

To learn the four seasons and key features of each one.
 To identify and locate physical features of the UK and a non-European country.
 To use information books/ internet
 To use vocabulary bigger/smaller to compare objects and places.
 To begin to draw own maps and use own symbols
 To investigate their surroundings.

-To design a map, referring to key human features.

4. Children will identify the four points of a **compass** and find out how we can use them to **navigate** around a map. They will describe how a variety of safari animals can get from one place to another and use **grids** on a map to travel a given number of places in different **directions**.
 5. Children will use photos to identify some different land features of Kenya, such as **savannahs, valleys, mountains and beaches**, and describe their features. They will compare large cities and small villages. They will use appropriate vocabulary to describe the different landscapes of Kenya.
 6. Children will find out that there are many different groups of people who live in Kenya. They will compare people who live in large **cities** with those who live in more rural areas. They will also find out about the **Maasai** tribe and start to consider the differences between Maasai life and like in the UK.
 7. Children will use photos and their prior knowledge to identify ways in which Kenya is similar to or different from

My World and Me

Y1 To explore different types of weather in the UK.
 To learn the four seasons and key features of each one.
 To identify and locate physical features of the UK and a non-European country.
 To use information books/ internet
 To use vocabulary bigger/smaller to compare objects and places.
 To begin to draw own maps and use own symbols
 To investigate their surroundings.
Y1/2 -To explore different kinds of weather and know the key features of each season.
 To locate and identify physical and human features of countries and cities around the world.

-To find out where the UK, the equator and the poles are on a world map
 -To compare the land features and climate of the UK and Ecuador.
 -To compare the capital cities of the UK and Ecuador.
 - To find out where different animals live in the world.
 - To identify physical and human features in aerial photos.
 - To create a map with a key.

1.Children will identify the seven **continents** and five oceans of the world on a world map. They will locate the UK on a world map and find out about the **equator** and the **poles**. They will start to identify that countries near the equator are hot countries and those by the poles are cold countries.
 2. Children will use a world map to identify the location of the UK and Ecuador. They will use photos to help them identify a variety of physical features and compare examples of these features in **Ecuador** and the UK.
 3. Children will identify **Quito** as the capital of Ecuador and **London** as the capital of the UK. They will explore ways in which the two cities and similar to and different from each other in terms of **buildings, jobs, schools, food** and more.
 4. Children will recap where the equator and poles are on a **globe** and world **map**. They will explore a variety of **wild animals** and identify where in the world they live and whether they are found in a hot or a cold climate.

-To locate and identify key features of beaches and coastlines.
 -To begin to draw own maps and symbols.
 To investigate their surroundings.
 -To use compass skills to navigate around a map.

5. Children will identify a variety of geographical features, such as **cliffs, valleys, mountains, rivers and lakes**. They will use aerial photos of different cities around the world to identify geographical features and **landmarks**.
 6. Children will recap the features of maps and identify the importance of using a **key**. They are then challenged to create a map of their own to show their **journey** to school or to show a given journey (Fieldwork).

Paris Today

Y2 To explore different types of weather in the UK and around the world.
 To learn the four seasons and key features of each one.
 To locate hot and cold area of the world.
 To identify, locate and compare the physical features of UK and a non-European country.
 To compare the physical and human features of settlements around the world.
 To use information books/ internet
 To begin to draw own maps and use own symbols.

-To locate countries of the world using atlases and maps.
 -Use digital mapping to locate Paris, its surrounding countries, and oceans.
 -To explore the physical and human features of Paris.
 -To compare the human and physical features two cities in Europe.
 - To spatially map two cities.
 -To begin to understand scale.
 -To begin to understand more complex keys.

1. Ask children what they know about **Paris**. Do they know what **continent/country** it is in? Find it on a map and look at the surrounding countries and **oceans**.
2. Children discuss what remember about Paris. Show children pictures of the main **attractions** in Paris. Children find them on a **digital map** using the **search bar, zoom** in and look at **'street view'**.
3. Children locate Paris and London on a map and compare **physical and human geography** of both cities.
4. Focus more on the famous **landmarks** in Paris. Children create a fact file focusing on the key attractions (**Eiffel Tower, The Louvre...**)
5. Children to explore the **culture** of Paris and look at Paris in the news.
6. Children to demonstrate their knowledge and life in Paris. Quiz with key vocabulary focus.

Exploring Madagascar

Year 3/4

Y2 To explore different types of weather in the UK and around the world.
 To learn the four seasons and key features of each one.
 To locate hot and cold area of the world.
 To identify, locate and compare the physical features of UK and a non-European country.
 To compare the physical and human features of settlements around the world.
 To use information books/ internet
 To begin to draw own maps and use own symbols.

Y3 To locate countries of the world using atlases and maps and locate major capital cities.
 The discuss and explore extreme weather and explore the features of a volcano, compare area to a non-volcanic area.
 To follow and give 4 compass point directions.
 To use letters and co-ordinates to locate human and physical landmarks.
 To use information books, maps globes and the internet.
 To work out simple distances.
 To begin to understand scale.
 To begin to understand more complex keys.
 To present information using charts and graphs.

-To identify the **equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.**
 -To understand the geographical similarities and differences of the UK and a non-European country.
 -To describe and understand the key physical geography of Madagascar including beaches, mountains and waterfalls.
 - To describe and understand the key human geography of Madagascar and learn about its natural resources.
 -To follow and give 4 compass point directions.
 -To begin to use 8 compass points.
 -To use letters and co-ordinates to locate human and physical landmarks.

1. Children will be shown a series of photos of **Madagascar** and are challenged to describe what they can see to identify clues to see if they can work out which country they will be studying in the coming lessons.
2. Children will identify the UK and Madagascar on a world map. They will become more familiar with the **eight points of a compass** and use these to navigate around a world map.
3. Children will look at some specific landscape features in Madagascar, including **beaches, mountains and waterfalls**. They will describe these **landscapes** and have the option of comparing these to landscapes in the UK.
4. Children will look at a world map and think about where Madagascar is in relation to the **equator** and the **Tropic of Capricorn**. They will learn that Madagascar has two **seasons** and they will **explore** how the landscape affects the weather across the country.
5. Children will identify some of the animals that are only found on Madagascar thanks to the fact that it is an **island**. They will use a series of clues to identify a particular animal, and think about how they can group and compare Madagascan animals. They will also look at three different **extinct** animals.
6. Children will be given some information about some of the human features of some different Madagascan cities. They will then use four-figure grid references to locate towns and cities on a map of Madagascar, as well as using compass points to navigate around a map.
7. Children will learn about Madagascar's **imported and exported resources**. They can also compare Madagascar's **natural resources** to the UK's by looking at maps of the two countries

Year 4

Spain and Catalonia

Y3 To locate countries of the world using atlases and maps and locate major capital cities.
 The discuss and explore extreme weather and explore the features of a volcano, compare area to a non-volcanic area.

-Locate and compare the UK and Spain.
 -Explore Spain's surrounding countries, seas and islands and create own maps.

1. children will share what they already know about the UK and **Spain**. As a class, children will look at a range of pictures of Spain and discuss what this tells them about the country, including how similar or different it is to the UK.

To follow and give 4 compass point directions.
 To use letters and co-ordinates to locate human and physical landmarks.
 To use information books, maps globes and the internet.
 To work out simple distances.
 To begin to understand scale.
 To begin to understand more complex keys.
 To present information using charts and graphs
Y3/4 The explore mountain ranges, rivers, and major landmarks of a city (India).
 To explore and discuss how humans use rivers
 To find out about desert formation, how deserts are used by people and the effects of desertification.
 To explore physical features of an Island (Republic of Madagascar) including its natural resources.

-Find out about the human and physical features of Spain, including coastline, mountains and rivers.
 -Learn about Spanish culture and present findings.
 - Describe and map the 3 different climate zones on a map of Spain.
 - In this lesson, children will understand the terms ‘tourist’ and ‘tourism’. They will begin to discuss the advantages and disadvantages tourism can bring to a country
 -To introduce and begin to use 8 compass points.
 -To use letters and co-ordinates to locate human and physical landmarks.
 -To accurately measure distances.
 -To use scales to estimate distances.
 -To begin to create own complex keys.
 -To begin to use 4 figure references.

2. Children begin by finding Spain on a world map. They then look in more detail at the country, the **bordering countries, seas and oceans**, as well as the **island groups** that are part of Spain. Children record what they have learnt on their own maps of Spain.
 3. Children will recap on their knowledge of Spain so far, before finding out more about the physical geography of the country, including its **coastlines, rivers and mountainous regions**.
 4. Children will find out about the human geography of Spain. In groups, they will research and prepare a short presentation for the rest of the class on different aspects of **Spanish culture**; food, festivals, music and dance, famous buildings and **Madrid**.
 5. Children will find out more about the autonomous community of **Catalonia**, and how some **Catalans** want **independence** from the rest of Spain.
 6. Children will learn about the three main **climate zones** of Spain and map them on their own map.
 7. In this lesson, children will understand the terms ‘**tourist**’ and ‘**tourism**’. They will begin to discuss the advantages and disadvantages tourism can bring to a country

Investigating Rivers

Y3/4 The explore mountain ranges, rivers, and major landmarks of a city (India).
 To explore and discuss how humans use rivers
 To find out about desert formation, how deserts are used by people and the effects of desertification.
 To explore physical features of an Island (Republic of Madagascar) including its natural resources.
Y4 The explore the physical features different climate zones and their links to food production.
 To explore layers of vegetation in a rainforest and find out why they are under threat.

-To understand and explain the water cycle.
 To locate and investigate major rivers and learn about the journey of water and the rivers key features.
 - To find out the causes of river pollution and the effect on the environment.
 -Use satellite images, ariel images, photos, OS maps and geographical sources.
 -Collect, record, and analyse – comparing locations using photos and maps.
 -To begin to use 6 figure references.
 -To use digital maps and measuring tools.

1. Children will explore what the **water cycle** is and why it is important. They will learn to describe each process of the water cycle using appropriate vocabulary.
 2. Children will learn how rivers are formed by explaining the processes of **erosion** and **deposition**. They will then find out about the journey of a river from source to mouth, and learn about the features of rivers, including **deltas, tributaries** and **meanders**.
 3. Children will find out about some of the human uses for rivers under the headings of water, **transport, habitat, energy, farming and leisure**.
 4. Children will explore some of the causes of **river pollution** and the effects this has on the **environment**. They will find out about some of the most polluted rivers in the world, as well as thinking about river pollution closer to home.

To describe and understand key aspects of human geography, including food production.
 . To introduce and begin to use 8 compass points.
 To begin to use 4 figure references.

-To draw to scale from given measurements.
 -To draw a map from a description.
 -To measure straight line distances on a plan. To find key places on different scale maps.

5. Children will ask questions they would like to find the answer to about the **River Nile**. They will consider different ways in which they could find the answers to their questions and present their findings.
 6. Children will find out how to generate a main question as the focus for a geographical enquiry. Children will then choose their own focus for an enquiry and use a variety of sources of information to carry out research.

Water world

Y3/4 The explore mountain ranges, rivers, and major landmarks of a city (India).
 To explore and discuss how humans use rivers
 To find out about dessert formation, how deserts are used by people and the effects of desertification.
 To explore physical features of an Island (Republic of Madagascar) including its natural resources.
Y4 The explore the physical features different climate zones and their links to food production.
 To explore layers of vegetation in a rainforest and find out why they are under threat.
 To describe and understand key aspects of human geography, including food production.
 . To introduce and begin to use 8 compass points.
 To begin to use 4 figure references.

- To locate countries and rivers across the world and locate major rivers.
 -To understand and explain the water cycle and compare water usage in the UK and Kenya.
 To explore the physical features of rivers and the impact humans have on them.
 - To understand the idea of a sustainable future and look at the role water can play in this.
 To introduce and begin to use 8 compass points.
 To use letters and co-ordinates to locate human and physical landmarks.
 -To spatially match places. To map boundaries on maps.
 -Use satellite images, ariel images, photos, OS maps and geographical sources.
 -Collect, record, and analyse – comparing locations using photos and maps.
 -To begin to use 6 figure references.

1. Children will identify different water bodies and the differences between them, such as **oceans, rivers, bays, gulfs and glaciers**.
 2. Children will find out how the **water cycle** and its various processes work. They will use specific vocabulary to describe the how the water cycle works.
 3. Children will consider all the ways in which **households** in the UK use water. They will think about how much water they use on a daily and weekly basis and consider **water conservation**.
 4. Children will find out about **water-scarce countries**, using **Kenya** as an example. They will compare pie charts showing water usage in Kenya and the UK.
 5. Children will start to understand the idea of a **sustainable future** and look at the role water can play in this. They will find out about **hydroelectricity** and how water can be harnessed to produce power.
 6. Children will identify bodies of water in their local area. They will plan and arrange a field trip to one of these bodies and find out about the biological, chemical, physical and geographical tests they can undertake, considering what they can learn from each test (fieldwork).

Y5 The identify areas of extreme temperature and learn about the impact volcanoes, earthquakes, and tsunamis.
 To locate major rivers and understand and explain the water cycle.
 To locate and identify the physical and human features of North America.
 To introduce and begin to use 8-point compass points.
 To begin to use 6 figure grid references.
 To use more complex keys and maps.

-To use digital maps and measuring tools.

Natural Resources

Y5 The identify areas of extreme temperature and learn about the impact volcanoes, earthquakes and tsunamis.
 To locate major rivers and understand and explain the water cycle.
 To locate and identify the physical and human features of North America.
 To introduce and begin to use 8-point compass points.
 To begin to use 6 figure grid references.
 To use more complex keys and maps.
Y5/6 To understand and explain the water and explore the physical features of rivers.
 Explore human and physical features of the UK and compare to countries around the world.
 To explore the human impact on China’s physical geography.
 To learn about China’s economic growth, tourism, and culture.
 Learn how water is used for power.

-To identify Britain’s natural resources and how they are used to produce energy.
 - To know where and how steel and glass is produced.
 - To understand how renewable energy contributes to a sustainable future.
 To look at the impact of steel and wood production.
 - Use satellite images, ariel images, photos, OS maps and geographical sources.
 - Collect, record, and analyse – comparing locations using photos and maps.
 -to report key facts using

1. Children will identify land as being an important **natural resource** in the UK. They will consider the many ways land is used, how it has changed and the factors limiting the ways in which it can be used.
2. Children will explore how **fossil fuels** are produced and how they can be used to produce electricity. They will explore how this power is distributed across the UK via the **National Grid**
3. Children will identify some alternative sources of **energy production** to coal and gas, including a range of **clean, renewables such as wind, solar and hydroelectric**.
4. Children will find out about some of the major **wood-producing** countries around the world and consider why Britain imports so many wood products from other countries.
5. Children will understand the process of how **steel** is produced. They will find out about uses of steel and how it is used and **traded** around the world.
6. Children will find out how **glass** and **concrete** is produced and identify the natural resources used in their production.
7. Children will categorise some of the ways in which **natural resources** are used in the home. They will explain how different objects and materials came to be in their home, such as glass shower screens or wooden furniture, describing in detail where it is likely they came from and how they were **produced**.

