



Geography

Unit Overviews

EYFS

Autumn	Spring	Summer
<u>Understanding the world:</u> • Who is in my family? • Where do I live? • What does my house look like? • Harvest Festival • My School	<u>Understanding the world:</u> • London Landmarks • Animals, habitats and homes • My Village • Cities and Towns	<u>Understanding the world:</u> • Europe • Local seas surrounding the UK

Key Stage 1

(Years 1 and 2)

Big Question Link: Do you remember?

Unit grid: Geography: Where do I live?

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	• 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. • Use simple compass directions and locational and directional language to describe the location of features and routes on a map. • 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 • use basic geographical vocabulary to refer to: • key human features, including: village, farm, house, office, and shop	1	Give and follow directions and/or instructions to create a route in the classroom. Use symbols to record the route. Use Maggie	Treasure map
		2	Take a walk around our school! Occasionally Maggie might be a little naughty and might run in the corridor, skip around the hall or knock on HT’s door and run away! Devise a route for Maggie	
		3	Maggie sets questions which are hidden in the outdoor learning area – go and find them. Now can we use the knowledge of our school to answer the questions? Where in the school would the answers be?	
Key Vocabulary		4	Look at maps and aerial photographs of the local area. Notice features. Answer questions. Begin to use simple grid references	
Map West Aerial Route Symbol Plan North Grid South reference East		5	Go on a walk in the local area – link to maps and symbols. Plan the route and then walk it with Maggie	
		6	Create a treasure map using symbols and grid references based on the local area	
Biq Question Link		Vision and Values Link		
Do you remember the route you use to get to school?		Give back to the community – understand more about the local community and the context of where our school is		

Big Question Link: Where shall we go?

Unit grid: Geography: UK cities

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes	
ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. KS1 – Where do I live?	- use basic geographical vocabulary to refer to: - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - name, locate and identify capital cities of the United Kingdom - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	1	City, town, village – what is the difference? Can we name some examples of each? Which have you been to? Identify some on a map.	Class book	
Key Vocabulary		2	Toppesfield - is it a village, town or city? How do you know? Recap learning from previous term’s unit.		
		3	Local towns – which local towns do we need? Find out about some local towns. Use maps/aerial photographs to support. How are they the same/different to our village?		
		4	Colchester and Chelmsford – these are our two nearest cities. Learn a little about them. Which have the children been to? What do they know about them? Look at maps/aerial photographs. How are they the same/different to villages and towns?		
Map City Aerial Town Symbol Village UK Capital England Wales Scotland Northern Landmark Ireland		5	London – identify London as the capital city of England. What does this mean? Who has been to London? What do we know about London? Look at key landmarks and locate them on a map.		
		6	Identify the capital cities of the other countries of the UK and find out a bit about them.		
		7	Create an information page for a class book about a village, city or town in the UK using what we have learnt		
Biq Question Link		Vision and Values Link			
If you could go anywhere in the UK, where would you go and why?		Give back to the community – understand there are many different communities in the UK			

Big Question Link: What is home?

Unit grid: Geography: Continent and oceans

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. KS1 – Where do I live? KS1 – UK cities	- name and locate the world's 7 continents and 5 oceans - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	1	Recap prior learning about the UK – countries and capital cities	Maps of continents and oceans
		2	Using maps, identify the seas and oceans surrounding the UK	
		3	Which continent is the UK in? Look at the geography of Europe and identify some countries within Europe that the children have been to/heard of. (Ensure France is identified in preparation for Key Stage 2)	
		4	Use maps and other resources to identify the 7 continents. What is the same and different?	
		5	Use maps and globes to identify the 5 oceans. Which continents do the border?	
		6	Create/annotate maps showing the 7 continents and 5 oceans	
Key Vocabulary				
UK Australia Continent Antarctica Europe Pacific Africa Arctic Asia Indian North Atlantic America Southern South Ocean America				
Big Question Link		Vision and Values Link		
Where is your home in the world?		Acceptance – people around the world have different culturesa		

Big Question Link: How has life changed?

Unit grid: Geography- UK Geography

Year A/Year B

Autumn/ Spring/ Summer

Prior Learning Links		Key NC Objectives		Session overviews		Unit Outcomes	
ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Y2 – Where do I live? Y2 – UK cities Y2 – Continents and Oceans		Locational knowledge: - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea - Place knowledge: - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography: - Use basic geographical vocabulary to refer to: - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - Geographical skills and fieldwork - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - 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		1	What is the United Kingdom? Children to name the four countries of the UK, children need to be able to locate the UK on a world map and recognise the flags of the four countries.		- Children to create a labelled map showing the four countries of the UK - Children complete a map with countries and capital cities labelled. - Children classify geographical features as human or physical. - Children to produce a simple England information poster
				2	The countries and capital cities of the UK Children to identify the capital city of each UK country, matching each city to its country. Children to learn key facts about each capital city.		
				3	Human and Physical Features Children to recognise human and physical geographical features. Children to be able to identify human and physical features linked to the four UK countries and sort them into groups.		
4	Exploring England Children to learn about geographical features of England. Children to locate England on a map and identify landmarks and physical features in England.						
6	Our Local Area Children to go on a walk around our village to find physical features and key features						
6	Toppesfield VS London Children to compare their local village to London. Create an information booklet on their local village VS their capital city.						
Key Vocabulary:							
Country	Label						
Island	Human						
Sea	feature						
Map	Physical						
United	features						
Kingdom	Mountain						
London	s						
Edinburg	Rivers						
h	Coasts						
Cardiff	Hill						
Belfast	Building						
Flag	Road						
Capital	Bridge						
city	City						
Locate	Population						
Big Question Link				Vision and Values Link			
How is life different in different areas?				Community – understanding that there are different types of communities			

Big Question Link: Who can help me?

Unit grid: Geography- Where did Florence Nightingale come from?

Year A/**Year B**

Autumn/**Spring**/ Summer

Prior Learning Links		Key NC Objectives	Session overviews		Unit Outcomes
ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Y2 – Where do I live? UK cities, Continents and oceans		Locational knowledge - Name and locate the world’s seven continents Place knowledge - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - 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 - 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 - 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.	1	Where in the world did Florence Nightingale come from? To locate her birthplace on a world map. Children to find Europe on a map, then locate Italy and finally locate Florence as a city in Italy.	- Children to label Italy and Florence on a world map. - Children to produce a postcard describing Florence - Children to identify similarities and differences between their local area and Florence Italy.
Key Vocabulary			2	What is Florence Like? Children to explore the geographical features of Florence. Children to describe what Florence looks like and identify both human and physical features of Florence.	
World Map Globe Europe Italy Country City Florence River Hill	Building Bridge Human features Physical features Compare Similar Difference Climate Transport		3	Toppesfield to Florence How can we get to visit Florence in Italy? Children to explore the ways to travel to Florence	
			4	How is Florence Different from Where We Live? Children to compare their local area with Florence in Italy.	
			5	Why was Florence Nightingale named Florence? Children to understand the connection between people and places, create a timeline of Florence’s life. Understand why people move between different countries.	
			6	Where did Florence Nightingale come from? Children to review their learning by creating a poster, booklet or presentation	
Big Question Link			Vision and Values Link		
Can you identify places where you would find people who could help you on a map? E.g. hospital, police station, fire station etc.			Acceptance – to understand and acceptance there are differences between people and communities in different areas of the world		

Big Question Link: Are we there yet?

Unit grid: Geography- Coastal Towns

Year A/**Year B**

Autumn/ Spring/ **Summer**

Prior Learning Links		Key NC Objectives	Session overviews		Unit Outcomes
ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Y2 – Where do I live? UK cities, Continents and oceans		Locational knowledge - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Human and physical geography - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, sea, ocean, - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - 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 - 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	1	Explore what a seaside is, look at photographs, discuss features, and learn key vocabulary such as beach, coast, holiday, resort. They also locate UK seaside resorts using maps. Match photographs of seaside features with their names and locate resorts on a blank UK map	Maps Collages Annotated pictures Graph Information poster
Key Vocabulary			2	Learn that physical features are natural and not made by people. They explore examples such as beaches, cliffs, sand dunes, rockpools, and bays. Create collages of seaside physical features using materials and labelled images.	
Seaside	Resort		3	Learn that human features are built by people. They explore examples such as piers, harbours, promenades, lighthouses, fairgrounds, and caravan sites. Sort picture cards into natural and human features, then label and describe a chosen human feature	
Human	Coast		4	Explore land and water activities at the seaside, learn new vocabulary (e.g., fairground, surfing, fishing), and discuss why people enjoy the seaside. Conduct a class survey of seaside activities, record results in a tally chart, and create a bar graph or pictogram	
Physical	Town		5	Learn compass points, practise following directions, and explore how maps help us navigate places like seaside towns. Complete direction challenges on a map, then design their own seaside resort and write directions for a partner.	
Feature	Beach		6	Learn about beach dangers, lifeguards, safety flags, and how to stay safe in the sun and water. Design a seaside safety poster including rules, illustrations, and safety messages.	
Pier	Cliff				
Harbour	Sand dune				
Promenade	Rockpool				
Lighthouse	Bay				
Fairground	Surfing				
Caravan site	Fishing				
North	Arcades				
South	Lifeguard				
East	Safety Flag				
West					
Big Question Link			Vision and Values Link		
Where is our nearest coastal town? How long would it take to get there?			Giving back to the community – how can we preserve our coast line and beaches?		

Lower Key Stage 2

(Years 3 and 4)

Big Question: What does it mean to be human?

Unit grid: Geography – Modern Europe

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
KS1 Geography - name and locate the world’s seven continents and five oceans - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	- locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - describe and understand key aspects of physical geography, including: climate zones, rivers and mountains - describe and understand key aspects of human geography, including trade links and the distribution of natural resources	1	My Europe: Take to the rails! Create a class word cloud to share our existing knowledge and understanding about Europe. Identify and locate countries and bodies of water in Europe by helping to make a class jigsaw map. Use the internet to find out facts about some European countries.	Class jigsaw map of Europe
Key Vocabulary Europe / European, Human/Physical Features, Cities, Landmarks, Capital, River, Mountain range, Specialty, Souvenirs, Highest Peak, Climate zones, Population, Refugee, Migrant, Locality Countries: Iceland, United Kingdom of Great Britain and Northern Ireland Spain, Portugal, France, Andorra & Monaco, Belgium, Luxembourg, The Netherlands, Germany, Switzerland & Liechtenstein, Austria, Italy (Vatican City & San Marino), Czechia (previously Czech Republic), Poland, Slovakia, Hungary, Slovenia, Croatia, Bosnia & Herzegovina, Montenegro, Albania, Greece, North Macedonia, Serbia, Kosovo (partially recognised country), Bulgaria, Turkey (European part), Romania, Moldova, Ukraine, Belarus, Lithuania, Kaliningrad Oblast (part of Russia), Latvia, Estonia, Russia (European part), Finland, Sweden, Norway, Denmark, Armenia, Azerbaijan, Georgia, Ireland		2	River deep, mountain high Use the internet and other information sources to research the mountain ranges and rivers of Europe. Describe and locate European mountains and rivers. Create a Snakes and Ladders-style game to represent and apply learning.	Snakes and Ladders-style game to show European mountains and rivers
		3	Cracking capitals! Locate capital cities on a map of Europe. Use the internet and a digital mapping tool to research a capital city in Europe. Create an information text about a capital city.	Information text about a capital city
		4	Pack your bags Interpret online data and information to research the climate in different European countries and apply this learning to decide what to wear on a trip to these countries in August. Unpack a shopping bag to investigate which food comes from different countries in Europe. Fill a bag with souvenirs from any of the countries visited, to represent the national specialities, natural resources and famous exports of those countries.	A bag of souvenirs from different countries
		5	On the move Discuss reasons why people might move between or within countries. Perform freeze frames to show different situations in which someone might feel welcome or unwelcome. Create a welcome poster using lots of different languages.	A welcome poster in different languages
		6	Representing geographical features Investigate the physical features of places in Europe and how people interact with them. Design, build and decorate a model to represent the human and physical geographical features of a European locality.	A model of a European locality
Big Question Link		Vision and Values Link		
What does it mean to be European?		To promote acceptance by designing a welcome poster in different languages.		

Big Question Link: How do we use...?

Unit grid: Settlements and Land Use

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links		Key NC Objectives	Session overviews		Unit Outcomes
I use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		- Describe and understand the key aspects of human geography, including types of settlement and land use, and the distribution of natural resources. - Use maps, atlases, globes and digital/computer mapping to describe features studied	1	What is a settlement? Find out about the meaning of the word ‘settlement’ and the different types of settlements, including cities, towns, villages and hamlets. Compare maps of local villages, towns and cities and identify the features. Create models of different types of settlements.	A Lego model of a city / town / village / hamlet.
Key Vocabulary Settlement City / Town / Village / Hamlet Location Human / Physical Features Water supply Shelter Fuel supply Building materials Farmland Defence Transport links Urban Rural Housing / Residential Healthcare Factories Education Farming / Agriculture Transport Recreation / Leisure Retail Business Industry Key Symbols			2	Where to settle? Explore the different things you might find in a settlement and consider whether they are a want or a need. Look at a variety of settlements, including historical, and consider what makes them a good/bad place to settle.	Annotated maps of a local village, town and city.
			3	Settlements through time Look at the historical background of some settlements in the UK, including how they got their names. Look at pictures of London through time and consider how and why it changed. Use ‘A Street Through Time’ as a stimulus for a discussion about how and why settlements have changed over time.	An evaluation of a picture of a settlement, including pros and cons.
			4	How do we use land? Use the wordless books ‘Window’ and ‘Belonging’ by Jeannie Baker to explore the concepts of urban and rural land use. Learn how to represent different types of land use on a map with a key.	A letter to the UK Government advising them how to use a new piece of land.
			5	How should we use land? Consider the pros and cons of different types of land use. Imagine a new section of land, about the size of a small county, has magically appeared in the UK. Write letters advising the UK Government how to use the land and why.	A design of their own settlement using a key to map land use.
			6	Designing a settlement Design an ‘ideal’ settlement with everything people could want and need in modern society while also using the land responsibly. Use a key to show different types of land use. Is it easy to please everyone while using the land responsibly? Create a leaflet to persuade people to settle there.	A leaflet persuading people to settle in their settlement.
Biq Question Link			Vision and Values Link		
How do we use land?			What settlements and communities are we a part of? How do we contribute to those communities? How do we use land wisely?		

Big Question Link: What's so important about water?

Unit grid: Geography - rainforests

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews	Unit Outcomes
- KS1 – continents and oceans - KS1 – map skills	Locational knowledge - identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	1 What is a rainforest? Explore prior knowledge. Look at a video of a flight over a rainforest. Explore the rainforest setting through the senses. Create questions we would like to know the answers to. 2 Where in the world are they and why are they there? Identify two kinds of rainforest and relationship to position in relation to the tropic lines. Identify and name different tropical rainforests. Research tropical rainforests, answering geographical questions. Record in a fact file. 3 What are the layers in a tropical rainforest and which plants grow where? Learn about the different layers of the rainforest. In groups research the different plants that grow in each layer of the rainforest. Create a diorama 4 Animals living in the upper layers of the rainforest Investigate the animals that live in the emergent layer and canopy of the rainforest. Create a 3D fact file to add to the diorama. 5 Animals living in the lower layers of the rainforest Explore animals living in the understory and on the forest floor. Create I-Spy books for animals. 6 The vanishing rainforest Look at why the rainforest is vanishing. Consider pros and cons. What action could the children take in support of the rainforests?	Diorama Factfile I-Spy book
Key Vocabulary Rainforest Temperate Tropical Tropic of Capricorn Tropic of Cancer Equator Canopy Emergent Understory Forest floor Layer Vanishing Deforestation			
Big Question Link		Vision and Values Link	
How is water important to a rainforest biome?		What is happening to Rainforest communities alongside the vanishing rainforest? How can we help these communities?	

Big Question: Who's in control?

Unit grid: Rivers

Year A/**Year B**

Autumn/Spring/Summer

Prior Learning Links		Key NC Objectives	Session overviews		Unit Outcomes
KS1 Geography - I use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - I use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.		- Describe and understand the key aspects of physical geography, including rivers. - Use maps and digital/computer mapping to locate countries and describe features studied. - Extend knowledge to include the location and characteristics of a range of the world’s most significant human and physical characteristics.	1-2	Rivers for People Discover the importance of the River Nile and why people depend on it. Consider the uses of rivers, including for tourism, and why most major cities are located near rivers/coasts.	A fact file about life by the River Nile. A class model of how crops grow along a river, using cress. Create a tourist leaflet for an imaginary activity center called ‘Riverside Adventures’.
Key Vocabulary			3-4	The Journey of a River Explore the journey of a river, from source to mouth. Create models of rivers, define key terminology and consider the impact of erosion and dams.	Build and label a giant model river across the classroom, using furniture, cardboard boxes and fabric. Have a class debate: Who has more control – rivers or people? Posters about world rivers.
River Freshwater Stream Spring Channel Upper course Middle course Lower course Highlands Source Tributaries Valley Waterfall Erosion Meander Oxbow Lake Drainage basin Floodplain Bank Bed Estuary	Delta Mouth Dam Reservoir Crossing Bridge Stepping stones Wading Ford River ferry River Nile Egypt Settlement Canals Hydropower Watermills Manufacture Farming Transport Leisure Tourism		5-6	Rivers of the World Identify major rivers and coasts in the UK on maps, including the journey of the rivers from source to sea. In pairs, research a major world river and make a poster about it. Use the posters to teach each other about world rivers.	
Big Question Link			Vision and Values Link		
Who’s in control – the rivers or the people and animals that use them?			Learn about respecting nature and giving back to the community by looking after our rivers.		

Big Question: What lights up the world?

Unit grid: Geographical Skills

Year A/**Year B**

Autumn/**Spring**/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
KS1 Geography - I can name, locate and identify characteristics of the four countries and capital cities if the UK and its surrounding seas. - I use world maps, atlases and globes to identify the United Kingdom and its countries. - I use simple compass directions and locational and directional language, to describe the location of features and routes on a map. Key Vocabulary - Compass (north, east, south, west) - Grid reference - Ordnance survey - Eastings / northings - Coordinates - Atlas / globe / map - Topography - Contour lines - Human / physical features - Continent / Country / County / Capital - Landmark - UK / Great Britain - Island / Landlocked	- Use the eight points of a compass, four-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. - Identify human and physical characteristics, key topographical features and land-use patterns. - Use symbols and keys (including the use of OS maps) to build knowledge of the UK. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. - Understand how some human and physical characteristics have changed over time. - Use maps, atlases and digital maps to locate countries and describe features studied. - Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns.	1-2	Keys, Compasses and Grid References Watch the animation from the Royal Geographical Society about map skills: https://www.youtube.com/watch?v=dnJfxUm3MZg (11 minutes long) Use the ordnance survey website to learn about keys and symbols, the eight points of a compass and four-figure grid references. https://www.ordnancesurvey.co.uk/mapzone https://getoutside.ordnancesurvey.co.uk/knowledge-hub/ Play games that involve these skills e.g. battleships. Go on a trip to the park to practise using these skills.	A selection of map skills games, quizzes and challenges, including at the park. Treasure maps with contours and a set of directions to find the treasure.
		3	Compasses and Contours Investigate the use of contours by creating treasure maps and use what they have learnt about the eight points of a compass to give directions to the treasure.	A presentation / report, including maps, to show the importance of the human/physical land use in the local area.
		4	Mapping Land Use Read a letter from aliens saying they are going to demolish the whole village to make way for a new intergalactic supermarket – it is their job to save the village. Use maps to explore the human and physical features of the local area and map land use. Prepare a report/presentation to persuade the aliens that the current uses of the land are important.	A labelled map of the UK. A nested hierarchy of our school e.g. world, continent, country, county, city, town, village, street, school.
		5	UK Maps Use atlases and digital maps to find out about the countries, capitals, counties, cities and features of the UK.	
		6	Where in the World? Use atlases and digital maps to locate continents, countries and capitals. Create nested hierarchies to show where we are in the world.	
Biq Question Link		Vision and Values Link		
How have maps lit up our understanding of the world over time?		Learning about the wider community that we are a part of, including on a national scale.		

Big Question Link: What is stronger: people or their environment?

Unit grid: Geography – Volcanoes

Year A/**Year B**

Autumn/Spring/**Summer**

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
KS1 Geography - I use basic geographical vocabulary to refer to key physical features. - I use world maps, atlases and globes to identify the continents and oceans.	- I describe and understand the key aspects of physical geography, including volcanoes and earthquakes. - I use maps and digital/computer mapping to locate countries and describe features studied.	1	WHAT IS A VOLCANO? Find out what a volcano is, how they form and how they erupt, including the link between volcanoes and earthquakes.	An explanation of how a volcano forms and erupts.
		2	THE PARTS OF A VOLCANO Explore and label the parts of a volcano.	Create a labelled diagram of the parts of a volcano (use this to help with art project).
		3	FAMOUS VOLCANOES Find out about the famous volcanoes of the world. Create a volcano information book.	An information book about famous volcanoes.
		4	MOUNT VESUVIUS Make connections between history and geography units by applying knowledge to the eruption of Mount Vesuvius. Use this to explore the big question.	A debate about who was stronger: the Romans or Mount Vesuvius?
Key Vocabulary				
- Volcano - Earthquake - Eruption - Lava - Magma chamber - Molten - Tectonic plates - Mantle - Earth’s crust	- Vent - Conduit - Crater - Active / dormant / extinct - Debris - Ash cloud - Pyroclastic flow			
Biq Question Link		Vision and Values Link		
Who was stronger: the Romans or Mount Vesuvius? What can we learn from this?		To make wise decisions about how we use, look after and live alongside our planet.		

Upper Key Stage 2

(Years 5 and 6)

Big Question Link: How do you live?

Unit grid: Geography: Mountains

Year A/Year B

Autumn/ Spring /Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Studied United Kingdom and Europe, North and South America. Including the location and characteristics of a range of the world’s most significant human and physical features.	- Describe and understand key aspects of mountains. - Understand how different types of mountains are formed. - Describe and understand key aspects of mountains. - Use maps and atlases to locate mountains and mountain ranges.	1	What is a mountain? How are mountains formed? to look at the four main types of mountains formed by volcanic activity and plate movement.	- PowerPoint presentation - Poster - Art work
Key Vocabulary		2	Where in the world are the main mountains and mountain ranges? Use atlases and maps to identify the locations of major mountain ranges	
Summit Base earth’s crust tectonic plate fold mountain fault-block volcanic, dome continent mountain ranges climate		3	Why do people climb mountains? Try to explain why people choose to climb mountains. Research and make notes from a range of sources on an historic mountain expedition.	
		4	Why are some mountain animals endangered? - Explain how some plants are adapted to a mountain environment. - Identify a range of mountain animals that are endangered and explain why. - Create a factual PowerPoint presentation about a chosen endangered mountain animal, which includes all the information requested. Peer-assess each other’s work.	
		5	What factors cause negative impacts on mountain environments? - Explain how climate change and global warming impact on the mountain environment. - Find out how tourists pose a threat to the mountain environment. Create a poster that explains how eco-tourism can limit the impact on the environment	
		6	Can you produce a piece of art to help people appreciate the beauty of the mountains? Produce a piece of art to convey the beauty of the mountains to motivate people to care for them. Choose materials to create a piece of art.	
Biq Question Link		Vision and Values Link		
Would you like to live on a mountain?		Do you aspire to climb a mountain?		

Big Question Link: What do you believe?

Unit grid: Geography: Trade links

Year A/Year B

Autumn/ Spring /Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Studied United Kingdom and Europe, North and South America. Including the location and characteristics of a range of the world’s most significant human and physical features.	- Undertake an in-depth study of a non-European society that provides contrasts with British history – the Early Islamic Civilisation. - Note connections over time. - Undertake an in-depth study of a non-European society that provides contrasts with British history – the Early Islamic Civilisation. - Address questions about significance. - Understand how our knowledge of the past is constructed from a range of sources. - To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of exports from El Salvador. I can explain trade links between El Salvador and the UK.	1	How did goods and ideas move around the early Islamic Civilisation?	Trade links board games
Key Vocabulary		2	What was life like on the silk road?	
The Silk Road Trade Goods Early Islamic Civilisation Merchants Traders Scholars Slaves Constantine the African Import Export Fair trade Supply chain Globalisation		3	What Is Trading? What Does the UK Trade? How Does Trading Work?	
		4	What Do We Import and Export? Where Do We Import From and Export To? Who Are the UK’s Main Trade Partners? What Do We Import From...?	
		5	Where Is El Salvador? What Goods Do We Import from El Salvador? What Issues Face People in El Salvador?	
		6	What Is Fair Trade? Which Products Are Fairly Traded? How Does Fair Trade Work?	
		7	What Is the Global Supply Chain? Where Do Goods Come From? What Is Globalisation?	
		8	Who Are the UK’s Main Trade Partners Today? Who Were the UK’s Main Trade Partners in the Past? What Did the UK Trade in the Past?	
		Biq Question Link		
Do you believe in fair trade?		Can we make trading safe and fair for all communities?		

Big Question Link: ¿Qué hizo que los mayas fueran increíbles?

Unit grid: Geography: Mexico

Year A/Year B

Autumn Spring /Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Ancient Egyptians Romans British history	- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	1	Where is Mexico? Find out where Mexico is, complete map with key features, research some facts.	Hexagon writing Newspaper report
Key Vocabulary		2	Climate zones and biomes Learn about world climate zones, the difference between climate and weather and biomes. Apply this information to Mexico	
Earthquake Biome Climate Weather Vegetation belts Natural resources		3	Vegetation Belts Learn about the different world biomes and then apply this information to Mexico	
		4	Natural resources Identify key natural resources found in Mexico and consider how these impact on life in Mexico.	
		5 & 6	Earthquakes Decide whether you are for or against the Monarchy remaining. Write a Research Mexican earthquakes. Choose one to write a newspaper article about. Extension: Complete the pop quiz about Mexico. Create a mind map of everything you know.	
Biq Question Link		Vision and Values Link		
The legacy of the Mayans and the impact up on Mexico		How are natural resources used to support living life in all its fullness?		

Big Question Link: Evacuee or Refugee?

Unit grid: Geography: European countries

Year A/**Year B**

Autumn/ Spring /Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Studied United Kingdom and Europe, North and South America. Including the location and characteristics of a range of the world’s most significant human and physical features. Map skills	- Locate the world’s countries, using maps to focus on Europe (including the location of Russia). - Describe and understand key aspects of physical geography including ... rivers and mountains. - Locate the world’s countries, concentrating on major cities. - Use maps, atlases, globes and digital mapping. - Describe & understand key aspects of physical geography including climate zones, rivers & mountains. - Describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. - Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. - Describe and understand key aspects of physical and human geography.	1	What countries are in Europe and where are they located?	Models of European localities
Key Vocabulary		2	What can we find out about Europe’s mountains and rivers?	
Europe, mountains, rivers, capital cities, climate, industries, move		3	Where are Europe’s capital cities and what facts can we find out about them?	
		4	What can we learn about different climates and industries in Europe?	
		5	Why do people move?	
		6	How can we design and build a model of a European locality?	
Biq Question Link		Vision and Values Link		
Why do people move country?		Be respectful to people that have moved here.		

Big Question Link: How far can you go?

Unit grid: Geography: Longitude, latitude, equator, tropics, arctic, Antarctic, meridian, time zones

Year A/**Year B**

Autumn/**Spring** /Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Studied United Kingdom and Europe, North and South America. Including the location and characteristics of a range of the world’s most significant human and physical features. Map skills	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	1	Assess prior knowledge. Which of these words have the children heard of and can already define?	A geography glossary booklet explaining the key vocabulary
Key Vocabulary		2-5	Investigate key vocabulary. What does it mean? Give examples where appropriate? Why is it important? Record findings into a glossary booklet	
Longitude Latitude Equator Tropics Arctic Antarctic Greenwich meridian Time zones Northern Hemisphere Southern Hemisphere Tropics of Cancer and Capricorn		6	Peer assess booklets. How clear are they? What could you use them for? Who might use them?	
Biq Question Link		Vision and Values Link		
What is the furthest you can travel from the UK and in what direction?		Develop wisdom – using vocabulary in the correct way		

Big Question Link: What would you vote for?

Unit grid: Geography: European contrast: Greece

Year A/**Year B**

Autumn/ Spring /**Summer**

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Studied United Kingdom and Europe, North and South America. Including the location and characteristics of a range of the world’s most significant human and physical features. Map skills	- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	1	To locate Greece on a world map and explain its position using geographical terms.	Climate graphs Information pages
Key Vocabulary Continent, Europe, country, mainland, island, inhabited, compass rose, Equator, Northern Hemisphere, Southern Hemisphere, Prime Meridian, Greenwich Meridian, Western Hemisphere, Eastern Hemisphere, horizontal, vertical, latitude, longitude, coordinates, political map, physical map, highlands, lowlands, tectonic plates, collision zone, coastline, bay, peninsula, weather, climate, Köppen Climate Classification, temperate, economy, economic activity, tourism, service, trade, import, export, culture, micro-culture, tradition, lifestyle, festival, rural, urban, region, geographical features, similarities, differences.		2	identify and describe key physical features of Greece, including mountains, islands, rivers and coastlines.	
		3	To describe the climate of Greece and compare it with the climate of the UK.	
		4	to learn about Greek culture and how physical geography shapes life in Greece.	
		5	To understand the main economic activities of Greece and how the country is connected to the wider world through trade.	
		6	To compare the human and physical geography of Greece and the UK, identifying key similarities and differences.	
Biq Question Link		Vision and Values Link		
If you had the chance now, would you vote in or out of the EU?		Respect other cultures		