Year group, Unit Title and Name	Skills	Previous Learning	Intent – why this, why now?	Vocabulary
EYFS All About Me Garden Nature Walks Climates *make sense of their physical world and their community.* Starting School Environment Nature	talk about the features of their own immediate environment and how environments might vary from one another	Home visits - family	**Mapping:** Talk about features of their immediate environment with visual representations. **Mapping:** Use technology eg. a BeeBot and begin to show spatial awareness. **Nature Study:** Natures wonders – changes of Autumn, leaf and seed collections – nature table Reception Garden – planting bulbs, Map of our walk to school. **Nature Study:** Autumn Watch Autumn to Winter: noticing change – Fulbourn beechwoods -	Under Beside on top opposite above
EYFS Frozen *make sense of their physical world and their community.* Climates Arctic/Antarctic Seasons Gardens	know about similarities and differences in relation to places, objects, materials and living things	Mapping school Nature Study	**Mapping:** Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction Recognise some environments that are different to the one in which they live eg. Antarctic/Antarctica **Mapping:** Complete a simple BeeBot program using a grid map or carpet squares **Nature Study:** Signs of Spring Observing and learning about birds at school and on local walks to Lammas Land and Fulbourn beechwoods.	Up Down Side Arctic Antarctic Same different

			Observing Reception Garden changing and growing. **Nature Study:** Looking at cold places around the world, Winter Watch	
EYFS Into the woods Looking after our world *make sense of their physical world and their community.* Woodland walks recycling	make observations of animals plants and explain why some things occur, and talk about changes	Mapping Nature Study	**Mapping:** Draw information from a simple map and identify landmarks of our local area walk. **Mapping:** Create own maps using grid paper and symbols (x marks the spot treasure maps) **Nature Study:** life cycles (minibeasts), observing and recording change. Look at different minibeasts on walks to Lammas Land. **Nature Study:** Growing food and looking after our world.	Local Map North South East west
Y1 The UK *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom* Where is the UK? Where do I live? My local area	**Locational knowledge** I can use a simple map given to me to move around the school site **Place knowledge** I can understand geographical similarities and differences between somewhere in the Uk and a contrasting non EU country **Human and physical geography** name locate and identify **Geographical skills and fieldwork** I can follow directions (up, down, left, right, forward, backwards). I can draw picture maps from imaginary places and stories	Mapping Nature Study	Drawing of our school and map of playground. Identify 4 countries in the UK. Locate UK on a World map	England Scotland Ireland Wales London Edinburgh Cardiff Belfast United Kingdom Europe Country Town Countryside

Y1 The Arctic *contrasting non-European country* Arctic cities / towns Physical features Comparisons	**Locational knowledge** I can locate hot and cold places on a globe - the equator, north and south poles **Place knowledge** **Human and physical geography** I can use basic Geographical vocab to refer to physical features **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	Playground School environment The UK Capital Cities Maps	Where is the Arctic? How do Inuit's live and what is their history? How does life compare in the Arctic to our life in Cambridge? What physical features make up the Arctic landscape? What is the Arctic climate? Which animals can you find in the Arctic? Antarctic? Who were the most famous Arctic explorers?	Arctic circle Antarctic Frozen Summer Winter Icebergs Cold Ice Similarity Difference
Y1 London *use simple compass directions and locational and directional language* London Landmarks Geographical features Maps	**Locational knowledge** name, locate and identify characteristics of the four countries and capital cities of the United Kingdom **Place knowledge** I can add labels of features onto a sketch, map or photograph **Human and physical geography** 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 **Geographical skills and fieldwork** I can locate features on a UK map – London, River Thames, home location, seas	Compare and contrast Arctic Aerial Maps Fieldwork	Use maps to find directions. Pinpoint landmarks. Make graphs and analyse data. Use directional language. Use coordinates and references. How does London compare to Cambridge? How does London compare to other capital cities? What is a capital city?	Capital city Government Parliament Big Ben Tower Bridge Compass North South East West Buckingham Palace City map

Y2 Continents, countries and oceans *name and locate the world's seven continents and five oceans* continents oceans	**Locational knowledge** I can name and locate the seven continents and five oceans **Place knowledge** I can learn names of places within and around the UK – home town, cities, countries – France **Human and physical geography** I can use basic Geographical vocab to refer to physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather **Geographical skills and fieldwork** I can create plans of a familiar environment	Arctic London The UK	Can I identify the 7 continents? Can I compare and contrast a UK area with another non European area? Can I identify and name the 5 oceans? Use basic geographical vocabulary to describe, locate and identify. Use world maps, atlases and globes to identify continents, oceans and countries.	Africa Antarctica, Asia, Australasia, Europe, North America, South America; Pacific, Atlantic, Indian, Southern, Arctic; Continent, Country, Ocean, North, South, East, West
Y2 Sensational Safari *contrasting non-European country* Climates. Contrasting non UK countries	**Locational knowledge** I can follow directions – north, south, east, west **Place knowledge** I can understand geographical similarities and differences between somewhere in the Uk and a contrasting non EU country **Human and physical geography** I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world **Geographical skills and fieldwork** I can use an aerial photograph to recognise	The UK Continents, Countries and Oceans Compare and Contrast	Explain where Africa is located in the world and find specific cities e.g. Kenya on a world map or globe. Understand what some aspects of life in a warm climate are like. Identify animals that live in warm climates and begin to explain the concept of 'endangered species'. Confidently use compass directions to move around a map. Use an atlas/globe to locate accurately places and landmarks. Ask geographical questions – Where is it? What is this place like? How near/far is it?	Climate, Safari, Africa, National Park, Globe, Equator, tourism, population, map, north, south, east, west, continent, city, ocean, mountain.

	landmarks – both human and physical			
Y2 Magical mapping Rivers *understand geographical similarities and differences* Mapping Locational knowledge rivers	**Locational knowledge** I can follow a route on a map – in the locality. **Place knowledge** I can begin to recognise places e.g UK on a small scale and large scale map **Human and physical geography** I can use basic geographical vocabulary to refer to human features: city, town, village, river, stream, estuary, factory, farm, house, office, harbour, port, shop **Geographical skills and fieldwork** I can create plans of a familiar environment, tracking and drawing our local river and following the source of the river Cam	The UK Continents, Countries and Oceans Contrasting non UK country	Name different types of maps and explain some key features. Draw a simple map of the local area focussing on the River Cam. Name four points of compass Ask geographical questions Use aerial photographs Identify range of map symbols Understand how rivers are formed. Explore the River Cam.	Map. Route, key, journey, map symbol, aerial view, title, globe, atlas, city, countryside, town, farm, compass, country, ocean, sea, factory, harbour, river, estuary, mouth, source, confluence, stream.
Y3 Rainforests *Describe and understand physical geography, including: climate zones, biomes and vegetation belts,* Tropics	**Locational knowledge** I can locate places on larger scale maps – e.g map of Europe, find UK or other countries on a globe **Place knowledge** I can identify the position of the equator, northern and southern hemisphere, the Arctic and Antarctic circles **Human and physical geography** I can describe and understand key aspects of human geography including -	The UK Continents, Countries and Oceans Maps	Know the names of, and locate, a number of South or North American countries. Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Know what is meant by the term 'tropics'. Know what is meant by biomes and what are the features of a specific biome. • Label layers of a	Rainforest, Amazon, anteater, jaguar, capybara, tribe, deforestation, tropical, climate, South America, rainfall, Tropic of Cancer, Tropic of Capricorn, Equator, temperature, forest floor, emergent layer, canopy, understorey.

Biomes Name, locate	types of settlement and land use, economic activity such as trade links, natural resources including energy, food, minerals and water **Geographical skills and fieldwork** I can ask geographical questions and offer my own ideas		rainforest and know what deforestation is. Know how to use graphs to record features such as temperature or rainfall across the world. Learn about indigenous tribes.	Endangered, sustainable,
Y3 Volcanoes *physical geography, including: climate zones, mountains, volcanoes and earthquakes, and the water cycle* tectonic plates earthquakes volcanoes	**Locational knowledge** I can identify significant places and environments **Place knowledge** I can understand geographical similarities and differences through human and physical geography of a region of the UK, a region in Europe and a region within North or South America **Human and physical geography** I can describe and understand key aspects of physical geography including – climate zones, biomes, rivers, mountains, volcanoes, earthquakes, the water cycle **Geographical skills and fieldwork** I can analyse evidence and begin to draw conclusions e.g make comparisons between 2 places	Maps Rainforests The UK	What is found inside the earth? Where do we find volcanoes and earthquakes? What do we notice about these locations? What can we discover from this? What happens at tectonic plate boundaries? What happens when the earth shakes? How do earthquakes impact people? How are volcanoes formed? How do volcanoes impact people?	Magma, ring of fire, mantle, fault, eruption, sill, vent, volcano, lava, crust, extinct, core, conduit, dormant, ash, active, crater.
Y4 Countries of the world	**Locational knowledge** I can use 4 compass points to follow or give directions	Rainforests Volcanoes Compare and Contrast	Human and Physical Geography Place knowledge How do we map the world? What are longitude and latitude?	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,

locate the world's countries, using maps Continent Oceans Rivers Capitals countries	**Place knowledge** I can identify the position of the equator, northern and southern hemisphere, the Arctic and Antarctic circles **Human and physical geography** I can describe and understand key aspects of physical geography including – climate zones, biomes, rivers, mountains, volcanoes, earthquakes, the water cycle **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	World maps	How to read contours, keys and symbols? What are time zones? What is a map? 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. Name and locate 5 continents. Use an atlas to locate capital cities Identify 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 human and physical features.	vegetation, season and weather key human features, including: city, town, village, farm, house, office, port, harbour and shop
Y4 United Kingdom *name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics* UK Capital	**Locational knowledge** I can follow a route on a large scale map e.g While Orienteering **Place knowledge** I can understand geographical similarities and differences through human and physical geography of a region of the UK, a region in Europe and a region within North or South America **Human and physical geography** I can locate the UK on different scale maps	Countries of the World Volcanoes Rainforests	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 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	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, farm, house, office, port, harbour and shop

Map topographical land use patterns	I can name and locate the counties and cities of the UK **Geographical skills and fieldwork** 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.		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.	
Y5 Rainforests *physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* Hemispheres Climate Rainforests Environment	**Locational knowledge** I can select a map for a particular purpose e.g Atlas to find South America. OS map to find a particular local Village **Place knowledge** I can understand geographical similarities and differences through human and physical geography of a region of the UK, a region in Europe and a region within North or South America **Human and physical geography** I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and the human geography associated with it including trade, population and other	Countries of the world The United Kingdom Mapping	Where and when did the Maya live? What was Maya writing like? How did the Maya tell the time? Society in Maya? Rulers, Gods, trade. Art and religion in Maya? How do we know about the Maya? How is/was life in South America different to life in the UK Comparisons and differences., Find on globe	Enquiry Similar Different Aerial Data Coordinate Settlement Map Graph tourism

	resources including energy, food, minerals and water **Geographical skills and fieldwork** I can identify the position and significance of latitude, longitude, equator, hemispheres, topics, Arctic and Antarctic, the Greenwich Meridian and time zones (day and night)			
Y5 Greece *locate the world's countries, using maps to focus on Europe* Similar Different Hemisphere environment	**Locational knowledge** I can locate places on a world map **Place knowledge** understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. **Human and physical geography** I can describe and understand key aspects of human geography including - types of settlement and land use, economic activity such as trade links, natural resources including energy, food, minerals and water **Geographical skills and fieldwork** I can confidently use an atlas	Mayan Maps Contrasting non European Country	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. This topic will include the location and characteristics of a range of the Greece's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.	Data Ancient Modern Enquiry Hemisphere Global Political Environment population
Y5 Coasts	**Human and physical geography** I can describe and understand key aspects of physical geography including -	Greece Maya, Rivers	Learn about the coastline of Greece and its islands. What are the different types of Island?	Erosion, sedimentation, dynamic, tide, archipelago,

Describe and understand key aspects of physical geography including coasts. Erosion dynamic island coast	types of islands, coasts, features of coasts and human impact on our coastline **Place knowledge** I can find and recognise islands on a map and a globe and explain the different types of islands. **Geographical skills and fieldwork** I can sketch maps, diagrams and charts to show different features of coasts.		Learn about the features of a coastline How do coastlines form? Human and physical geography.	current, peninsula, longshore drift, bay, dunes.
Y6 St Lucia *understand geographical similarities and differences through the study of human and physical geography of a region within North or South America* St Lucia Galapagos Population Tourism Environment Trade	**Locational knowledge** I can use atlases to find out about other features of places e.g wettest part of the world, mountain regions, weather patterns **Place knowledge** I can understand geographical similarities and differences through human and physical geography of a region of the UK, a region in Europe and a region within North or South America **Human and physical geography** I can describe and understand key aspects of human geography including - types of settlement and land use, economic activity such as trade links, natural resources including energy, food, minerals and water **Geographical skills and fieldwork** use fieldwork to	Europe The World Maps Maya	Chronologically secure understanding of settlement in UK. Similarities and differences between our islands and the islands of St Lucia. Including sturdy into trade, tourism, population, finance, weather, community. Develop contextual knowledge of globally significant places – The Galapagos – both terrestrial and marine. Define physical and human characteristics and provide geographical context. Analyse data, maps, diagrams, photographs. Communicate geographical knowledge through maps, numerical and quantitative skills and writing at length.	Climate Change, Resort, Erosion, Festival, Continent, Climate, Hemisphere, Region, Longitude, Location, Landscape, Analyse, Physical, Evidence, Tourist, Population, Carnival, Animals, Plants

	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			