

**Geography Teaching Sequences Nursery:**

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| Theme | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
| All about Me | Journeys | Dinosaurs | Growing and Changing | Animals and their Babies | Heroes and Adventurers |
| Where I live, where I was born, my family.  People who help us in our community. | Places we visit, ways to travel including walking, cars, buses, trains, aeroplanes, faraway places including the coldest places on earth | What the world was like a long, long time ago, how we know about dinosaurs, fossils, extinction | Spring, new life, life cycles, plants, seeds, bulbs, plants we can eat, how people grow | Animals and their offspring, farm animals, woodland animals, wild animals, animals who live in the coldest places on earth. | Valentina Tereshkova (Russian Cosmonaut)  Ernest Shackleton (explorer)  Edmund Hillary and Tenzing Norgay (Climbed Mount Everest)  Malala Yousafzai (Education campaigner) |
| People, Culture and Communities (Geography) | Where I live  Where I was born  Where my family live (close by or far away)  People who help us in our school and wider community (teachers, nurses, doctors, firefighters, police) | Types of transport; walk, bus, car, bicycle, scooter, taxi, train, plane, helicopter.  People; bus driver, car driver, taxi driver, train driver, pilot, astronaut.  How do we travel to: school, the shops, the beach, another country, the moon?  Maps help us to find out where we need to go. We can plan routes on a map. | Dinosaur bones have been found all around the world, particularly in **North America, China and Argentina. (Locate on map of world)**  In **England**, many fossils have been found in Dorset along the Jurassic Coastline. (Locate on map of England)  Understand that fossils are left over parts of animals or plants that lived a very long time ago. People who learn about and search for dinosaurs and fossils are called Palaeontologists. | Farming; what do farmers do? What do they grow? What crops grow near to where we live? What grows in our country that we can eat?  What kinds of plants grow in other countries? Where do bananas grow? Where do oranges grow? | Animals in England; farm animals, woodland animals, seaside animals. Learn that different animals live in different habitats, compare and contrast.  Wild animals that live in other countries around the world:  Tiger: **India**  Mountain Gorilla: **Africa**  Lion: **Africa**  Rhino: **Africa**  Panda: **China**  Polar Bear: **The Arctic**  The role of a zookeeper | Some people live in very cold places on earth. (Link to the Inuit showing **Shackleton** how to survive in the cold) They use special things to help them survive, e.g. using animal hides and furs for clothing and footwear  In some places around the world, not all children can go to school. Link to the UN Rights of the Child.  Develop understanding that people work hard for their achievements, persevering, overcoming obstacles and pursuing their dream. |
| Vocabulary: | Family, community, emergency, near, next to , near, far, road, park, building names in the local area, river, lake, | Journey, trip, outing, visit, transport, vehicle, public transport, travel, aerial photo, map, local, left, right, equator, direction. | Dinosaurs, fossils, palaeontologist. | Farm, tractor, field, farmer, crop, seasons, sun, snow, rain, weather. |  |  |

**Geography Teaching Sequences Reception:**

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| Theme | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
| All about Me | Transport:  Past and Present | Space | Growing  and Changing | Kings and Queens | Stories  from the Past |
| My family, my school, my environment, the people around me, people who help us. | Modes of transport now, local transport, early transport including George Stevenson and the Steam Train, local transport in the past, exploring and travelling. | Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station | Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change. | Past Kings and Queens, our Queen, coronations, The Magna Carta, Buckingham Palace, London, Locally significant areas in the past | Oral storytelling, Greek Gods, St George and the Dragon, Myths and Legends |
| People, Culture and Communities (Geography) | Location of our school and the **local area**  My **route to school**; what do I pass? Do I take transport? What do we like about our local area? What would we change?  Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies, route.  People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors.  Progression from nursery:  Where I live  Family  People who help us. | Transport in our local area and contrasted with **transport for long journeys**- children’s experience of transport.  Road Safety – how we travel safely.  How people from different cultures travel; the **tuk tuk in Bangkok, gondolas in Venice,** **Felucca in Egypt, Dog Sled in Norway.**  Progression from nursery:  Types of transport  How do we travel.  Ernest Shackleton (from heroes and adventurers | Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.  Progression from nursery:  Journeys far away.  Astronaut – journey to the moon (journeys unit). | Farming in our **local area**; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region.  Identify where the fruit and vegetables we eat come from. Including but not limited to:  Oranges: **Spain**  Bananas: **Central America**  Lemons: **South Africa**  Pineapples: **Costa Rica**  Apples: **France**  Onions: **The Netherlands**  Cauliflower: **Spain**  Broccoli: **The UK**  Progression from nursery:  Farming  Growing plants  What countries animals come from. | The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle, Balmoral Castle.  Countries around the world that have Queen Elizabeth as their monarch including; **Canada, Jamaica, New Zealand, Australia** and more.  The **Union Flag of The United Kingdom, flags** from countries the children have connections to.  Progression from nursery:  Local area  World countries | **Locate the places** that feature in the key stories chosen for this topic.  Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.  Progression from nursery:  Locating places using simple maps |
| Vocabulary: | Family, community, local area, map emergency, playground, hall, classroom, near, next to , further, far, past, over, alongside, transport. | Transport, vehicle, good, journey, winter, autumn, roads, tuk tuk, Thailand, bullet train, Japan, canal, river, sea, ocean, railway, North Pole, South Pole, Arctic, Antarctic, **Ernest Shackleton,** | Earth, planet, land, ocean, gravity, sun, daylight, comets, stars, distance. | Change, grow, crops, harvest, Spring, Summer, Autumn, Winter, snow, sun, rain, ice, warmth, buildings, roads, developments, |  |  |

**Geography Teaching Sequences Y1:**

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Spatial Sense – around our school |  | The UK |  | The seven continents |  |
| **Key Concepts:**  **-Place**  **-Scale**  **-Geographical skills** | **Key Concepts:** | **Key Concepts:**  **Place**  **Scale**  **Geographical skills** | **Key Concepts:** | **Key Concepts:**  **Physical processes**  **Human processes**  **Geographical skills** | **Key Concepts:** |
| **Teaching Sequences:**  -To know that an aerial view means to look at something from above.  -To understand that maps tell us the location of different places.  -To describe location.  -Compass points can be used to show direction.  -To understand what makes a good map  -To draw a map. | **Teaching Sequences:** | **Teaching Sequences:**  **-**To understand that the United Kingdom is a union of four countries.  **-**To know Scotland is one of the countries in the United Kingdom.  **-**To know Wales is one of the countries in the United Kingdom.  **-**To recognise Northern Ireland as one of the countries in the United Kingdom.  **-**To recognise England as the country in which we live.  **-**To understand that the United Kingdom is a union of four countries: England, Scotland, Northern Ireland and Wales | **Teaching Sequences:** | **Teaching Sequences:**  -To know that continents are very large areas of land.  - To recognise Europe as one of the world’s seven continents.  - To recognise Antarctica as one of the world’s seven continents.  -  To recognise Africa as one of the world’s seven continents.  To recognise Asia as one of the world’s seven continents.  To recognise North and South America as two of the world’s seven continents. | **Teaching Sequences:**  - |
| **Vocabulary**  Above, below, aerial, view, perspective, map, satellite, information, place, Location, atlas, map, continent, ocean, country, world, locality, identify, buildings, familiar, next to, nearby, near, far, close to, behind, in front, furthest, closest, further than, closer than, Direction, left, right, forwards, backwards, north, south, east, west, Title, label, symbol, key, compass, information. |  | England, Northern Ireland, Scotland, Wales, union, United Kingdom, islands, kilt, bagpipes, thistle, Caledonia, Britannia, Loch Ness, Grampian Mountains, Hadrian’s Wall, Edinburgh, Wales, Cardiff, Red Dragon, daffodil, mountain, valley, peak, slope, summit, Northern Ireland, Republic of Ireland, Belfast, Saint Patrick, Gaelic, Giant’s Causeway, shamrock, England, London, Buckingham Palace, Houses of Parliament, River Thames, City, Countryside, Saint George |  | Earth, Globe, Asia, Europe, Africa, North America, South America, Australia, Antarctica, Pacific, Atlantic, Indian Southern, Arctic, Continent, Europe, climate, ocean, border, North, South, East, West, mountain, plain, peninsula, Physical feature, Human feature, North Pole, South Pole, Antarctica, tilt, orbit, summer, winter, minus (in relation to degrees), scientists, Africa, equator, desert, grassland, jungle, savannah, rainforest, Asia, tropical rainforest, Monsoon, Drought, Great Wall of China, Pacific Ocean, Indian Ocean, North America, South America, Panama Canal, Statue of Liberty, Amazon Rainforest, Niagara Falls, Australia, Islands, Kangaroo , Koala, Wallaby, Southern Hemisphere, Uluru, Outback, Sydney Opera House, Sydney Harbour Bridge |  |
| **National Curriculum**  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 |  | Use world maps, atlases and globes to identify the United Kingdom and its countries  Name, locate and identify characteristics of the four 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  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas |  |

**Geography Teaching Sequences Y2:**

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Spatial Sense |  | The British Isles |  | Northern Europe |  |
| **Key Concepts:**  **-Place**  **-Scale**  **Geographical skills** | **Key Concepts:**  **-** | **Key Concepts:**  **Place**  **Scale**  **Physical processes** | **Key Concepts:** | **Key Concepts:**  **Place**  **Scale**  **Human processes** | **Key Concepts:** |
| **Teaching Sequences:**  -To know what is located on the site of my school.  Maps show us information about a location.  To recognise and locate physical and human features of the local area  To use a map to plan a route.  To identify locations on a globe or world map.  Draw a simple map. | **Teaching Sequences:**  - | **Teaching Sequences:**  The British Isles are a group of islands that include Britain and Ireland.  To recognise Scotland as a country of the British Isles.  To recognise Wales as one of the countries in the British Isles.  To recognise Ireland as the one of the countries in the British Isles.  To compare my local area with Cape Town in South Africa.  Name locations within the British Isles on a map | **Teaching Sequences:**  - | **Teaching Sequences:**  To identify the countries in Northern Europe.  To identify physical and human features of northern Europe.  To describe the climate in northern Europe.  To know that some animals in northern Europe migrate.  To know that Roald Amundsen reached the South Pole.  To be able to describe northern Europe. | **Teaching Sequences:** |
| **Vocabulary**  Site, information, accurate, represent, show, key, symbol, location, Map, location, site, compass, north, south, east and west, labels, clear, Ordnance survey, landmarks, symbols, directions, navigate, route, destination, left, right, world map, 3D globe, continents, oceans, scale, represent, Europe |  | British Isles, island, water, surround, coastline, England, Ireland, Scotland, Wales, islands, kilt, bagpipes, thistle, Caledonia, Britannia, Loch Ness, Grampian Mountains, Hadrian’s Wall, Edinburgh, Cardiff, valley, peak, slope, summit, Atlantic Ocean, coast, southern, western, Royal Charter, Northern Ireland, Republic of Ireland, Belfast, Dublin, Saint Patrick, Gaelic, Giant’s Causeway, Atlantic Ocean, Harbour, Port, Cape, Plateau |  | Northern Europe, Denmark, Finland, Norway, Sweden, Iceland, Scandinavia, Lowlands, mountains, lakes, Coniferous, forest, Capital city, mountain, valley, lake, Northern Lights, fjord, Øresund Bridge, Climate, weather, survive, evergreen, Sami, snowplough, grit spreader, adapt (-ed), reindeer, bear, moose, beaver, lynx, bird, migrate, **Roald Amundsen**, Northwest Passage, Atlantic, Pacific, Arctic Circle, Inuit, sledge, South Pole, North Pole |  |
| **National Curriculum**  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. |  | Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas  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  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 |  | Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  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 |  |

**Teaching Sequences Y3/4 Cycle A**

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| **Autumn 1**  Spatial Sense | **Autumn 2**  Settlements | **Spring 1**  Rivers | **Spring 1**  UK Geography: The South West | **Summer 1**  Western Europe | **Summer 2**  **Asia: India and China** |
| **Key Concepts:**  **-Geographical skills**  **Scale**  **Place**  **-** | **Key Concepts:**  **Place**  **Scale**  **Human processes**  **-** | **Key Concepts:**  **Physical processes**  **Place**  **-Scale**  **Geographical skills** | **Key Concepts:**  **Human processes**  **Place**  **scale** | **Key Concepts:**  **Physical processes**  **Human processes**  **-Place**  **Scale** | **Key Concepts:**  **Place**  **Scale**  **- Human processes** |
| **Teaching Sequences:**  To know what a compass is and why they are important  To know that symbols give us information about locations on a map.  To know grid references help us to locate places on a map  To identify physical similarities and differences between two locations.  To identify similarities and differences in human features of two places  Compare and contrast two locations. | **Teaching Sequences:**  Compare and contrast two locations.  To identify different types of settlements.  To compare and contrast rural, urban and suburban areas.  To examine population density  To identify the reasons for the location of settlements  To know what a settlement is and be able to name and describe different settlements | **Teaching Sequences:**  -  To know that rivers have a source and journey to the sea.  To identify rivers in Europe.  To identify rivers in Africa  To identify rivers in Asia.  To recognise major rivers in North America, South America and Australia.  To recognise rivers of the world and how people interact with them. To name, locate and describe key rivers in:  Europe   Asia   Africa   South America  · North America   Australia | **Teaching Sequences:**  To identify the region of South West England  To know some coastal areas of the South West experience erosion  To know tourism is important in the South West.  To know the climate of the South West helps farmers to grow crops and farm animals.  To know how the South West has changed over time  To recognise the geography of the South West of England. | **Teaching Sequences:**  To know the names of countries located in Western Europe.  Western Europe has a temperate climate  To know that trade means buying and selling goods.  To locate and describe France.  To find and interpret information to compare two cities.  Compare and contrast London and Paris. | **Teaching Sequences:**  To know that India and China are both countries in the continent of Asia.  To understand that India’s landscape is diverse.  To recognise physical and human features of China.  To know the Indus and Ganges Rivers are important Indian Rivers.  To understand The Great Wall of China was built to defend China  To compare and contrast India and China. |
| **Vocabulary**  Map, symbol, key, compass, North, South, East, West, North east, South east, South west, North west, Ordnance Survey, army, military, mapping, studying, sketching. Forest, river, hill, coast, lake, road, railway, footpath, public toilet, shop, grid reference, location, map, horizontal, vertical, Climate, Vegetation, Rivers, Peninsula, Fog, Bay, Strait, Human, Economic, Trade, Settlement, Distribution, Energy, food | Settlement, town, city, services, urban, rural, conurbation, hamlet, village, suburban, infrastructure, transport, population density, graphs, evidence, sparse, construction, energy, population density | Urban, rural, river, sea, fresh, water, transport, trade, traders, source, stream, tributary, estuary, waterway, Europe, county, country, source, mouth, Nile, Niger, source, mouth, Asia, The Yellow, The Yangtze, The Ob, The Ganges, The Indus, Amazon, Mississippi, Murray, North America, South America, Australia, continent. | Western, Southern, county, city, Cornwall, Devon, Dorset, Somerset, Wiltshire, Gloucestershire, Dorset, Jurassic Coast, Southern, Erosion, Tourism, Beaches, Coastline, Stonehenge, Bath, Durdle Door, Bournemouth, Glastonbury Tor, The Eden Project, agriculture, climate, fertile, Downs, dairy, Somerset, Devon, prehistoric, historic, modern, mining, agriculture | Countries: France, Germany, The Netherlands, Belgium, Switzerland, Austria. Capital cities: Paris, Berlin, Amsterdam, Brussels, Zurich, Vienna, Climate, temperate, extreme, rainfall, temperature, poles, average, Trade, buying, selling, goods, crops, import, export, France, Paris, Tricolore, Seine, Rhone, Eiffel Tower, London: Big Ben, Houses of Parliament, St Paul’s Cathedral, London Eye, River Thames, London Underground, Shard. Paris: French, Eiffel Tower, Louvre, Arc de Triomphe, Notre-Dame, Palace of Versailles, River Seine Paris Metro | Asia, China, India, Continent, Country, New Delhi, Beijing, Relief, political, climates, Landscapes, New Delhi, Train, Taj Mahal, Physical geography, Human Geography, Desert, Mountain, Jungle, China, Mountains, Desert, Beijing, Shanghai, Port, Arable, Atheist, Indus River, Civilisation, Ganges River, Sacred, Fertile, Pilgrimage, Border, Emperor, Civilisation, Mongols, Warriors, The Great Wall of China, |
| **National Curriculum**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  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 | Describe and understand the 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  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  Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | Name and locate counties and cities of the United Kingdom, geographical regions 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 | Locate the world’s countries, using maps to focus on Europe; concentrating on environmental regions, key physical and human characteristics, countries, and major cities  Describe and understand key aspects of:  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 | 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 |

**Teaching Sequences Y3/4 Cycle B**

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| **Autumn 1**  Spatial Sense | **Autumn 2**  Mediterranean Europe | **Spring 1**  Eastern Europe | **Spring 2**  UK Geography: Northern Ireland | **Summer 1**  UK Geography: London and the South East | **Summer 2**  Asia - Japan |
| **Key Concepts:**  **Place**  **Scale**  **Geographical skills** | **Key Concepts:**  **Place**  **Scale**  **Physical processes**  **Human processes**  **-** | **Key Concepts:**  **Place**  **Sclae**  **Physical processes**  **Geographical skills** | **Key Concepts:**  **Place**  **Scale**  **Physical processes**  **Human processes**  **-** | **Key Concepts:**  **Place**  **Sclae**  **Physical processes**  **Human processes**  **-** | **Key Concepts:**  **Place**  **Scale**  **Human processes**  **Physical processes**  **-** |
| **Teaching Sequences:**  To recognise geographical tools on a globe.  To know that scale tells us the distance between places on a map.  To use four figure grid references to locate places on a map.  To recognise key features of the local area.  To know how our local area has changed over time.  To describe changes to (inset place name) over time. | **Teaching Sequences:**  - Mediterranean Europe is located in the southern part of Europe.  The Mediterranean climate is warm and dry in the summer, cool and wet in the winter  The warm, dry climate in Mediterranean Europe allows olives to grow.  The Alps, the Apennines and the Pyrenees are mountain ranges in Europe.  *A*thens and Venice are settlements in Mediterranean Europe.  Describe and understand key physical and human features of Mediterranean Europe  . | **Teaching Sequences:**  To locate Eastern Europe on a map  To describe the climate of Eastern Europe.  To describe the physical features of Eastern Europe  To compare and contrast physical features of Russia and the UK.  To know similarities and differences between the human features of Russia and the UK.  To describe and understand key physical and human features of Eastern Europe. | **Teaching Sequences:**  To identify the key features of Northern Ireland.  To know Northern Ireland is a popular tourist destination.  To understand the reasons for the partitioning of Northern Ireland and the Republic of Ireland.  To know the Giant’s Causeway are rock columns formed by lava cooling and creating rocks.  To know the Marble Arch Caves are an interesting physical feature located in Northern Ireland  To show knowledge of the geography of Northern Ireland  - | **Teaching Sequences:**  To identify the region of South Eastern England on a map of the UK.  To identify the region of South Eastern England on a map of the UK.  To identify key features of Canterbury.  To know that Brighton is a seaside town in the South of England.  To identify key features of Dover.  To demonstrate knowledge of the South East of England | **Teaching Sequences:**  To locate Japan on a map of the world.  To know that air masses from land and from sea create a varied climate in Japan.  To recognise physical geographical features of Japan.  To know Tokyo and Kyoto are important cities in Japan.  To understand that in the past, Japan had a feudal system  To know that Japan has varied physical and human geography. Japan is located in the Northern Hemisphere in the continent of Asia. Japan is made up of four main islands and many smaller islands.  Japan has a varied climate, influenced by air masses from the continent and from the ocean.  Japan has many cities, including Tokyo and Kyoto.  In the past, Japan had a feudal system. |
| **Vocabulary**  Tropic of Cancer, Tropic of Capricorn, Equator, Longitude, Latitude, Scale, distance, measure, large-scale, small-scale, detail, calculate, Grid reference, horizontal, vertical, eastings, northings, location, The River Thames, Hammersmith Bridge, Great West Road, King Street, Ravenscourt Park, Title, label, symbol, key, compass, information | Mediterranean, coastline, southern, Atlantic, Latin, Northern/North, East/Eastern, South/Southern, West/Western, Climate temperature equator latitude Gulf Stream Atlantic Ocean Mediterranean Sea mild, Shrubs tough survive olives olive oil crops agriculture produce, mountain range The Alps The River Po The Apennines Sierra Nevada Venice lagoon volcano, Lisbon Madrid Rome Milan Venice Athens settlement lagoon Aegean Sea Adriatic Sea, | Mediterranean, coastline, southern, Atlantic, Latin, northern/north, eastern/east, southern/south, western/west, climate, continental climate, equator, Balkans, Baltic, Atlantic, eastern/west, physical features, Baltic sea, Caspian sea, Black sea, Adriatic sea, The Volga, The Ural, The Danube, Mount Elbrus, Caucasus, mountains, marshland, physical feature, weather climate, soil, minerals, vegetation, animal life, human features, landforms, government, kremlin | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. | Name and locate counties and cities of the United Kingdom, geographical regions 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. | 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 |
| **National Curriculum**  Name and locate counties and cities of the United Kingdom, geographical regions 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.  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)  Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. | Locate the world’s countries, using maps to focus on Europe.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | Locate the world’s countries, using maps to focus on Europe.  Locate the world’s countries, using maps to focus on Europe (including the location of Russia) | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. | Name and locate counties and cities of the United Kingdom, geographical regions 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. | 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 |

**Geography Teaching Sequences Y5/6 Cycle A**

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| **Autumn 1** Spatial Sense | **Autumn 2** Mountains | **Spring 1** UK Geography:East Anglia, MidlandsYorkshire, Humberside | **Spring 2** Australia | **Summer 1**  **New Zealand and the South Pacific** | **Summer 2**  **Local Study** |
| **Key Concepts:**  **Place**  **Scale**  **Geographical skills**  **-** | **Key Concepts:**  **Physical processes**  **Place**  **Scale**  **-** | **Key Concepts:**  **Place**  **Physical processes**  **Human processes**  **-** | **Key Concepts:**  **Place**  **Scale**  **Physical processes**  **Human processes**  **-** | **Key Concepts:**  **Place**  **Scale**  **Physical processes**  **Human processes** | **Key Concepts:**  **Place**  **- Human processes**  **Geographical skills** |
| **Teaching Sequences:**  To understand that map makers draw imaginary lines to divide the world into sections  To know there are Eastern and Western hemispheres  To use coordinates to locate places on a map  To know scale is a way of representing a large area on a small map.  To know that a relief map shows heights on the map  To be able to read and understand how to use a range of maps | **Teaching Sequences:**  To know a mountain is a large landform that rises high above the land around it.  To know the Alps are a mountain range in Europe that crosses into several countries.  To know that Mount Everest, in the Himalayas, is the world’s tallest mountain.  To understand the key features of American mountain ranges  To locate the Ethiopian Highlands and Mount Kilimanjaro.  To know that a mountain is a large landform that rises above surrounding land  To know that the Alps are the largest mountain range in Western Europe  . To know that the Himalayas are the largest mountain range in the world and that Mount Everest, in the Himalayas, is the world’s tallest mountain (above sea level)  To know there are three main mountain ranges in North and South America: The Andes in South America, and the Rockies and Appalachians in North America  . To know that Kilimanjaro in Africa is notable, not only for its height, but for the fact that it stands alone and is not part of a mountain range. | **Teaching Sequences:**  East Anglia is a region of the UK that is very flat.  The marshland in East Anglia was drained leaving fertile land to grow crops.  Birmingham is a large city in the Midlands.  Yorkshire is a large area to the North of England.  The Ribblehead Viaduct and the Humber Bridge are two ways in which people have changed the landscape in Yorkshire and Humberside.  East Anglia is a region of the UK that is very flat. The marshland in East Anglia was drained leaving fertile land to grow crops and today East Anglia is known as ‘breadbasket of Britain’.  The Midlands is an area with many businesses in towns and cities, and also beautiful countryside. Birmingham is a large city in the Midlands. In the past, the Midlands had several coal and iron mines  . Yorkshire is a large area to the North of England. The Yorkshire Dales have high hills, steep valleys and fast flowing rivers.  The Ribblehead Viaduct and the Humber Bridge are two ways in which people have changed the landscape in Yorkshire and Humberside  . | **Teaching Sequences:**  .  Australia is a large, diverse country in the Southern Hemisphere  Captain James Cook was a British explorer who travelled to Australia in 1770.  Canberra is the Capital City of Australia and several major settlements are located along the South East coast.  To identify the different biomes found in Australia.  Australia’s biodiversity is under threat.  To show understanding of place, space and environment in the context of Australia. | **Teaching Sequences:**  New Zealand is located in the South Pacific Ocean.  The Maori were the first people to live in New Zealand.  New Zealand experiences earthquakes because it is located on a plate boundary.  New Zealand’s climate means it is home to a wide range of plants and animals  Many small islands are located in the Pacific Ocean.  To show understanding of place, space and environment in the context of New Zealand  New Zealand is located in the South Pacific Ocean.  New Zealand has volcanoes, geysers and can experience earthquakes  .  Scientists think Maori people came from Polynesia to New Zealand around 700 years ago.  In 2011 there was an earthquake that caused buildings to collapse and many people died.    New Zealand has a temperate climate with lots of rainfall and sunshine.  Melanesia, Micronesia and Polynesia are groups of islands in the Pacific Ocean. | **Teaching Sequences:**  Local councillors are elected to represent the views of local residents.  A sketch map is a simple map drawn from memory.  Geographers think about problems in local areas and suggest ways they can be solved  Data can be collected and recorded to give us information about an issue.  A graph is a mathematical drawing that shows information using lines, shapes and colours.  I can use my knowledge from fieldwork to explain an important local issue  - |
| **Vocabulary**  Equator, Parallel, Prime Meridian, Eastern hemisphere, Western hemisphere, Longitude, Latitude, Prime Meridian line, Greenwich, Royal Observatory, Coordinates, Parallel, Scale, Distance, small scale, large, Elevation, Contours, Relief maps, Topography, Gradient | Mountain Peak Range Summit Slope, The Alps Mont Blanc Otzi Ice mummy Eiger Matterhorn, Himalayas Mount Everest Altitude Sea-level Tenzig Norgay Edmund Hillary, Andes Aconcagua Inca Rockies Appalachians, Kilimanjaro Ethiopia Ethiopian Highlands Lava lake | East Anglia, County, Fenland, Sea level, Crops, Marshland, Wetland, Fertile, Oppose, Midlands, Industry, Settlement, Resources, Population, Density, Yorkshire, Dales, National Park, topography, Viaduct, Estuary, Ribblehead Viaduct, Humber Bridge | Australia, Terra Australia, River Murray, River Darling, Indian Ocean, Sothern Ocean, diverse, Aboriginal, Colonise, Captain James Cook, New South Wales, Penal Colony, Canberra, Sydney, Brisbane, Melbourne, Adelaide, Peth, Darwin, Cairns, Industry, Mining, Banking, Biome, Temperate, grassland, Tropical forest, Savannah, Semi desert, Desert, Deciduous forest, Biodiversity, Migrate, Evolve, Marsupial, Mammal, invasive species, urbanisation | Southern Hemisphere, Tasman Sea, Southern Cross, Polynesia, Commonwealth, Maori, Haka, Hongi, Ta Moko, Tectonic plate, fault line, Friction, Plate boundary, Christchurch, Biome, Climate, Temperate, Grassland, Deciduous, Kiwi Bird, Stoat, Melanesia, Micronesia, Polynesia | Local Councillor, Ordnance Survey, Sketch map, Location, Relationship, Scale, Annotate, Orientation, Local issues, Geographer, Local Councillor, Fieldwork, Data, Qualitative, Quantitative, Data, Information, Fieldwork, Analyse, Qualitative, Quantitative, Mathematical, Graph, Visual, Annotate |
| **National Curriculum**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. | Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | To name and locate counties and cities of the United Kingdom, geographical regions 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. | 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 | 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 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, graphs and digital technologies. |

**Geography Teaching Sequences Y6**

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| **Autumn 1** Spatial Sense | **Autumn 2** British Geographical Issues | **Spring 1**  **North America** | **Spring 2** South America | **Summer 1**  **Africa** | **Summer 2**  **Globalisation** |
| **Key Concepts:**  **- Place**  **Scale** | **Key Concepts:**  **Physical processes**  **Human processes** | **Key Concepts:**  **Place**  **Scale**  **Physical processes**  **Human processes** | **Key Concepts:**  **- Place**  **Scale**  **Physical processes**  **Human processes** | **Key Concepts:**  **- Place**  **Scale**  **Physical processes**  **Human processes** | **Key Concepts:**  **Place**  **Scale**  **Physical processes**  **Human processes** |
| **Teaching Sequences:**  Lines of longitude and latitude divide the world into sections.  Lines of latitude tell us about the climate of regions, the further from the equator the colder the climate.  Lines of latitude tell us about the climate of regions, the further from the equator the colder the climate.  Map projection is a method that involves representing our round Earth on a flat piece of paper.  Maps can help us to understand data about places, people and the environment.  . | **Teaching Sequences:**  The air in many UK cities contains pollution that is harmful to people, plants and animals.  To know that climate change causes more frequent and severe flooding in the UK.  To know that in UK we produce millions of tonnes of waste every year from our homes, businesses and industry, managing this waste is a challenge.  Litter is waste left in open, public spaces. It can cause environmental damage.  To understand how our local area responds to the challenge of (insert relevant issue).  . | **Teaching Sequences:**  North America is a continent, the countries of Canada, USA Mexico and other countries are located there.  North America is a large continent with many contrasting biomes.  North America’s rivers are important sources of fresh water, act as transport routes, and are a source of water for irrigation.  Urbanisation in North America’s cities can create problems such as pressure on services and pressure on the environment  To compare and contrast Anchorage with London. (change as appropriate)  To know North America is a large and diverse continent.  . | **Teaching Sequences:**  South America is a continent located in the Western Hemisphere, the countries within it include Brazil, Chile and Argentina.  To know the Incan Empire was located in South America, despite the challenging geography of the area.  The Andes mountains have varied terrain including deserts, lakes, forests and volcanoes  Farming and energy production are important to Brazil’s economy.  Deforestation is a major threat to biodiversity in the Amazon Rainforest.  To explain human and physical features of South America.  . | **Teaching Sequences:**  Africa is a diverse continent.  Ancient African Empires traded gold and salt across the Sahara Desert.  Desertification is a process that changes productive land into desert.  Food security is when people have access to affordable, nutritious food.  Kenya is a diverse African country with varied environments.  To show an understanding of issues faced by some African countries, including desertification and food security. | **Teaching Sequences:**  To know that globalisation is a process of interaction among people, companies and governments around the world.  To understand that economic globalisation can create wealth but can also lead to exploitation.  To understand that political globalisation has led to governments co-operating with one another.  To understand that globalisation has spread ideas and culture around the world.  To know that there are advantages and disadvantages of globalisation  To know that globalisation is the process of interaction and integration among people, companies and governments worldwide, and that this process has changed the world |
| **Vocabulary**  Longitude, Latitude, Parallel, Meridian, Co-ordinates, Arctic Antarctic, Polar, Arctic Circle, Antarctic, Circle Axis, Rotate Axis, Prime Meridian, Time Zone, Greenwich Mean Time, British Summer Time, Projection, Distortion, Cartographer, Wealth, Literacy Skills, Life Expectancy | Canada, Mexico, Guatemala, Belize, Honduras, El Salvador, Nicaragua, Costa Rica, Panama, Bahamas, Cuba, Jamaica, Haiti, Dominican Rep., St. Kits and Nevis, Antigua and Barbuda, Dominica, Saint Lucia, Barbados, St. Vincent and the Grenadines, Grenada, Trinidad and Tobago, coniferous forest, deciduous forest, tropical forest, savannah, temperate grassland, semidesert, tundra, Irrigation, Algae bloom, Fresh Water, Mississippi, Panama Canal, Source, Mouth, Urbanisation, Mexico City, Washington DC, Ottawa, Anchorage, Proximity, Region | Air Pollution, Synthetic, Natural, Pollutant Emissions, Allergy, World Health Organisation, Premature, Heavy Rainfall, Event Coastal defence, Vulnerable Waterfront, Low-lying, Frequent Severe, Waste, Landfill, Reduce, Reuse, Recycle, Consumption, Litter, Discard, Degrade, Fly-tipping, Air pollution, Borough, Local Council, Asthma | Pangaea, Urbanisation, Favela, Dense, Sparse (referring to population), Quechua, Quipu, Emperor, Engineering, Government, Communication, Tectonic plate, Subduction, Geological, Latitude, Altitude, Proximity, Economy, Arable Farming, Pastoral Farming, Export, Import, Consumer, Deforestation, Biodiversity, Slash and Burn, Carbon | Diverse, Resources, Savannah, Development, Indicators, Commodity, Merchant, Caravan, Desertification, Productive, Sparsely Populated, Uninhabitable, Failed Crop, Affordable, Nutritious, Food Security, Cyclone, Conflict, Poverty, Infestation, Parasite, Swarm | Soviet Union, Integrate, Interact, Manufacturing, Industry, Labour, Goods, Trade, Globalisation, Development, Profit, Exploit, Business, Production, Wages, Labour, Politics, Political Globalisation, Trade, Government, Social, Cultural, Identity, Cultural flow, Popularity, Anti-globalisation, Global Justice |
| **National Curriculum**  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), | 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 | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics  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. | 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.  Describe and understand key aspects of:  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 | 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.  Describe and understand key aspects of:   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 | Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. |