



St. Luke's Catholic Primary School Progression in Geography



Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> Me and my Community - Autumn 1 Cycle A Big Wide World (Cycle A Spring 1) 	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Skills:</p> <ul style="list-style-type: none"> Name and locate the 4 countries of the United Kingdom on a map or globe. Our Wonderful World (Cycle A Spring 1) Winter Wonderland - Autumn 2 Cycle A Bright Lights, Big City (Cycle A Autumn 2) Find and name some continents on a world map. Dinosaur Planet (Cycle B Autumn 2) 	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Skills:</p> <ul style="list-style-type: none"> Name and locate the capital cities of the United Kingdoms and it's surrounding areas. <p>(revision)</p> <ul style="list-style-type: none"> Bright Lights, Big City (Cycle A Autumn 2) Coastline (Cycle A Summer 2) Land Ahoy! (Cycle A Spring 1) Let's Explore the World (Cycle B Spring 1) <p>Name and locate the world's seven continents and five oceans.</p>	<p>Locate and name the continents on a World Map. (revision)</p> <p>Locate the main countries of Europe inc. Russia, using maps.</p> <p>Identify capital cities of Europe.</p> <p>Skills:</p> <ul style="list-style-type: none"> Make comparisons of the same geographical feature in different countries. Tremors (Cycle B Spring 1) Misty Mountain winding River/Misty Mountain Sierra (Cycle B Spring 2) <p>Locate and name the countries making up the British Isles, with their capital cities and other major cities</p>	<p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Skills:</p> <ul style="list-style-type: none"> Locate the countries of Europe (including Russia), North and South America. Tremors (Cycle B Spring 1) Misty Mountain winding River/Misty Mountain Sierra (Cycle B Spring 2) Road Trip USA (Cycle B Spring 2) Investigating Our World 	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Skills:</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, identifying and describing their human and physical characteristics. Describe and explain similarities and 	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</p> <p>Understand how these features have changed over time.</p> <p>Skills:</p> <ul style="list-style-type: none"> Describe in detail the human characteristics of some of the largest cities of the United Kingdom, taking into account population,

	<ul style="list-style-type: none"> Dinosaur Planet (Cycle B Autumn 2) Winter Wonderland - Autumn 2 Cycle A 	<ul style="list-style-type: none"> Our Wonderful World (Cycle A Spring 1) Coastline (Cycle A Summer 2) Land Ahoy! (Cycle A Spring 1) Let's Explore the World (Cycle B Spring 1) 	<p>Skills:</p> <ul style="list-style-type: none"> Name and locate the world's continents and oceans on a world map or globe. Coastline (Cycle A Summer 2) Land Ahoy! (Cycle A Spring 1) Let's Explore the World (Cycle B Spring 1) 	<p>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), and land-use patterns; and understand how some of these aspects have changed over time. In particular, identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p> <p>Skills:</p> <ul style="list-style-type: none"> Name and locate vegetation belts across the United Kingdom, explaining how some of these have changed over time. Misty Mountain winding River/Misty Mountain Sierra (Cycle B Spring 2) 	<p>(Cycle A Autumn 2)</p> <ul style="list-style-type: none"> Pharaohs (Cycle A Spring 1) <p>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), and land-use patterns; and understand how some of these aspects have changed over time. In particular, identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p> <p>Skills:</p> <ul style="list-style-type: none"> Name and locate vegetation belts across the United Kingdom, explaining how some of these have changed over time. <p>(revision)</p> <ul style="list-style-type: none"> Misty Mountain winding River/Misty Mountain Sierra (Cycle B Spring 2) 	<p>differences (human and physical) of a region of or area within North or South America.</p> <ul style="list-style-type: none"> Road Trip USA (Cycle B Spring 2) Traders and Raiders (Cycle B Summer 1) Investigating Our World (Cycle A Autumn 2) Pharaohs (Cycle A Spring 1) Investigating Our World (Cycle A Autumn 2) Sow, Grow and Farm (Cycle A Summer 1) Our Changing World (Cycle B Autumn 2) 	<p>economic activity and transport systems.</p> <ul style="list-style-type: none"> Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America. Sow, Grow and Farm (Cycle A Summer 1) Our Changing World (Cycle B Autumn 2) <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <ul style="list-style-type: none"> Frozen Kingdom (Cycle A Autumn 2) Hola Mexico (Cycle B Spring 1)
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Place Knowledge	Describe their immediate environment using knowledge from observation, discussion,	Understand geographical similarities and differences through studying the human and physical geography of a	Understand geographical similarities and differences through studying the human and physical geography of a	Understand geographical similarities and differences through the study of human and physical geography of a	Understand geographical similarities and differences through the study of human and physical geography of a	Compare a region in UK with a region in N. or S. America with significant differences and similarities.	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand

	<p>stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Big Wide World (Cycle A Spring 1) • Winter Wonderland - Autumn 2 Cycle A • Let's Explore - Spring 1 Cycle B 	<p>small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Skills:</p> <ul style="list-style-type: none"> • Identify the similarities and differences between the local environment and one other place. • Bright Lights, Big City (Cycle A Autumn 2) • Splendid Skies (Cycle B Autumn 2) • Let's Explore the World (Cycle B Spring 1) • The Scented Garden (Cycle B Summer 1) • Towers, Tunnels and Turrets (Cycle A Spring 2) • Big Wide World (Cycle A Spring 1) • Winter Wonderland - Autumn 2 Cycle A • Let's Explore - Spring 1 Cycle B 	<p>small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides</p> <p>Skills:</p> <ul style="list-style-type: none"> • Describe and compare the physical similarities/differences between an area in the United Kingdom and one of a contrasting non-European country. • Bright Lights, Big City (Cycle A Autumn 2) • Splendid Skies (Cycle B Autumn 2) • Let's Explore the World (Cycle B Spring 1) • The Scented Garden (Cycle B Summer 1) • Towers, Tunnels and Turrets (Cycle A Spring 2) 	<p>region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Compare and contrast areas of vegetation and biomes in two different locations. • I am Warrior (Cycle A Summer 2) • Misty Mountain winding River/Misty Mountain Sierra (Cycle B Spring 2) 	<p>region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Compare and contrast how areas of the world have capitalised on their physical or human features. • 1066 (Cycle A Spring 2) • Road Trip USA (Cycle B Spring 2) • Investigating Our World (Cycle A Autumn 2) • I am Warrior (Cycle A Summer 2) • Misty Mountain winding River/Misty Mountain Sierra (Cycle B Spring 2) 	<p>Skills:</p> <ul style="list-style-type: none"> • Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places. • 1066 (Cycle A Spring 2) • Road Trip USA (Cycle B Spring 2) • Investigating Our World (Cycle A Autumn 2) • Scream Machine (Cycle B Spring 2) • Frozen Kingdom (Cycle A Autumn 2) 	<p>some of the reasons for similarities and differences.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Describe how human and physical processes can lead to similarities/differences in the environments of places and in the lives of people who live there. • Scream Machine (Cycle B Spring 2) • Frozen Kingdom (Cycle A Autumn 2)
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<p>Human and physical Geography</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Our Wonderful World (Cycle A Spring 1) • Big Wide World (Cycle A Spring 1) • Winter Wonderland - Autumn 2 Cycle A 	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Name the four seasons and describe typical weather conditions for each of them. • Bright Lights, Big City (Cycle A Autumn 2) • Splendid Skies (Cycle B Autumn 2) • Land Ahoy! (Cycle A Spring 1) • Let's Explore the World (Cycle B Spring 1) • Our Wonderful World (Cycle A Spring 1) • Winter Wonderland - Autumn 2 Cycle A <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: forest, hill,</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Bright Lights, Big City (Cycle A Autumn 2) • Coastline • Our Wonderful World (Cycle A Spring 1) <p>Skills:</p> <ul style="list-style-type: none"> • Locate hot and cold areas of the world in relation to the Equator and the North and South Poles and explain how the weather affects these areas. • Bright Lights, Big City (Cycle A Autumn 2) 	<p>Describe and understand key aspects of:</p> <p>Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Sequence and explain the features of a physical weather process, such as the water cycle • Tremors (Cycle B Spring 1) • Misty Mountain winding River/Misty Mountain Sierra (Cycle B Spring 2) <p>Describe and understand key aspects of human geography including: Types of settlements and land use, economic activity including trade links, and the distribution of natural</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts</p> <p>Skills:</p> <ul style="list-style-type: none"> • Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism. • Tremors (Cycle B Spring 1) • Misty Mountain winding River/Misty Mountain Sierra (Cycle B Spring 2) • Allotment (Cycle A Summer 1) • Investigating Our World (Cycle A Autumn 2) <p>Describe and understand key aspects of human geography including: Types of settlements and land use, economic activity including trade</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Describe how human activity has impacted upon and/or changed the physical and human characteristic of a place in the world. • Describe how weather and climate affects land use and food production. • Allotment (Cycle A Summer 1) • Investigating Our World (Cycle A Autumn 2) • Sow, Grow and Farm (Cycle A Summer 1) • Frozen Kingdom (Cycle A Autumn 2) • Our Changing World (Cycle B Autumn 2) <p>Describe and understand key aspects</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <ul style="list-style-type: none"> • Sow, Grow and Farm (Cycle A Summer 1) • Frozen Kingdom (Cycle A Autumn 2) • Our Changing World (Cycle B Autumn 2) <p>Human Geography: Need to include: Fair/unfair distribution of resources (Fairtrade).</p> <p>Skills:</p> <ul style="list-style-type: none"> • Explain how climate zones, biomes and vegetation belts affect the human and physical features of a place in the world. • Explain how extreme climates affect the lives of
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		<p>mountain, soil, valley, vegetation.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Use the correct terms for simple geographical features in the local environment. • Bright Lights, Big City (Cycle A Autumn 2) • Coastline (Cycle A Summer 2) <ul style="list-style-type: none"> • Our Wonderful World (Cycle A Spring 1) • 	<ul style="list-style-type: none"> • Splendid Skies (Cycle B Autumn 2) • Land Ahoy! (Cycle A Spring 1) • Let's Explore the World (Cycle B Spring 1) <p>Key human features including: city, town, village, farm, house, office, port, harbour and shop</p> <p>Skills:</p> <ul style="list-style-type: none"> • Describe and compare human and physical features seen in their local environment and other places in the world. • Bright Lights, Big City (Cycle A Autumn 2) • Coastline • Street Detectives (Cycle A Summer 1) 	<p>resources including energy, food, minerals and water.</p> <ul style="list-style-type: none"> • Flow (Cycle A Spring 2) • Urban Pioneers (Cycle A Summer 1) • I am Warrior (Cycle A Summer 2) • Misty Mountain winding River/Misty Mountain Sierra (Cycle B Spring 2) • 	<p>links, and the distribution of natural resources including energy, food, minerals and water in modern Britain: villages, towns, cities.</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Describe and compare different features of human and physical geography of a place, offering explanations of locations for some of these features. • Flow (Cycle A Spring 2) • Urban Pioneers (Cycle A Summer 1) • I am Warrior (Cycle A Summer 2) • Misty Mountain winding River/Misty Mountain Sierra (Cycle B Spring 2) • Traders and Raiders 	<p>of human geography including: Types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in modern Britain: villages, towns, cities.</p> <ul style="list-style-type: none"> • Traders and Raiders (Cycle B Summer 1) • Allotment (Cycle A Summer 1) • Investigating Our World (Cycle A Autumn 2) • Sow, Grow and Farm (Cycle A Summer 1) • Frozen Kingdom (Cycle A Autumn 2) • Our Changing World (Cycle B Autumn 2) Hola Mexico (Cycle B Spring 1) 	<p>people living there and the human and physical geography.</p> <ul style="list-style-type: none"> • Sow, Grow and Farm (Cycle A Summer 1) • Frozen Kingdom (Cycle A Autumn 2) • Our Changing World (Cycle B Autumn 2) • Hola Mexico (Cycle B Spring 1)
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			<ul style="list-style-type: none"> Towers, Tunnels and Turrets (Cycle A Summer 2) 		<ul style="list-style-type: none"> (Cycle B Summer 1) Allotment (Cycle A Summer 1) Investigating Our World (Cycle A Autumn 2) 		
Geographical Skills & Field work	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> Big Wide World (Cycle A Spring 1) Our Wonderful World (Cycle A Spring 1) 	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Skills:</p> <ul style="list-style-type: none"> Locate countries on a UK map Bright Lights, Big City (Cycle A Autumn 2) Coastline (Cycle A Summer 2) Land Ahoy! (Cycle A Spring 1) Let's Explore the World (Cycle B Spring 1) Dinosaur Planet (Cycle B Autumn 2) Our Wonderful World (Cycle A Spring 1) 	<p>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.</p> <p>Skills:</p> <ul style="list-style-type: none"> Locate continents and oceans on a world map. Draw simple maps or plans using symbols for a key Bright Lights, Big City (Cycle A Autumn 2) Coastline (Cycle A Summer 2) Land Ahoy! (Cycle A Spring 1) Let's Explore the World (Cycle B Spring 1) Splendid Skies (Cycle B Autumn 2) Magnificent Monarchs (Cycle B Summer 2) Street Detectives (Cycle A Summer 1) 	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Skills:</p> <ul style="list-style-type: none"> Draw sketch maps and plans using agreed symbols for a key. Flow (Cycle A Spring 2) Gods and Mortals (Cycle B Summer 2) Predator! (Cycle B Autumn 1) Scrumdiddlyumptious (Cycle B Autumn 2) Tremors (Cycle B Spring 1) Urban Pioneers 	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Skills:</p> <ul style="list-style-type: none"> Draw sketch maps and plans using standardised symbols for a key. Flow (Cycle A Spring 2) Gods and Mortals (Cycle B Summer 2) Predator! (Cycle B Autumn 1) Scrumdiddlyumptious (Cycle B Autumn 2) Tremors (Cycle B Spring 1) Urban Pioneers 	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <ul style="list-style-type: none"> Traders and Raiders (Cycle B Summer 1) Groundbreaking Greeks (Cycle B Autumn 1) Investigating Our World (Cycle A Autumn 2) Peasants, Princes and Pestilence (Cycle B Autumn 2) Pharaohs (Cycle A Spring 1) Stargazers (Cycle B Spring 1) Off with her head (Cycle A Autumn 1) Scream Machine (Cycle B Spring 2) Gallery Rebels (Cycle A Spring 1) Our Changing World (Cycle B Autumn 2) 	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <ul style="list-style-type: none"> Off with her head (Cycle A Autumn 1) Scream Machine (Cycle B Spring 2) Gallery Rebels (Cycle A Spring 1) Our Changing World (Cycle B Autumn 2) <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Skills:</p> <ul style="list-style-type: none"> Produce accurate scaled maps.

	<ul style="list-style-type: none"> • School Days (Cycle A Spring 2) • Dinosaur Planet (Cycle B Autumn 2) • Dangerous Dinosaurs (Cycle B Autumn 2) 	<p>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>Skills:</p> <ul style="list-style-type: none"> • Name, describe and group features of the home/school environment from first hand observation, responding to simple questions. • Bright Lights, Big City (Cycle A Autumn 2) • Splendid Skies (Cycle B Autumn 2) • Coastline (Cycle A Summer 2) • Land Ahoy! (Cycle A Spring 1) • Let's Explore the World (Cycle B Spring 1) • Detectives 	<ul style="list-style-type: none"> • The Scented Garden (Cycle B Summer 1) • Towers, Tunnels and Turrets, (Cycle A Spring 2) • Wriggle and Crawl (Cycle B Autumn 1) <ul style="list-style-type: none"> • 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>Skills:</p> <ul style="list-style-type: none"> • Name, describe and compare human and physical features of their own locality and other named place, asking and responding to questions. • Bright Lights, Big City (Cycle A Autumn 2) • Splendid Skies (Cycle B Autumn 2) • Coastline (Cycle A Summer 2) • Land Ahoy! (Cycle A Spring 1) 	<p>(Cycle A Summer 1)</p> <ul style="list-style-type: none"> • Blue Abyss (Cycle A Autumn 1) • I am Warrior (Cycle A Summer 2) • Misty Mountain winding River/Misty Mountain Sierra (Cycle B Spring 2) <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Skills:</p> <ul style="list-style-type: none"> • Locate geographical features on a map or atlas using symbols shown in a key. • Use the eight points of a compass to describe the location of a country or 	<p>(Cycle A Summer 1)</p> <ul style="list-style-type: none"> • Blue Abyss (Cycle A Autumn 1) • I am Warrior (Cycle A Summer 2) • Misty Mountain winding River/Misty Mountain Sierra (Cycle B Spring 2) • Traders and Raiders (Cycle B Summer 1) • Groundbreaking Greeks (Cycle B Autumn 1) • Investigating Our World (Cycle A Autumn 2) • Peasants, Princes and Pestilence (Cycle B Autumn 2) • Pharaohs (Cycle A Spring 1) • Stargazers (Cycle B Spring 1) <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Skills:</p>	<p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Produce own scaled maps. • Compare land use and geographical features on different types of maps. • Use four and six figure grid references to locate features on an Ordnance Survey or world map. • Traders and Raiders (Cycle B Summer 1) • Road Trip USA (Cycle B Spring 2) • Allotment (Cycle A Summer 1) • Investigating Our World (Cycle A Autumn 2) • Firedamp and Davy Lamps (Cycle A Summer 2) • Sow, Grow and Farm (Cycle A Summer 1) • A Child's War (Cycle B Summer 2) 	<ul style="list-style-type: none"> • Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps including digital/computer mapping. • Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport. • Firedamp and Davy Lamps (Cycle A Summer 2) • Sow, Grow and Farm (Cycle A Summer 1) • A Child's War (Cycle B Summer 2) • Darwin's Delight (Cycle B Summer 1)
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		<p>(Cycle A Summer 1)</p> <ul style="list-style-type: none"> • Our Wonderful world (Cycle A Spring 1) • School Days (Cycle A Spring 2) <p>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.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Draw a simple picture map (e.g. of an imaginary place from a story), labelling particular features. • Bright Lights, Big City (Cycle A Autumn 2) • Coastline (Cycle A Summer 2) • Land Ahoy! (Cycle A Spring 1) • Let's Explore the World (Cycle B Spring 1) 	<ul style="list-style-type: none"> • Let's Explore the World (Cycle B Spring 1) • Street Detectives (Cycle A Summer 1) <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Use compass directions (North, East, South, West) to describe the location of geographical features and routes on a map. • Bright Lights, Big City (Cycle A Autumn 2) • Coastline (Cycle A Summer 2) • Let's Explore the World (Cycle B Spring 1) 	<p>geographical feature.</p> <ul style="list-style-type: none"> • Tremors (Cycle B Spring 1) • I am Warrior (Cycle A Summer 2) • Misty Mountain winding River/Misty Mountain Sierra (Cycle B Spring 2) <p>Use fieldwork to observe 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>Skills:</p> <ul style="list-style-type: none"> • Observe, measure and record the human and physical features in the local area responding to a range of geographical questions. • Flow (Cycle A Spring 2) 	<ul style="list-style-type: none"> • Locate and name geographical features on an Ordnance Survey map. • Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed. • Tremors (Cycle B Spring 1) • I am Warrior (Cycle A Summer 2) • Misty Mountain winding River/Misty Mountain Sierra (Cycle B Spring 2) • Traders and Raiders (Cycle B Summer 1) • Road Trip USA (Cycle B Spring 2) • Allotment (Cycle A Summer 1) • Investigating Our World (Cycle A Autumn 2) 	<ul style="list-style-type: none"> • Darwin's Delight (Cycle B Summer 1) • Frozen Kingdom (Cycle A Autumn 2) • Hola Mexico (Cycle B Spring 1) • Our Changing World (Cycle B Autumn 2) <p>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>Skills:</p> <ul style="list-style-type: none"> • Choose the best method of recording observations and measurement, including sketch maps, plans, graphs and digital technologies. • Allotment (Cycle A Summer 1) • Investigating Our World (Cycle A Autumn 2) • Peasants, Princes and Pestilence (Cycle B Autumn 2) 	<ul style="list-style-type: none"> • Frozen Kingdom (Cycle A Autumn 2) • Hola Mexico (Cycle B Spring 1) • Our Changing World (Cycle B Autumn 2) <p>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>Skills:</p> <ul style="list-style-type: none"> • Describe and explain geographical processes observed including taking accurate measurement and representing these in text, graphs and spreadsheets • Our Changing World (Cycle B Autumn 2)
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					<ul style="list-style-type: none"> • Allotment (Cycle A Summer 1) • Investigating Our World (Cycle A Autumn 2) • Peasants, Princes and Pestilence (Cycle B Autumn 2) 		
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Please note:

- Mixed-age classes mean that there is a 2 year cycle. Not all children will cover the same topics. Therefore, it is imperative that the objectives are covered in detail for the older year group of the class.