

| Term/ | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------|------------|--------------------|--------------------|-----------------------|--------------------|----------------------|-----------------|
| Year | | | | | | | |
| Autumn | Ourselves | Unity in the | NESW | Journey to Greece | Lightning Speed | Mission Control | Bright Ideas |
| 1 | | Community | | | | Earth & Beyond | |
| | | | Geographical | Locational Knowledge: | use maps, atlases, | | Locational |
| | | Geographical | Skills and | Locate the world's | globes and | Locate the world's | Knowledge: |
| | | Skills and | Locational | countries, using maps | digital/computer | countries, using | name and locate |
| | | Locational | Geography: | to focus on Europe. | mapping to locate | maps. To identify | counties and |
| | | Geography: | Study of Widnes | Compare Greece's key | countries and | the position and | cities of the |
| | | Study of the local | and compare it to | characteristics to | describe features | significance of | United Kingdom. |
| | | area; Widnes. | other places. | Widnes. | studied | latitude, longitude, | Identify human |
| | | Describe Widnes | Identify countries | | | Equator, Northern | and physical |
| | | using key | and capital cities | | | Hemisphere, | characteristics |
| | | vocabulary. | on a UK map. | | | Southern | and land-use |
| | | Identify where | Draw a map of | | | Hemisphere, the | patterns. |
| | | Widnes is. | the school | | | Tropics of Cancer | |
| | | | grounds. | | | and Capricorn. | |
| Autumn | Little Red | The Beatles | Remember, | Three Giant Steps | Visit the | WW2 | Survivor |
| 2 | Riding | | remember | (Dover, France and | Mediterranean | | |
| | Hood/ | | | Canada) | | | Map skills and |
| | The | | | | Locational | | Fieldwork: |
| | Nativity | | | Place Knowledge: | Knowledge: | | use maps, |
| | | | | understand | Locate the world's | | atlases, globes |
| | | | | geographical | countries, using | | to locate |
| | | | | similarities and | maps to focus on | | countries and |
| | | | | differences through | Europe. | | describe |
| | | | | the study of human | Concentrating on | | features. Use |



| | | | | and physical geography of a region of the United Kingdom (Dover), a region in a European country (France), and a region within North or South America (Canada). | their environmental regions, key physical and human characteristics, countries, and major cities | | the eight points of a compass, four and six- figure grid references, symbols and keys from OS maps to build their knowledge. |
|----------|-----------------|---|--------|--|---|--|---|
| Spring 1 | Rainbow Fish | Building bridges Locational Knowledge: 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. | Africa | Victorians (to cover Spring 1 and 2) | The Romans | In Your Element Earth, Air, Fire, Water Locational Knowledge: name and locate counties and cities of the UK, geographical regions and identify human and physical characteristics, key topographical features, and land- use patterns. Recognise how they | South/Central America (Spring 1 & 2) Locational and Place Knowledge: identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and |



| | | | | | have changed over time. | Capricorn. Identify the key physical and human characteristics, countries, and major cities of South America. |
|----------|------------------|--------------------|-------------------|--------------------|----------------------------|--|
| Spring 2 | Whatever Next | Rainforest | Africa | All about Asia | | |
| | | Human and | Place knowledge: | Describe and | | |
| | | Physical | | understand key | | |
| | | Geography: | Understand | aspects of: 🛛 | | |
| | | Identify the | geographical | physical | | |
| | | location of hot | similarities and | geography, | | |
| | | and cold areas of | differences | including: climate | | |
| | | the world in | through studying | zones, biomes and | | |
| | | relation to the | the human and | vegetation belts, | | |
| | | Equator and the | physical | rivers, mountains, | | |
| | | North and South | geography of a | volcanoes and | | |
| | | Poles. Study the | small area of the | earthquakes, and | | |
| | | climate and | United Kingdom, | the water cycle. | | |
| | | characteristics of | and of a small | | | |
| | | 'The Rainforest'. | area in a | | | |
| | | | contrasting non- | | | |
| | | | European | | | |



| Summer 1 | The Naughty Bus | Arctic Human and Physical Geography: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Study the climate and characteristics of 'The Arctic'. | country. Maasai Mara and Widnes. I do like to be beside the seaside Human and physical geography: Identify key characteristics of a seaside town: Llandudno. Use geographical vocabulary to describe its physical and human features. | The Stone Age | The Saxon King | The Egyptians | Vikings |
|-------------|----------------------------|--|---|---|--|--|---|
| Summer 2 | Travels with Barnaby | Royal Patrons (The Queen) | The Great Fire of London | Rainforests of SE Asia Human and Physical Geography: Describe and understand key aspects of: physical geography, including: | Arctic and Antarctic Locational Knowledge: Identify the position and significance of | North America Place Knowledge: understand geographical similarities and differences through the study of human | Global Warning Recognise the world's 3 climate zone: temperate, tropical and polar. Recognise |



| climate zones, biomes and vegetation belts, rivers, mountains, | Arctic and Antarctic Circle and describe the location and | and physical geography of a region of the United Kingdom and North | features that can affect a countries climate. Linked |
|--|--|---|---|
| | physical features. | America. | to global warming. |