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| **Y1/Y2** | **Cycle A** | | |
| **Autumn 1** | **Spring 1** | **Summer 1** |
| **Y1/Y2** | **What is Cockfield like?**   |  | | --- | | (Focus - Local environment) | |  |  1. Where in the world are we? 2. Which way shall we go today? 3. What can we find in our school grounds? 4. What did we find? 5. What is our weather like today? 6. How could we improve our school grounds? 7. Can I make a map with a key?   ***Assessment – What is Cockfield like?***  **Focus:** focus local scale, personal geography, geography of school and its grounds, basic fieldwork and introduction to maps  **Key Vocabulary**  School, home, buildings, location, address, land, village, house, land use, town, city | **What is our country like?**  (Me and My UK – Local and National)   1. Where in the world are we? 2. What countries are in the United Kingdom? 3. What is special about the United Kingdom? 4. What is the weather like in the United Kingdom? 5. Where shall we go today? 6. What would I see on a journey North? 7. What do we know about the UK?   ***Assessment- What is our country like?***  **Focus:** UK countries, capitals and seas.  Map skills, photograph use, basic atlas introduction  **Key Vocabulary**  Earth, ocean, sea, coast, land, continent, island, United Kingdom, Wales, Ireland, Scotland, England, Northern Ireland, Capital city, London, Edinburgh, Cardiff, Belfast, Dublin. North Sea, Atlantic Ocean, The Channel, Irish Sea. Direction, North, South, East, West, forest, hill, river, weather, city, coast, country, capital. | **Why is my world wonderful?**  (Me and My World – National and International)   1. Can I name and locate the 7 continents and 5 oceans? 2. What are the key features of each continent? 3. What is a journey line? 4. What is Europe like? 5. Can I spot physical and human features in aerial photos? 6. Can I make a map with a key?   ***Assessment - Why is my world wonderful?***  **Focus:** continents, oceans, mountains, rivers.  Simple world maps and features.  **Key Vocabulary** continent, ocean, Europe, North America, South America, Africa, Europe, Asia, Antarctica, Australia, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean, Indian Ocean, compass, climate, equator, tropical, temperate, aerial, physical, journey, human, map, key |
| **Y1/Y2** | **Cycle B** | | |
| **Autumn 1** | **Spring 1** | **Summer 1** |
| **Y1/Y2** | **What can I find in my corner of the world?**  (Me and my corner of the world – Wider local area i.e. village)   1. What do we know about our corner of the world? 2. What can we see from the air? 3. What can we find in our local area? 4. How should we represent our findings? 5. What did we find out?   ***Assessment - What can I find in my corner of the world?***  **Focus:** Fieldwork and observational skills, basic maps, use and labelling of photographs, geographical language  **Key Vocabulary**  Near/far/left/right. Locality weather, plants, soil, village, house, office, shop, settlement | **What is it like in the hottest & coldest parts of the world?**  (Place comparisons global)  1. Where in the world?​  2.Where shall we go today?​  3.Why do polar bears and penguins never meet in the wild?​  4.Where is the equator and what are its features?​  5.What is life like in the hottest places in the world?​  6.Do we live in a hot or a cold place?​  7. What is the weather like on our school grounds?​  8.How can we present our findings?​  ***Assessment - What is it like in the hottest & coldest parts of the world?***  **Focus:** world maps, hot and cold places, equator, continents, Non-tourist small contrast area  **Key Vocabulary**  Earth, poles, Equator, continent, ocean, climate, weather, location, globe, physical feature, compass, North, South, East, West | **What might we see on holiday?**  (Place comparison, local study)  1.What might we find on holiday in the UK? ​  2. What can we find out about a mystery place from the air?​  3. What would a visitor find at Saltburn by the Sea?​  4. What human features would we see at Saltburn by the Sea?​  5. Destination Kenya – what will we see?​  6. On safari in the Masai Mara – what will we find?​  7. Saltburn or Safari – where shall we go?​  ***Assessment – Saltburn or Safari – where shall we go and why?***  **Focus:**   |  |  | | --- | --- | | comparison of the human and physical geography of two areas, use of aerial photographs, use of atlases   |  | | --- | |  | |   **Key Vocabulary** ocean, beach, sea​, cliff, hill​, vegetation, location, continent​, town, tide​, resort, safari, continent |

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| **Y3/Y4** | **Cycle A** | | |
| **Autumn 1** | **Spring 1** | **Summer 1** |
| **Y3/Y4** | **What can we discover about Europe?**  (European study)  1.Can I name and locate the countries of Europe?  2.Can I name and locate the main capital cities of Europe?  3. What are the main human and physical characteristics of some European countries?  4.Is the weather in a European country affected by its location?  5.Can we compare two European cities?  6. Research task – a European country  ***Assessment: What can we discover about Europe?***  **Focus:** Geography World Europe  **Key Vocabulary** key physical and human characteristics, countries, major cities, capital, weather, climate, location, equator | **Why does Italy shake and roar?**  (European Study)   1. Where in the world? 2. What is Italy like? 3. Is the boot the same all over? 4. Why does Italy shake and roar? 5. What happens when Vesuvius erupts? 6. Why does Italy shake? 7. How are the UK and Italy similar/ different?  |  | | --- | | ***Assessment: Why does Italy shake and roar?***  **Focus:** Bay of Naples region in Europe, physical and human characteristics, tectonics.  Compare to North East England.  **Key Vocabulary** Continent Europe  Country, region Italy  Population Coastline, bay  Peninsula Mountain range: Alps, Apennines  River, Po, Tiber  Tectonic – plate boundaries,  Volcano(es) –Vesuvius, Stromboli, eruption, magma, ash, gas, vent, cone, crater, lava flow  Earthquake – vibration, fault, plate boundary, epicentre, Richter scale, tremor, seismic, hazard | | **What happens when the land meets the Sea?**  (Coasts)  1.What happens when the land meets the sea?  2. What can we learn from different maps about the UK’s coastline?  3. What processes shape our UK coastline?  4.Should the coast be protected?  5.Investigating Seaham – What can we find at the Durham coast?  6.What did we find out at Seaham?  ***Assessment: What happens when the land meets the sea?***  **Focus:** coasts, coastline erosion, fieldwork  **Key Vocabulary**  Coast, coastline, coastal, beach, cliff, rock, sand, pebble, sediment, erosion, transport, deposition, landform, estuary, sea, ocean, river, wave, tide, river mouth, longshore drift, cliff, arch, stack, stump, swash, backwash, solution, attrition, abrasion, hydraulic action, groyne, gabion, sea wall, hard and soft engineering, port, harbour.  Fieldwork vocabulary – risk, data, sketch, analysis, evaluation, measure, observation, recording, environmental, survey. |

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| **Y3/Y4** | **Cycle B** | | |
| **Autumn 1** | **Spring 1** | **Summer 1** |
| **Y3/Y4** | **Is the UK the same everywhere?**  (Physical Geography)  1.What can we spot on a satellite image of the UK?  2. Where are the UK’s hills, mountains and rivers?  3. What are the major UK landmarks and where will I find them?  4. What would we see if we sailed around the edge of the UK?  5. Why have I got a County in my address?  6. What’s the weather like near you?  7.Why is our weather in the UK changing?  8. What have we learned about the United Kingdom?  ***Assessment: What have we learned about the United Kingdom?***  **Focus**: Physical geography - hills, coasts, rivers.  **Key Vocabulary** United Kingdom, capital. Country, county, region.  Landscape, relief, landmark.  Physical – rivers, mountains, hill climate, weather, vegetation. Climate change. Coastline, granite, pebble, sandy, chalk, river, lake, peninsula.  Satellite image, symbol, grid reference, 4 figure grid references. | **Why do we have cities?**  (UK focus)  1.Where do people live in the UK today?​  2. Are all cities in the UK the same?​  3. What can we find in UK cities?​  4. How have our cities changed over the years?​  5. What is changing in cities around the world?  ***Assessment:*** ***What have we learnt about cities?***  **Focus:**  UK towns, cities and countries.  Focus: countries, counties, land use, settlement, contrasting cities  **Key Vocabulary**  Settlement, city, factory, office, shop, function, urban, rural, land use, environment, environmental, human, physical  Country, county, population, inhabitant. Shopping centre, market  Satellite image, OS map, symbol, key. | **Why is the North East special?**  (Regional study, rivers, economy)  1. What do we know about the North East?​  2.What are some of the main human and physical features of the North East? ​  3.What does the North East look like on a map?​  4.What is made in the North East of England?​  5.Where do the rivers of the North East start and finish? ​  6.What do we see on a river’s journey to the sea? ​  7.What can we find out at our local river? ​  8.Why is the North East special?  ***Assessment : Why is the North East special?***  **Focus:** Fieldwork, water cycle, rivers- their formation and impact.  **Key Vocabulary:** County, region, hills.  River, stream, tributary, source, mouth, flood, estuary, current, erosion, flow, deposition.  Energy, power, transport, employment, resources |

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| **Y5/6** | **Cycle A** | | |
| **Autumn 1** | **Spring 1** | **Summer 1** |
| **Y5/Y6** | **What shapes my world?**  (Processes and key features shaping places and human experiences)   1. What makes the World the way it is? 2. How do tectonic plates shape the earth? 3. What are biomes? 4. Where are our resources located? 5. How is population distributed around the world? 6. Which are the richest and poorest countries and where are they located?   ***Assessment: What shapes my world?***  **Focus:** Processes and key features shaping places and human experiences  Focus: weather, water, tectonics, biomes and climate zones  **Key vocabulary**  Biome, tectonic plate, resources, climate zones, weather, weathering, drought, population, trade | **Where could we go? Fantastic Journeys**  (Key countries & features of the world)   1. What is that? Where might it be? 2. How do we find our way around the planet? 3. Can we locate our fantastic places like geographers? 4. What time is it where you are? 5. What do some of our fantastic places have in common? 6. Which Fantastic Place should UNESCO put top of the list?   ***Assessment: Convince me: Which Fantastic Place should UNESCO put top of the list***  **Focus**: key countries and features of the world. Regions, tropics, hemispheres, tropics, time zones Longitude/Latitude.  **Key vocabulary** Longitude, Latitude, Meridian, Tropics, characteristics, Time zone, Biome, vegetation, climate, habitat, UNESCO | **Where has my food come from?**  (Origins of Food)  1. Where do we think our food comes from?  2. What is in the food cupboard and how far has it come?  3. Where does the UK get food from?  4. What do farms do?  5. How does our food get from farms to our plates?  6. Does it matter if food is wasted?  ***Assessment: Where has my food come from? Describe the journey of your favourite meal to your plate***  **Focus:** trade links, natural resources, fieldwork, thematic maps, industry, farming, employment  **Key vocabulary**  Land use, farm, trade, resources, transport, UK, import, dairy, cereal, livestock, import, producer |

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| **Y5/6** | **Cycle B** | | |
| **Autumn 1** | **Spring 1** | **Summer 1** |
| **Y5/Y6** | **Fantastic Forests – why are they so important?**  (World, biomes, vegetation, land use)  1.Can you find the connection and find the location?​  2.Where are the world’s great forests?​  3.What forests and woodland do we have in the U.K?​  4.What can we find in our local forest/woodland?​  5.What do forests do?​  6.Why is the Amazon Rainforest so important?​  7.Why are forests in danger?​  8.How can we protect our forests in the U.K?  ***Assessment: Fantastic Forests – why are they so important?***  **Focus:**  world maps of different types, biomes and different types of forests, rainforests with case study of South America. Local fieldwork opportunity in local woodlands, data collection and presentation tasks.  **Key vocabulary**  Vegetation, forest, woodland, biome, farming, natural resources, equator, tropics, continent, hemisphere.  Deforestation, deciduous, coniferous, temperate, boreal, tropical, plantation. | **What are the key human geographical features of our local area?**  (Local study)  1. What shall we investigate and why?​  2. How will we do it? - what data will be needed, how & where will we collect it​  3.Can we plan our fieldwork?​  4.How will we record?​  5.What can we find out in the field?​  6.How will we present our findings?​  7.Can we evaluate our work?  ***Assessment: What did we find out? Presentation***  **Focus:** Fieldwork study  **Key Vocabulary** Settlement, housing, land use, site, human features, services, physical features, primary data, secondary data, change, factory, mine, distribution, rural, urban, employment | **Destination Sao Paulo What do places have in common?**  (Regional UK/ S. America)  1. Where in the world is a place like this?​  2.What are the main human and physical characteristics of Brazil?​  3.A tale of two cities Durham and São Paulo​  4.What do geographers use to find out about places?​  5.Enquiry - Durham and São Paulo​  6.How are the regions similar and different? 7.Can we compare 3 aspects of these cities  ***Assessment: Can we compare 3 aspects of these cities***  **Focus:**  Human and physical features, village/cities/lifestyle. Comparative writing focus.  **Key Vocabulary**  Biomes, climate, zones, the equator, tropics, hemispheres, longitude and latitude, sub/tropical, terrain, import, export, leisure, inches (rainfall), kilometre, resources (natural), rainforest, urban/isation, population, pollution, flora/fauna, vegetation, networks, minerals, energy. |