



Year 1	Autumn	Spring	Summer	
<b>Focus</b>	<p style="text-align: center;"><b><u>Our School</u></b></p> <p style="text-align: center;"><b><u>Our Local Area (Rugby)</u></b></p> <p style="text-align: center;"><b><u>Our Country (Scotland/St Andrew's Day)</u></b></p>	<p style="text-align: center;"><b><u>Our Country (Wales/St David's Day)</u></b></p> <p style="text-align: center;"><b><u>Our Country (Northern Ireland/St Patrick's Day)</u></b></p>	<p style="text-align: center;"><b><u>Our Country (England/St George's Day)</u></b></p> <p style="text-align: center;"><b><u>Weather and Seasons</u></b></p>	<p style="text-align: center;"><b><u>Seaside</u></b></p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand that world maps and globes show all the countries in the world</li> <li>• Use world maps and globes to identify the United Kingdom and countries where members of the class have links</li> <li>• Name local town (Rugby) and locate on a map</li> <li>• Use Google Street View to explore the local area</li> <li>• Study the human and physical geography of the local area</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>• 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</li> <li>• Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map</li> <li>• Devise a simple map</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (focus on Scotland and Edinburgh)</li> <li>• Use Google Street View to explore the capital cities of the United Kingdom</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (focus on Wales, Northern Ireland, Cardiff and Belfast)</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>• Use Google Street View to explore the capital cities of the United Kingdom</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (focus on England and London)</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>• Use Google Street View to explore the capital cities of the United Kingdom</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (focus on a place on the coast)</li> <li>• Study the human and physical geography of a place on the coast</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a place on the coast and compare to local area</li> </ul>



Year 2	Autumn	Spring	Summer
<b>Focus</b>	<b>London</b>	<p><b>The World</b></p> <p><b>Study a small area in a contrasting non-European country: Hispaniola (Haiti/Dominican Republic)</b></p>	<b>Fieldwork in the immediate environment</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Use world maps and atlases to locate London (and compare to location of Rugby from Year 1)</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of London and compare to local area</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks</li> <li>• Use Google Street View to explore landmarks of London (building on learning from Year 1)</li> <li>• Use simple compass directions (North, South, East and West) to describe the location of features</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Use world maps, atlases and globes to identify the continents, oceans and countries studied</li> <li>• Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country Hispaniola (Haiti/Dominican Republic) and compare to local area</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>• Use Google Earth to recognise basic human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the immediate environment (including Wild School Area)</li> <li>• Interpret and construct simple pictograms, tally charts, block diagrams and/or simple tables (<i>link to Maths</i>)</li> <li>• Use and construct basic symbols in a key</li> </ul>



Year 3	Autumn	Spring	Summer
<b>Focus</b>	<p style="text-align: center;"><b>Local Area study</b> <b>Houlton, USA</b> <b>Settlements</b></p>	<p style="text-align: center;"><b>Stonehenge/Avebury</b></p>	<p style="text-align: center;"><b>Physical geography: mountains, volcanoes and earthquakes</b> <b>Extreme weather and climate change</b></p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Identify the position and significance of Northern Hemisphere, Southern Hemisphere and Equator</li> <li>• Use maps, atlases, globes and digital computer mapping to locate countries in North America and study the environmental regions, key physical and human characteristics and major cities</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom (local area) and a region in North America (Houlton, USA)</li> <li>• Use Google Earth to recognise human and physical features</li> <li>• Describe and understand key aspects of settlements and explain what settlers need</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps and plans <i>(also link to statistics in Maths)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate areas of significance in Wiltshire (Avebury and Stonehenge) and their identifying physical characteristics (including land type)</li> <li>• Compare physical and human geography of local area and Wiltshire</li> <li>• Understand the significance of Stonehenge/Avebury including location and physical features e.g. chalk (link to Rocks in Science)</li> <li>• Use maps, atlases, globes and digital/computer mapping to describe features studied</li> <li>• Use the eight points of a compass</li> <li>• Use symbols and key</li> <li>• Interpret and present data using bar charts, pictograms and/or tables <i>(link to Maths)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of mountains, volcanoes and earthquakes</li> <li>• Understand and describe other examples of natural phenomena (extreme weather)</li> <li>• Understand how the Gulf Stream and North Atlantic Drift affect the UK climate</li> <li>• Describe the effects of climate change</li> </ul>



Year 4	Autumn	Spring	Summer
<p><b>Focus</b></p>	<p><b><u>Regions of the UK</u></b> <b><u>Land use</u></b></p>	<p><b><u>Locate countries in Europe</u></b></p>	<p><b><u>Physical geography: rivers, oceans and the Water Cycle</u></b></p>
<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>• Use maps, atlases and digital/computer mapping to name and locate geographical regions of the United Kingdom and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time</li> <li>• Describe and understand key features of land use, economic activity including trade links, and the distribution of natural resources including food and water in the context of UK trade links</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using graphs <i>(also link to statistics in Maths)</i></li> <li>• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and/or time graphs <i>(link to Maths)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and major cities in Europe</li> <li>• Use the eight points of a compass</li> <li>• Use symbols and key</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate Egypt and describe features studied</li> <li>• Use Google Earth to recognise human and physical features</li> <li>• Describe and understand key aspects of rivers and the water cycle</li> <li>• Describe the features and understand the significance of the Great Barrier Reef</li> <li>• Describe the impact humans have on the planet (focus on the Great Barrier Reef and plastic pollution, linking to oceans)</li> <li>• Describe the features of a globally significant place (Mariana Trench)</li> </ul>

Year 5	Autumn	Spring		Summer
<b>Focus</b>	<b><u>Study a region of Europe (Greece)</u></b>	<b><u>Locate counties and cities of the UK</u></b>		
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Use relief and political maps, atlases, globes and digital computer mapping to locate Greece and study the environmental regions, key physical and human characteristics and major cities</li> <li>• Understand geographical similarities and differences through a study of human and physical geography of a region in a European country (Greece) and compare to local area</li> <li>• Use Google Earth to recognise human and physical features (see Vocabulary Progression for focus)</li> <li>• Describe the physical geography of Greece, particularly focussing on islands and mountains</li> <li>• Describe the human geography of Greece, particularly focussing on tourism</li> <li>• Describe and understand key aspects of Greek land use and economic activity including trade links</li> <li>• Read, interpret and complete information in tables, including timetables (<i>link to Maths</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom</li> <li>• Use four-figure grid references</li> <li>• Use symbols and key (including the use of Ordnance Survey maps)</li> <li>• Identify the position and significance of latitude and longitude</li> <li>• Use the idea of the Earth's rotation to explain day and night (<i>link to Science</i>)</li> </ul>		<ul style="list-style-type: none"> <li>• Use fieldwork to observe the human and physical features in another area of the UK (during Residential visit)</li> </ul>



Year 6	Autumn		Spring	Summer
<b>Focus</b>	<b>Stratford-upon-Avon</b>	<u><b>Crime and Punishment</b></u>	<p><b>Study a region in South America (Amazon Rainforest)</b></p> <p><b>Physical geography: climate zones, biomes and vegetation belts</b></p>	<p><b>Geography of World War 2 (Russia/Fortress Europe/North Africa)</b></p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using digital technologies and pie charts and/or line graphs (link to Maths)</li> <li>Collect data using a survey</li> <li>Use six-figure grid references</li> <li>Use symbols and key (including the use of Ordnance Survey maps)</li> </ul>		<ul style="list-style-type: none"> <li>Identify the position and significance of the Prime/Greenwich Meridian and time zones</li> <li>Use relief and political maps, atlases, globes and digital/computer mapping to locate countries in South America and study the environmental regions, key physical and human characteristics and major cities</li> <li>Understand geographical similarities and differences through a study of human and physical geography of a region in South America (Amazon Rainforest) and compare to local area</li> <li>Use Google Earth to recognise human and physical features</li> <li>Describe and understand key aspects of climate zones, biomes and vegetation belts</li> <li>Describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of the global supply chain and fair trade</li> <li>Describe the impact that humans have on the planet (focus on deforestation)</li> </ul>	<ul style="list-style-type: none"> <li>Use relief and political maps atlases, globes and digital/computer mapping to locate places of significance during World War 2 and study the environmental regions and key physical characteristics (look at Russia, Fortress Europe and North Africa)</li> <li>Understand geographical similarities and differences through the study of physical geography of places of significance during World War 2 (study Russia, Fortress Europe and North Africa)</li> <li>Interpret and construct pie charts and/or line graphs and use these to solve problems (link to Maths)</li> <li>Use fieldwork to observe the human and physical features of an area in France (during Residential Visit)</li> </ul>