world always looked like this? Children to understand that active volcanoes may not exist where we live but elsewhere, they do (but we do have extinct volcanoes).</p>	<p>Why is water wonderful? Children can compare the idea of water scarcity to other places.</p>		<p>Where are the wonders of the world? Children can consider whether they know any 'wonders' they could compare closer to home.</p>
<i>Spring</i>	<p>Where in the UK would Shrek most like to live? Children will compare different places in the UK in relation to human and physical geography.</p> <p>How can we help to look after our environment? Children will become familiar with their own environment, so to be able to compare it further in Year 2.</p>	<p>Can you imagine what it would be like to live somewhere in Asia? Children to compare geographical similarities and differences of human (buildings/landmarks, daily life – school day, transport, pollution) and physical geography (weather/climate, topography, rivers, plants and animals) of London and Beijing.</p>	<p>Where in the world does our food come from? Children to understand that different food is produced in different places.</p>	<i>History topic</i>	<p>Why should the rainforests be important to us all? Chn to compare the similarities and differences of human and physical geography of the Amazon rainforest in Brazil to the New Forest in the UK.</p>	<p>What happens when Mother Nature goes to extremes? Children will be able to compare different places hit by earthquake activity (Haiti and Nepal) compared to the UK.</p>
<i>Summer</i>	<i>History Topic</i>	<p>Do you like to be beside the seaside? Children to compare how coastal lifestyle is different to their own.</p> <p>What rules do you have to follow to stay safe in the park? Children to compare geographical similarities and differences of human and physical geography of Richmond Park in London and the Chobe national park in Botswana.</p>	<i>History topic</i>	<i>History topic</i>	<p>Where is Greece and why is it such a popular tourist destination? Children to compare the similarities and differences of human and physical geography of the island of Crete and the Isle of Wight in the UK.</p>	<i>History topic</i>

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Human and Physical Geography						
<i>Autumn</i>	<p>Why can't a meerkat live in the North Pole? Children will learn about hot and cold places in relation to the Equator and North and South poles.</p>	<i>History topic</i>	<p>Has our wonderful world always looked like this? Children will describe and understand key aspects of volcanoes and why they exist, including the Earth's layers, tectonics and plate boundaries. They are to consider key features of volcanoes (crust, magma, lava, vents, ash), as well as types of volcano (composite, shield) and types of eruptions (pyroclastic flows; ash clouds; volcanic bombs). Children to consider examples around the world of these volcanoes.</p>	<p>Why is water wonderful? Children will describe and understand key aspects of the water cycle, rivers (three courses and features such as source, tributary, delta, meander) and mountains (summit, slope, valley).</p>		<p>Where are the wonders of the world? Children will grow awareness of key physical (natural wonders) and human (modern and ancient wonders) that exist around the world.</p>
<i>Spring</i>	<p>Where in the UK would Shrek most like to live? Children to consider what human (harbour, city, town, village, shop, factory, house, office, farm, port) and physical features (cove, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) are. They will look at images and consider vocabulary for key human and physical features of the UK.</p> <p>How can we help to look after our environment? Children will look out for key human and physical features in their local environment.</p>	<p>Can you imagine what it would be like to live somewhere in Asia? Chn will apply their understanding of the difference between human and physical features to London and Beijing.</p>	<p>Where in the world does our food come from? Children will consider key aspects of human geography in terms of economic activity including trade links and the distribution of natural resources of food. They should consider the trade and transport of our food; advantages and disadvantages and solutions to problems.</p>	<i>History topic</i>	<p>Why should the rainforests be important to us all? Children will consider climate zones and the impacts on vegetation. Children will look at the rainforests within global biomes. They will consider the layers of the rainforest, its significance as well as people/plants and animals that live there.</p>	<p>What happens when Mother Nature goes to extremes? Children will describe and understand key aspects of earthquakes: why they occur, their impacts and how places mitigate against them. They will learn key vocabulary linked to earthquakes (seismic waves, seismometer, focus and epicentre). Key case studies of Haiti and Nepal will be considered.</p>
<i>Summer</i>	<i>Histor Topic</i>	<p>Do you like to be beside the seaside? Children to apply their understanding of human and physical features to coastal places (cliff, harbour, port, coast, ocean) and add more (coastline, sand dune, rock pool, arch, stack). They will also consider human features (beach hut, hotels, lighthouse, pier) and lifestyle at the seaside e.g. jobs, fishing, arcades on the pier.</p> <p>What rules do you have to follow to stay safe in the park? Children to apply their understanding of human and physical features to compare the two parks.</p>	<i>History topic</i>	<i>History topic</i>	<p>Where is Greece and why is it such a popular tourist destination? Children to learn about key physical and human features of Greece through the comparison of Crete and the Isle of Wight (e.g. climate/weather, vegetation, landforms, buildings, transport, food, daily life).</p>	<i>History topic</i>

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Geographical Skills and Fieldwork						
<i>Autumn</i>	<p>Why can't a meerkat live in the North Pole? Children look at simple world maps of continents and oceans, and maps of the UK split into its 4 countries. They will also consider globes and use a huggable globe in an interactive way in lessons.</p>	<i>History topic</i>	<p>Has our wonderful world always looked like this? Children to use maps and Primary atlases (KS2) and solid globes to discuss continental drift. Children consider the pattern of volcanoes in the Pacific Ring of Fire using maps and Digimap for Schools with an overlay.</p>	<p>Why is water wonderful? Children to use maps and Primary atlases (KS2) to locate rivers and mountains in the UK and some around the world. Children use Digimap with mountain range overlay.</p>		<p>Where are the wonders of the world? Children to use maps and Primary atlases (KS2) as well as Digimap with 3 overlays (References, Biomes and Timezones) to locate longitude and latitude lines, biomes and time zones. Globes are used for understanding of hemispheres. Children will also locate the modern and natural wonders around the world using paper maps and Digimap.</p>
<i>Spring</i>	<p>Where in the UK would Shrek most like to live? Children to consider aerial photographs and further images of human and physical features. Maps to be used in conjunction to highlight where key features are.</p> <p>How can we help to look after our environment? Children will consider satellite images and maps of the school and local area. They will learn the 4 compass points and about simple map symbols and keys. Children will look at a simple plan of the school and devise their own simple map of the school/surrounding roads, including a key. Children will undertake fieldwork a few times in this topic, exploring the school grounds, and local roads and park.</p>	<p>Can you imagine what it would be like to live somewhere in Asia? Chn to use maps and Primary (KS1) atlases to locate China and Beijing as well as the UK and London.</p>	<p>Where in the world does our food come from? Children to consider maps and Primary atlases (KS2) to map the journey of some items of their food.</p>	<i>History topic</i>	<p>Why should the rainforests be important to us all? Children to use maps and Primary atlases (KS2) as well as digital maps, to locate key lines of latitude, climate zones and biomes as well as key rainforests e.g. Amazon and Congo. They will also locate the New Forest in the UK.</p>	<p>What happens when Mother Nature goes to extremes? Children to recap the Pacific Ring of Fire: this time adding earthquakes. They should use maps and Primary atlases (KS2) as well as digital maps, to locate key case study volcanoes of Haiti and Nepal.</p>
<i>Summer</i>	<i>History Topic</i>	<p>Do you like to be beside the seaside? Children consider Primary atlases (KS1 and KS2) to find coastlines and key coastal features with symbols.</p> <p>What rules do you have to follow to stay safe in the park? Children to use maps and Primary atlases (KS1 and KS2) to locate the</p>	<i>History topic</i>	<i>History topic</i>	<p>Where is Greece and why is it such a popular tourist destination? Children to consider maps and Primary atlases (KS2) as well as digital maps, to locate European countries, Greece and the UK, Crete and the Isle of Wight.</p>	<i>History topic</i>

		continent of Africa (they should also use a globe) and also Botswana.				
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