

## St. Luke's Catholic Primary School Progression in Geography



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Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational	Describe their	Name, locate and	Name, locate and	Locate and name the	Locate the world's	Locate the main	On a world map locate
Knowledge	immediate environment	identify characteristics	identify characteristics	continents on a World	countries, using maps to	countries in Europe and	the main countries in
	using knowledge from	of the four countries	of the four countries	Map. (revision)	focus on North and	North or South	Africa, Asia and
	observation, discussion,	and capital cities of the	and capital cities of the	Locate the main	South America,	America. Locate and	Australasia/Oceania.
	stories, non-fiction	United Kingdom and its	United Kingdom and its	countries of Europe inc.	concentrating on their	name principal cities.	Identify their main
	texts and maps.	surrounding seas.	surrounding seas.	Russia, using maps.	environmental regions,	Compare 2 different	environmental regions,
		Skills:	Skills:	Identify capital cities	key physical and human	regions in UK	key physical and human
	Explain some similarities	<ul> <li>Name and</li> </ul>	<ul> <li>Name and</li> </ul>	of Europe.	characteristics,	rural/urban.	characteristics, and
	and differences	locate the 4	locate the	Skills:	countries, and major	Locate and name the	major cities.
	between life in this	countries of	capital cities	• Make	cities.	main counties and cities	Linking with local
	country and life in other	the United	of the	comparisons	Skills:	in England.	History, map how land
	countries, drawing on	Kingdom on a	United	of the same	<ul> <li>Locate the</li> </ul>	Linking with History,	use has changed in loca
	knowledge from stories,	map or	Kingdoms	geographical	countries of	compare land use maps	area over time.
	non-fiction texts and	globe.	and it's	feature in	Europe	of UK from past with	Name and locate the ke
	(when appropriate)	• Our	surrounding	different	(including	the present, focusing on	topographical features
	maps.	Wonderful	areas.	countries.	Russia),	land use.	including coast, feature
		World (Cycle	(revision)	<ul> <li>Tremors</li> </ul>	North and	Skills:	of erosion, hills,
	Know some similarities	A Spring 1)	<ul> <li>Bright</li> </ul>	(Cycle B	South	<ul> <li>Name and</li> </ul>	mountains and rivers.
	and differences	• Winter	Lights, Big	Spring 1)	America.	locate	Understand how these
	between the natural	Wonderland -	City (Cycle	Misty	Tremors	counties and	features have changed
	world around them and	Autumn 2	A Autumn 2)	Mountain	(Cycle B	cities of the	over time.
	contrasting	Cycle A	Coastline	winding	Spring 1)	United	Skills:
	environments, drawing	Bright	(Cycle A	River/Misty	Misty	Kingdom,	Describe in
	on their experiences and	Lights, Big	Summer 2)	Mountain	Mountain	identifying	detail the
	what has been read in	City (Cycle	Land Ahoy!	Sierra	winding	and	human
	class.	A Autumn 2)	(Cycle A	(Cycle B	River/Misty	describing	characteris
		•	Spring 1)	Spring 2)	Mountain	their human	c of some o
	Me and my	<ul> <li>Find and</li> </ul>	Let's Explore		Sierra (Cycle	and physical	the largest
	Community -	name some	the World		B Spring 2)	characterist	cities of the
	Autumn 1	continents on	(Cycle B	Locate and name the	Road Trip	ic.	United
	Cycle A	a world map.	Spring 1)	countries making up the	USA (Cycle B	Describe	Kingdom,
	Big Wide	Dinosaur	Name and locate the	British Isles, with their	Spring 2)	and explain	taking into
	World (Cycle	Planet (Cycle	world's seven continents	capital cities and other	Investigating	similarities	account
	A Spring 1)	B Autumn 2)	and five oceans.	major cities	Our World	and	population,

	Dinosaur • Our	Skills:		(Cycle A	differences	economic
	lanet (Cycle Wonderful	Name and		Autumn 2)	(human and	activity and
	8 Autumn 2) World (Cycle	locate the		• Pharaohs	physical) of	transport
	Vinter A Spring 1)	world's	Name and locate	(Cycle A	a region of	systems.
	Vonderland - • Coastline	continents	counties and cities of	Spring 1)	or area	<ul> <li>Describe the</li> </ul>
	Autumn 2 (Cycle A	and oceans	the United Kingdom,		within North	environmenta
C	Cycle A Summer 2)	on a world	geographical regions and	Name and locate	or South	l regions,
	Land Ahoy!	map or	their identifying human	counties and cities of	America.	key human
	(Cycle A	globe.	and physical	the United Kingdom,		and physical
	Spring 1)		characteristics, key	geographical regions and	<ul> <li>Road Trip</li> </ul>	characteristi
	<ul> <li>Let's Explore</li> </ul>	<ul> <li>Coastline</li> </ul>	topographical features	their identifying human	USA (Cycle	c, countries
	the World	(Cycle A	(including hills,	and physical	B Spring 2)	and major
	(Cycle B	Summer 2)	mountains, coasts and	characteristics, key		cities of
	Spring 1)	Land Ahoy!	rivers), and land-use	topographical features	<ul> <li>Traders and</li> </ul>	Europe,
		(Cycle A	patterns; and	(including hills,	Raiders	North and
		Spring 1)	understand how some of	mountains, coasts and	(Cycle B	South
		<ul> <li>Let's Explore</li> </ul>	these aspects have	rivers), and land-use	Summer 1)	America.
		the World	changed over time. In	patterns; and	<ul> <li>Investigatin</li> </ul>	<ul> <li>Sow, Grow</li> </ul>
		(Cycle B	particular, identify	understand how some of	g Our World	and Farm
		Spring 1)	longest rivers in the	these aspects have	(Cycle A	(Cycle A
			world, largest deserts,	changed over time. In	Autumn 2)	Summer 1)
			highest mountains.	particular, identify	<ul> <li>Pharaohs</li> </ul>	Our Changing
			Compare with UK.	longest rivers in the	(Cycle A	World (Cycle
			Skills:	world, largest deserts,	Spring 1)	B Autumn 2)
			<ul> <li>Name and</li> </ul>	highest mountains.	<ul> <li>Investigatin</li> </ul>	
			locate	Compare with UK.	g Our World	Identify the position
			vegetation	Skills:	(Cycle A	and significance of
			belts across	<ul> <li>Name and</li> </ul>	Autumn 2)	latitude/longitude and
			the United	locate	<ul> <li>Sow, Grow</li> </ul>	the Greenwich Meridian.
			Kingdom,	vegetation	and Farm	Linking with science,
			explaining	belts across	(Cycle A	time zones, night and
			how some of	the United	Summer 1)	day
			these have	Kingdom,	• Our	,
			changed	explaining	Changing	<ul> <li>Frozen</li> </ul>
			over time.	how some of	World	Kingdom
			Misty	these have	(Cycle B	(Cycle A
			Mountain	changed over	Autumn 2)	
			winding	time.		Autumn
			River/Misty	(revision)		2)
			Mountain	Misty		
			Sierra	Mountain		• Hola
			(Cycle B	winding		Mexico
			Spring 2)	River/Misty		
				Mountain		(Cycle B
				Sierra (Cycle		Spring 1)
				B Spring 2)		1 5 7

					<ul> <li>Traders and Raiders (Cycle B Summer 1)</li> <li>Investigatin g Our World (Cycle A Autumn 2)</li> <li>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. (Deserts in USA and around the world)</li> <li>Road Trip USA (Cycle B Spring 2</li> <li>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</li> <li>Flow (Cycle A Spring 2)</li> <li>1066 (Cycle A Spring 2)</li> <li>Road Trip USA (Cycle B Spring 2)</li> <li>1066 (Cycle Spring 2)</li> <li>Road Trip USA (Cycle B Spring 2)</li> </ul>		Our Changing World (Cycle B Autumn 2)
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

stanias non fistion	amall cr-	a of the United	small area of the United	nacion -	f the United	nacion -f	the United	cl.:	lle:	some of the reasor	na fan
stories, non-fiction texts and maps.		a of the United and of a small	Small area of the United Kingdom, and of a small	-	f the United		the United a region in a	Ski	Recognise and	some of the reasor similarities and	ns tor
rexis unu maps.	5,		5 .		, a region in a	5.	5		describe the	differences.	
Evolain come cimilariti		contrasting	area in a contrasting		n country, and a		country, and a			Skills:	
Explain some similarities and differences	non-Euro Skills:	pean country	non-European country	region wi South Ai	ithin North or	region wi South Ar	thin North or	1	physical and	<ul> <li>Skills:</li> <li>Describe how</li> </ul>	
and differences between life in this		Identify the	concentrating on islands and sea sides	South A	merica.		nerica.		human features		v
• • • • • • • • • • • • • • • • • • • •	•		and sed sides Skills:	SKIIIS	Commons and	Skills:	Company and		of places,	human and	
country and life in other		similarities and		•	Compare and	•	Compare and		appreciating the	physical proc can lead to	esses
countries, drawing on		and differences			contrast		contrast how		importance of	can lead to similarities/d	
knowledge from stories, non-fiction texts and		differences between the	compare the		areas of		areas of the world have	1	wider geographical location in		• • •
(when appropriate)		between the local	physical similarities/d		vegetation and biomes		capitalised		understanding	ences in the environments	
		iocai environment	ifferences		ana biomes in two		capitalised on their		5	places and in	
maps.		environment and one	between an		in two different		on their physical or	1	places.	lives of peop	
Know some similarities		ana one other place.	area in the		locations.		human		1066 (Cycle A	who live ther	
and differences		Bright	United		I am		numan features.	1	Spring 2)	who live mer	٤.
between the natural	•	Lights, Big	Kingdom and	•	I am Warrior		reutures.	۱.	Road Trip USA		
world around them and		City (Cycle	one of a		(Cycle A		1066 (Cycle	-	(Cycle B Spring 2)	<ul> <li>Scream Mach</li> </ul>	nine
contrasting		A Autumn 2)	contrasting		Summer 2)		A Spring 2)	•	Investigating Our	(Cycle B Sprin	
environments, drawing	•	Splendid	non-	•	Misty	•	Road Trip	-	World (Cycle A		
on their experiences and	_	Skies (Cycle	European	_	Mountain	-	USA (Cycle B		Autumn 2)		
what has been read in		B Autumn 2)	country.		winding		Spring 2)	•	Scream Machine	Kingdom	
class.	•	Let's Explore	• Bright		River/Misty	•	Investigating		(Cycle B Spring 2)	(Cycle A	
		the World	Lights, Big		Mountain		Our World		Frozen		
Big Wide		(Cycle B	City (Cycle		Sierra (Cycle		(Cycle A	•		Autumn 2	()
World (Cycle		Spring 1)	A Autumn 2)		B Spring 2		Autumn 2)		Kingdom		
A Spring 1)	•	The Scented	<ul> <li>Splendid</li> </ul>			•	I am		(Cycle A		
• Winter		Garden	Skies (Cycle				Warrior		Autumn 2)		
Wonderland		(Cycle B	B Autumn 2)				(Cycle A		Autumn 2)		
- Autumn 2		Summer 1)	<ul> <li>Let's Explore</li> </ul>				Summer 2)	•			
Cycle A	•	Towers,	the World			•	Misty	1			
<ul> <li>Let's</li> </ul>		Tunnels and	(Cycle B				Mountain	1			
Explore -		Turrets	Spring 1)				winding	1			
Spring 1		(Cycle A	<ul> <li>The Scented</li> </ul>				River/Misty	1			
Cycle B		Spring 2)	Garden				Mountain				
	•	Big Wide	(Cycle B				Sierra (Cycle	1			
		World (Cycle	Summer 1)				B Spring 2	1			
		A Spring 1)	• Towers,					1			
	•	Winter	Tunnels and					1			
		Wonderland -	Turrets					1			
		Autumn 2	(Cycle A								
		Cycle A	Spring 2)					1			
	•	Let's Explore						1			
		- Spring 1						1			
		Cycle B									
						L					

Human and	Describe their	Identify seasonal and	Use basic geographical	Describe and	Describe and	Describe and	Describe and
physical	immediate environment	daily weather patterns	vocabulary to refer to:	understand key aspects	understand key aspects	understand key aspects	understand key aspects
Geography	using knowledge from	in the United Kingdom.	<ul> <li>Key physical</li> </ul>	of:	of:	of :	of :
	observation, discussion,	Skills:	features	Physical geography	Physical geography,	Physical geography	Physical geography
	stories, non-fiction	<ul> <li>Name the</li> </ul>	including:	including Rivers and the	including: climate zones,	including coasts, rivers	including Volcanoes and
	texts and maps.	four seasons	beach, cliff,	water cycle, excluding	biomes and vegetation	and the water cycle	earthquakes, looking at
		and describe	coast, fores	t, transpiration, brief	belts	including transpiration;	plate tectonics and the
	Explain some similarities	typical	hill, mountai	n, introduction to	Skills:	climate zones, biomes	ring of fire.
	and differences	weather	sea, ocean,	Volcanoes and	<ul> <li>Describe and</li> </ul>	and vegetation belts.	• Sow, Grow
	between life in this	conditions	river, soil,	earthquakes linking to	explain how	Skills:	and Farm
	country and life in other	for each of	valley,	Science: rock types.	the climate	<ul> <li>Describe how</li> </ul>	(Cycle A
	countries, drawing on	them.	vegetation,	Describe and	of a country	human activity	Summer 1)
	knowledge from stories,	<ul> <li>Bright</li> </ul>	season and	understand key aspects	or continent	has impacted upon	<ul> <li>Frozen</li> </ul>
	non-fiction texts and	Lights, Big	weather	of physical geography,	is linked to	and/or changed	
	(when appropriate)	City (Cycle	<ul> <li>Bright</li> </ul>	including climate zones,	the	the physical and	Kingdom
	maps.	A Autumn 2)	Lights, Big	biomes and vegetation	distribution	human	(Cycle A
		<ul> <li>Splendid</li> </ul>	City (Cycle	belts.	of natural	characteristic of	Autumn
	Know some similarities	Skies (Cycle	A Autumn 2	·		a place in the	
	and differences	B Autumn 2)	<ul> <li>Coastline</li> </ul>	<ul> <li>Sequence</li> </ul>	resources	world.	2)
	between the natural	Land Ahoy!	• Our	and explain	and tourism.	<ul> <li>Describe how</li> </ul>	Our Changing
	world around them and	(Cycle A	Wonderful	the features	Tremors	weather and	World (Cycle
	contrasting	Spring 1)	World (Cycl		(Cycle B	climate affects	B Autumn 2)
	environments, drawing	<ul> <li>Let's Explore</li> </ul>	A Spring 1)	weather	Spring 1)	land use and food	
	on their experiences and	the World		process,	Misty	production.	Human Geography:
	what has been read in	(Cycle B	Skills:	such as the	Mountain	Allotment (Cycle A	Need to include:
	class.	Spring 1)	<ul> <li>Locate hot</li> </ul>	water cycle	winding	Summer 1)	Fair/unfair distribution
		• Our	and cold	Tremors	River/Misty	Investigating Our	of resources
	Our Wonderful	Wonderful	areas of th		Mountain	World (Cycle A	(Fairtrade).
	World (Cycle A	World (Cycle	world in	Spring 1)	Sierra (Cycle	Autumn 2)	Skills:
	Spring 1)	A Spring 1)	relation to	• Misty	B Spring 2)	• Sow, Grow and	<ul> <li>Explain how</li> </ul>
	Big Wide World	• Winter	the Equator		Allotment	Farm (Cycle A	climate
	(Cycle A Spring 1)	Wonderland -	and the	winding	(Cycle A	Summer 1)	zones,
	Winter	Autumn 2 Cycle A	North and	River/Misty	Summer 1)	<ul> <li>Frozen</li> </ul>	biomes and
	Wonderland -		South Poles		Investigating	Kingdom	vegetation
	Autumn 2 Cycle A		and explain	Sierra (Cycle	Our World	<b>.</b>	belts affect
			how the	B Spring 2)	(Cycle A	(Cycle A	the human
		Identify the location of	weather	• •	Autumn 2)	Autumn 2)	and physical
		hot and cold areas of	affects	Describe and		· · · · · ·	features of
		the world in relation to	these areas	/ 1		• Our Changing	a place in
		the Equator and the		of human geography	Describe and	World (Cycle B	the world.
		North and South Poles		including:	understand key aspects	Autumn 2)	<ul> <li>Explain how</li> </ul>
		Use basic geographical	Bright	Types of settlements	of human geography		extreme
		vocabulary to refer to:	Lights, Big	and land use, economic	including:	Describe and	climates
		key physical features,	City (Cycle	activity including trade	Types of settlements	understand key aspects	affect the
		including:, forest, hill,	A Autumn 2	•	and land use, economic	, ,	lives of
				distribution of natural	activity including trade		

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	untain, soil, valley,	<ul> <li>Splendid</li> </ul>	resources including	links, and the	of human geography		people living
	petation.	Skies (Cycle	energy, food, minerals	distribution of natural	including		there and
Sk	ills:	B Autumn 2)	and water.	resources including	Types of settlements		the human
	<ul> <li>Use the</li> </ul>	<ul> <li>Land Ahoy!</li> </ul>		energy, food, minerals	and land use, economic		and physical
	correct	(Cycle A	Flow (Cycle A	and water in modern	activity including trade		geography.
	terms for	Spring 1)	Spring 2)	Britain: villages, towns,	links, and the		
	simple	<ul> <li>Let's Explore</li> </ul>	• Urban	cities.	distribution of natural		
	geographical	the World	Pioneers	Types of settlements in	resources including	•	Sow, Grow
	features in	(Cycle B	(Cycle A	Viking, Saxon Britain	energy, food, minerals		and Farm
	the local	Spring 1)	Summer 1)	linked to History.	and water in modern		(Cycle A
	environment.		• I am	Skills:	Britain: villages, towns,		Summer 1)
			• 1 am Warrior	<ul> <li>Describe and</li> </ul>	cities.	•	Frozen
		<ul> <li>Key human</li> </ul>		compare		•	
	• Bright	features	(Cycle A	different			Kingdom
	Lights, Big	including:	Summer 2)	features of	<ul> <li>Traders and</li> </ul>		
	City (Cycle	city, town,	Misty	human and	Raiders (Cycle B		(Cycle A
	A Autumn 2)	• • • •	Mountain		Summer 1)		Autumn
		village,	winding	physical	Allotment (Cycle		2)
•	Coastline(Cycle A	factory,	River/Misty	geography of	A Summer 1)		· ·
	Summer 2)	farm, house,	Mountain	a place,	• Investigating Our	•	Our Changing
	•	office, port,	Sierra (Cycle	offering	World (Cycle A		World (Cycle
	• Our	harbour and	B Spring 2)	explanations	Autumn 2)		B Autumn 2)
	Wonderful	shop	•	of locations	• Sow, Grow and	•	Hola Mexico
	World (Cycle	Skills:		for some of	Farm (Cycle A		(Cycle B
	A Spring 1)	<ul> <li>Describe and</li> </ul>		these	Summer 1)		Spring 1)
	•	compare		features.			
	•	human and			<ul> <li>Frozen</li> </ul>		
		physical		Flow (Cycle A	Kingdom		
		features		Spring 2)	-		
		seen in their		• Urban	(Cycle A		
		local		Pioneers	Autumn 2)		
		environment					
		and other		(Cycle A	Our Changing		
				Summer 1)	World (Cycle B		
		places n the		• I am	Autumn 2)		
		world.		Warrior	Hola Mexico		
				(Cycle A	(Cycle B Spring 1)		
		• Bright		Summer 2)			
		Lights, Big		Misty			
		City (Cycle		Mountain			
		A Autumn 2)		winding			
		<ul> <li>Coastline</li> </ul>		River/Misty			
		<ul> <li>Coastine</li> <li>Street</li> </ul>		Mountain			
				Sierra (Cycle			
		Detectives					
		(Cycle A		B Spring 2)			
		Summer 1)		Traders and			
				Raiders			

			• Towers, Tunnels and Turrets (Cycle A Spring 2)		(Cycle B Summer 1) • Allotment (Cycle A Summer 1) • Investigating Our World (Cycle A Autumn 2)		
Geographical	Describe their	Use world maps, atlases	Use aerial photographs	Use maps, atlases,	Use maps, atlases,	Use maps, atlases,	Use maps, atlases,
Skills & Field	immediate environment	and globes to identify	and plan perspectives to	globes and	globes and	globes and	globes and
work	using knowledge from	the United Kingdom and	recognise landmarks and	digital/computer	digital/computer	digital/computer	digital/computer
	observation, discussion,	its countries.	basic human and physical	mapping (Google Earth)	mapping (Google Earth)	mapping (Google Earth)	mapping (Google Earth)
	stories, non-fiction	Skills:	features; devise a	to locate countries and	to locate countries and	to locate countries and	to locate countries and
	texts and maps.	<ul> <li>Locate</li> </ul>	simple map; and use and	describe features	describe features	describe features	describe features
	Explain some similarities	countries on	construct basic symbols in a key.	studied. <b>Skills:</b>	studied <b>Skills:</b>	studied	• Off with her
	and differences	a UK map	Skills:	• Draw sketch	Draw sketch	<ul> <li>Traders and</li> </ul>	<ul> <li>Off with her head (Cycle A</li> </ul>
	between life in this	<ul> <li>Bright Lights, Big</li> </ul>	Locate continents	maps and	maps and	Raiders (Cycle B	Autumn 1)
	country and life in other	City (Cycle	and oceans on a	plans using	plans using	Summer 1)	<ul> <li>Scream</li> </ul>
	countries, drawing on	A Autumn 2)	world map.	agreed	standardised	Groundbreaking	Machine
	knowledge from stories,	<ul> <li>Coastline</li> </ul>	Draw simple maps	symbols for	symbols for	Greeks (Cycle B	(Cycle B
	non-fiction texts and	(Cycle A	or plans using	a key.	a key.	Autumn 1)	Spring 2)
	(when appropriate)	Summer 2)	symbols for a key	Flow (Cycle A	Flow (Cycle A	<ul> <li>Investigating Our</li> </ul>	<ul> <li>Gallery</li> </ul>
	maps.	Land Ahoy!	• Bright Lights, Big	Spring 2)	Spring 2)	World (Cycle A	Rebels (Cycle
		(Cycle A	City (Cycle A	<ul> <li>Gods and</li> </ul>	<ul> <li>Gods and</li> </ul>	Autumn 2)	A Spring 1)
	Know some similarities and differences	Spring 1)	Autumn 2)	Mortals	Mortals	<ul> <li>Peasants, Princes and Pestilence</li> </ul>	Our Changing
	between the natural	Let's Explore	Coastline (Cycle A	(Cycle B	(Cycle B	(Cycle B Autumn 2)	World (Cycle B Autumn 2)
	world around them and	the World	Summer 2)	Summer 2)	Summer 2)	<ul> <li>Pharaohs (Cycle A</li> </ul>	B Autumn 2)
	contrasting	(Cycle B	Land Ahoy! (Cycle	<ul> <li>Predator!</li> </ul>	<ul> <li>Predator!</li> </ul>	Spring 1)	
	environments, drawing	<ul> <li>Spring 1)</li> <li>Dinosaur</li> </ul>	A Spring 1)	(Cycle B	(Cycle B	<ul> <li>Stargazers (Cycle</li> </ul>	Extend to 6 figure grid
	on their experiences and	Planet (Cycle	Let's Explore the	Autumn 1)	Autumn 1)	B Spring 1)	references with
	what has been read in	B Autumn 2)	World (Cycle B	Scrummdiddl	Scrummdiddl	• Off with her head	teaching of latitude and
	class.	• Our	<ul><li>Spring 1)</li><li>Splendid Skies</li></ul>	yumptious (Cycle B	yumptious (Cycle B	(Cycle A Autumn 1)	longitude in depth.
		<ul> <li>Our</li> <li>Wonderful</li> </ul>	• Spiendid Skies (Cycle B Autumn 2)	(Cycle B Autumn 2)	(Cycle B Autumn 2)	Scream Machine	Expand map skills to
	Big Wide	Wonderful World (Cycle	Magnificent	Tremors	Tremors	(Cycle B Spring 2)	include non-UK
	World (Cycle	A Spring 1)	Monarchs (Cycle B	(Cycle B	(Cycle B	Gallery Rebels	countries.
	A Spring 1)	A Spring 1)	Summer 2)	Spring 1)	Spring 1)	(Cycle A Spring 1)	Skills:
	Our		Street Detectives	Urban	Urban	Our Changing	Produce
	Wonderful Wonld (Cuelo		(Cycle A Summer	Pioneers	Pioneers	World (Cycle B	accurate
	World (Cycle A Spring 1)		1)			Autumn 2)	scaled maps.
	A Spring 1)	1	1			1	l

1 1				(0.1.1	(0 ) )		
	School Days	Use simple fieldwork	The Scented	(Cycle A	(Cycle A	Use the eight points of	<ul> <li>Compare and</li> </ul>
	(Cycle A	and observational skills	Garden (Cycle B	Summer 1)	Summer 1)	a compass, four-figure	contrast
	Spring 2)	to study the geography	Summer 1)	Blue Abyss	Blue Abyss	grid references,	areas of the
	• Dinosaur	of their school and its	<ul> <li>Towers, Tunnels</li> </ul>	(Cycle A	(Cycle A	symbols and key	UK and the
	Planet (Cycle	grounds and the key	and Turrets,	Autumn 1)	Autumn 1)	(including the use of	wider world
	B Autumn 2)	human and physical	(Cycle A Spring 2)	<ul> <li>I am Warrior</li> </ul>	I am Warrior	Ordnance Survey maps)	by analysing
	<ul> <li>Dangerous</li> </ul>	features of its	<ul> <li>Wriggle and Crawl</li> </ul>	(Cycle A	(Cycle A	to build their knowledge	the
	Dinosaurs	surrounding environment	(Cycle B Autumn	Summer 2)	Summer 2)	of the United Kingdom	geographical
	(Cycle B	Skills:	1)	<ul> <li>Misty</li> </ul>	<ul> <li>Misty</li> </ul>	in the past and present.	
	Autumn 2)	• Name,	•	Mountain	Mountain	Skills:	features on
		describe and		winding	winding	<ul> <li>Produce own</li> </ul>	a range of
		group		River/Misty	River/Misty	scaled maps.	maps
		features of	<ul> <li>Use simple</li> </ul>	Mountain	Mountain	Compare land use	including
		the	fieldwork and	Sierra (Cycle	Sierra (Cycle	and geographical	digital/compu
		home/school	observational skills	B Spring 2)	B Spring 2)	features on	ter mapping.
		environment	to study the		<ul> <li>Traders and</li> </ul>	different types	<ul> <li>Plot a route</li> </ul>
		from first	geography of their		Raiders	of maps.	on a map,
			school and its	Learn the eight points	(Cycle B	<ul> <li>Use four and six</li> </ul>	globe or
		hand	grounds and the	of a compass, 2 figure	Summer 1)		satellite
		observation,	key human and	grid reference (maths	<ul> <li>Groundbreaki</li> </ul>	figure grid	image,
		responding	physical features	co-ordinates), some	ng Greeks	references to	•
		to simple	of its surrounding	basic symbols and key	(Cycle B	locate features on	suggesting
		questions.	environment.	(including the use of a	Autumn 1)	an Ordnance	the fastest
			Skills:	simplified Ordnance	<ul> <li>Investigating</li> </ul>	Survey or world	route from
		<ul> <li>Bright</li> </ul>	<ul> <li>Name, describe</li> </ul>	Survey maps) to build	Our World	map.	one place to
		Lights, Big	and compare	their knowledge of the	(Cycle A	• Traders and	another and
		City (Cycle A	human and	United Kingdom and the	Autumn 2)	Raiders (Cycle B	the most
		Autumn 2)	physical features	wider world	• Peasants,	Summer 1)	effective
			of their own	Skills:	Princes and	Road Trip USA	mode of
		<ul> <li>Splendid</li> </ul>	locality and other	<ul> <li>Locate</li> </ul>	Pestilence	(Cycle B Spring 2)	transport.
		Skies (Cycle	named place,	geographical	(Cycle B	Allotment (Cycle A	<ul> <li>Firedamp and</li> </ul>
		B Autumn 2)	•	features on	Autumn 2)	Summer 1)	Davy Lamps
			asking and	a map or	• Pharaohs	• Investigating Our	(Cycle A
		<ul> <li>Coastline</li> </ul>	responding to	atlas using	(Cycle A	World (Cycle A	Summer 2)
		(Cycle A	questions.	symbols	Spring 1)	Autumn 2)	Sow, Grow
		Summer 2)	Bright Lights, Big	shown in a	<ul> <li>Stargazers</li> </ul>	• Firedamp and Davy	<ul> <li>Sow, Grow</li> <li>and Farm</li> </ul>
			City (Cycle A		(Cycle B	Lamps (Cycle A	(Cycle A
		Land Ahoy!	Autumn 2)	key.	Spring 1)	Summer 2)	(Cycle A Summer 1)
		(Cycle A	Splendid Skies	Use the		<ul> <li>Sow, Grow and</li> </ul>	Summer 1)     A Child's War
		Spring 1)	(Cycle B Autumn 2)	eight points		Farm (Cycle A	
		<ul> <li>Let's Explore</li> </ul>	Coastline (Cycle A	of a compass	Learn the eight points	Summer 1)	(Cycle B Summer 2)
		the World	Summer 2)	to describe	of a compass, four-	A Child's War	Darwin's
		<ul> <li>Street</li> </ul>	Land Ahoy! (Cycle	the location	figure grid references.	(Cycle B Summer	<ul> <li>Darwin's</li> <li>Delight</li> </ul>
		(Cycle B	A Spring 1)	of a country		2)	(Cycle B
		Spring		or	Skills:	-/	(Cycle B Summer 1)
1		1)Detectives					Summer 1)

	(Cycle A Summer 1) • Our Wonderful world (Cycle A Spring 1) • School Days (Cycle A Spring 2) 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. Skills: • 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 B Spring 1)	<ul> <li>Let's Explore the World (Cycle B Spring 1)</li> <li>Street Detectives (Cycle A Summer 1)</li> <li>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.</li> <li>Skills:         <ul> <li>Use compass directions (North, East, South, West) to describe the location of geographical features and routes on a map.</li> <li>Bright Lights, Big City (Cycle A Autum 2)</li> <li>Coastline (Cycle A Summer 2)</li> <li>Let's Explore the World (Cycle B Spring 1)</li> </ul> </li> </ul>	geographical feature. Tremors (Cycle B Spring 1) I am Warrior (Cycle A Summer 2) Misty Mountain winding River/Misty Mountain Sierra (Cycle B Spring 2) 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. Skills: 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> <li>Locate and name geographical features on an Ordnance Survey map.</li> <li>Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed.</li> <li>Tremors (Cycle B Spring 1)</li> <li>I am Warrior (Cycle A Summer 2)</li> <li>Misty Mountain winding River/Misty Mountain Sierra (Cycle B Spring 2)</li> <li>Traders and Raiders (Cycle B Summer 1)</li> <li>Road Trip USA (Cycle B Spring 2)</li> <li>Allotment (Cycle A Summer 1)</li> <li>Investigating Our World (Cycle A Autumn 2)</li> </ul>	<ul> <li>Darwin's Delight (Cycle B Summer 1)</li> <li>Frozen Kingdom (Cycle A Autumn 2)</li> <li>Hola Mexico (Cycle B Spring 1)</li> <li>Our Changing World (Cycle B Autumn 2)</li> <li>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.</li> <li>Choose the best method of recording observations and measurement, including sketch maps, plans, graphs and digital technologies.</li> <li>Allotment (Cycle A Summer 1)</li> <li>Investigating Our World (Cycle A Autumn 2)</li> <li>Peasants, Princes and Pestilence (Cycle B Autumn 2)</li> </ul>	<ul> <li>Frozen Kingdom (Cycle A Autumn 2)</li> <li>Hola Mexico (Cycle B Spring 1)</li> <li>Our Changing World (Cycle B Autumn 2)</li> <li>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</li> <li>Describe and explain geographical processes observed including taking accurate measurement and representing these in text, graphs and spreadsheets</li> <li>Our Changing World (Cycle B Autumn 2)</li> </ul>
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Splendid	Predator! Use fieldwork to     Our Changing
Skies (Cycle	(Cycle B observe, measure and World (Cycle B
B Autumn 2)	Autumn 1) record the human and Autumn 2)
<ul> <li>Magnificent</li> </ul>	Tremors physical features in the
Monarchs	(Cycle B local area using a range
(Cycle B	Spring 1) of methods, including
Summer 2)	Urban sketch maps, plans and
Street	Pioneers graphs, and digital
Detectives	(Cycle A technologies.
(Cycle A	Summer 1) Skills:
Summer 1)	Tribal Tales     Propose
The Scented	(Cycle A geographical
Garden	Spring 1) questions,
(Cycle B	Misty collecting
Summer 1)	Mountain and
• Towers,	
Tunnels and	
Turrets	
(Cycle A	
Spring 2)	Sierra (Cycle answer
<ul> <li>Wriggle and</li> </ul>	B Spring 2) them.
Crawl(Cycle	Flow (Cycle A
B Autumn 1)	Spring 2)
• Our	Predator!
Wonderful	(Cycle B
World (Cycle	Autumn 1)
a Spring 1)	Tremors
School Days	(Cycle B
(Cycle A	Spring 1)
Spring 2)	Urban
-pring -y	Pioneers
	(Cycle A
	Summer 1)
	Tribal Tales
	(Cycle A
	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)	
		•	Peasants,	
			Princes and	
			Pestilence	
			(Cycle B	
			Autumn 2)	

## 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.