			Geography		
	How to think like a Geographer; Where is this place? Why is it here and not there? What is it like? How did it get like this?				
	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork	How to think like a Geographer
			Year 1		
Autumn 1			(Revisit throughout the year in each season) To know what the weather is like in each season. To compare the weather in different seasons. To explain the effects of the seasonal weather on trees.	To observe the trees in the school grounds and identify seasonal changes.	
Autumn 2					

Spring 1 and 2	To know that the UK is made up four countries. To name the four countries of the UK (Wales, England, Scotland, Northern Ireland). To name the UK's four capital cities. To name the seas that surround the UK.	To know that the UK's capital cities have lots of buildings including offices, museums, stadiums, homes, recreational facilities and shops, busy roads, lots of people. To use basic geographical vocabulary to refer to key physical features of the UK, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. To use basic geographical vocabulary to refer to key human features of the UK, including: city, town, village, factory, farm, house, office, port, harbour and shop.			To use locational language to describe the countries of the UK in relation to one another (Wales is next to England, N. Ireland is across the Irish Sea).
Summer 1 and 2				To use locational and directional language (near and far; left and right), to describe the geography of the school, its grounds and the immediate surrounding area (What can we see from the school? Houses, roads, allotments) To use plan perspectives to recognise landmarks and	

				basic human and physical features of the school (school field, hall, classrooms, playground, trees). To devise a simple sketch map of the school grounds and immediate surrounding area. To use class agreed basic symbols in a key.	
			Year 2		

| Autumn 1 and 2 | To name the seven continents.

To locate the seven continents on a world map and a globe.

To name the five oceans.

To locate the five oceans on a world map and a globe.

To locate the Equator on a world map and a globe.

To locate the North and South Pole on a world map and a globe. | | To know what the Equator is (An imaginary line around the centre of the Earth. It is halfway between the North Pole and the South Pole.)

To know that countries and continents near to the Equator have a hotter climate than those further away.

To name continents on the line of the Equator.
To understand where the Equator is in relation to the UK.

To know that the closer you are to the poles, the colder the climate. | To use simple compass directions (North, South, East and West). | To describe the location of the continents and oceans in relation to one another (using simple compass directions).

To describe the location of the continents in relation to the UK/Europe. |

| Spring 1 and 2 | To locate Rio de Janeiro on a world map.

To know that Rio de Janeiro is in South America.

To use an atlas to locate London and Rio de Janeiro.

. | To name some physical features of London (River Thames, weather/climate)

To name some human features of London (large buildings, population, stadiums, palaces, flats, houses, offices, shops, bridges, churches/cathedrals).

To name some physical features of Rio de Janeiro (Sugarloaf Mountain, Copacabana beach, Mount Corcovado, weather/climate)

To name some human features of Rio de Janeiro (high rise buildings, favelas, stadiums, shops, churches/cathedrals, Christ the Redeemer statue).

To name similarities and differences in the human and physical features of London and Rio de Janeiro. | | | To describe where London is in relation to Cheltenham.

To describe where Rio de Janeiro is in relation to England. |
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Summer 1 and 2				To use locational and directional language (left, right, forwards, towards) to describe the location of features and routes on a map. To use aerial photographs to recognise landmarks and basic human and physical features of the local area. To devise a simple map of the local area from fieldwork/observation /aerial photographs. To use basic symbols in a key.	
			Year 3		
Autumn 1	To name some counties of the UK (Gloucestershire, Herefordshire, Worcestershire). To locate Gloucestershire, Herefordshire and Worcestershire on a map of the UK. To name some cities in the UK (Gloucester, Worcester and Hereford).	To know identifying human and physical features and key topographical features of the counties and cities studied (Black Hill, Malvern Hills, Cleeve Hill, River Wye, River Severn, Gloucester Cathedral, Worcester Cathedral, Hereford Cathedral, towns, villages)	To describe what might be found in an urban (cities and towns – large buildings, lots of houses, shops, schools, churches, traffic, lots of people, busy roads) and rural (countryside – farms, few houses, small roads, not many other buildings) area.	To use the eight points of a compass. To use OS maps to identify urban and rural areas. To create a simple map showing the buildings you might see in an urban area. To create a simple map showing a rural area.	To know where Herefordshire and Worcestershire are in relation to Gloucestershire (using compass directions). To know where Gloucester, Worcester and Hereford are in relation to Cheltenham.

	To locate Gloucester, Worcester and Hereford on a map of the UK.				
Autumn 2	To locate Cornwall on a map of the UK.	To identify physical features of Cornwall (coastline, beaches, cliffs, River Tamar, Isles of Scilly, Lizard Peninsula). To identify human features of Cornwall (towns – St Austell, Truro, St Ives, Falmouth). To compare the human and physical features of Cornwall to those of Gloucestershire.	To understand economic land use in Cornwall and how this has changed over time (focus on fishing).	To use 4 figure grid references to locate features studied on a map.	To know where Cornwall is in relation to Gloucestershire.

Spring 1	To name some countries in Western Europe (UK, Ireland, France, Belgium, Netherlands). To locate these countries on a map of Europe and in a junior atlas. To name some major cities in these countries (London, Belfast, Dublin, Paris, Brussels, Amsterdam).	To identify the physical characteristics of Western Europe (focus on climate, mountain ranges, significant rivers/coasts, which seas/oceans border countries).			To know where these countries are in relation to the UK (compass directions).
Spring 2	To locate the French Alps on a map of France.	To identify the physical characteristics of France (Alps, Pyrenees, River Seine, Rhine River, French Riviera) To identify the human characteristics of France (Eiffel Tower, Notre Dame, Pont d'Avignon, Pont des Arts, Louvre). To identify human and physical features of the French Alps (mountains, lakes, rivers, towns)	To describe and understand the features of mountains (link to French Alps). To know how mountains affect the people living near them.	To use topographical map to explore the French Alps.	

Summer 1	To locate North and South America on a world map. To name some countries in America (USA, Canada, Mexico). To locate these countries on a map of North America. To name some cities in these countries (Washington DC, New York, Ottowa, Mexico City). To locate these cities on a map of North America.	To identify the characteristics of North America (focus on climate, mountain ranges, significant rivers/coasts, which seas/oceans border countries).			To know where these countries are in relation to each other and in relation to the UK (compass directions).
Summer 2	To locate California and Arizona on a map of North America.	To identify the characteristics of the deserts in California and Arizona.	To describe and understand climate zones. To describe what a biome is (areas with similar climates, landscapes, animals and plants). To name the desert as a type of biome and describe the features of this biome.	To locate the world's climate zones on a map (polar, temperate, arid, tropical, mediterranean and mountains). To use an atlas to identify countries in each climate zone. To locate the desert biome on a world map. To use an atlas to identify continents with the desert biome.	
	Year 4				

Autumn 1	To name some counties of the UK (Warwickshire and Oxfordshire). To locate Warwickshire and Oxfordshire on a map of the UK. To name some cities in the UK (Warwick and Oxford). To locate Warwick and Oxford on a map of the UK.	To know identifying human and physical features and key topographical features of the counties and cities studied (Ebrington Hill, White Horse Hill, River Avon, River Cherwell, Oxford University, Warwick Castle,	To describe types of settlement found in England (hamlet, village, town, city).	To identify types of settlement in the areas studied on OS maps. To use OS maps to find out about the places studied. To use 6 figure grid references to locate the features studied on a map. To create a map showing different types of settlement (hamlet, village, town, city).	To know where Warwickshire and Oxfordshire are in relation to Gloucestershire and previous counties studied (Herefordshire and Worcestershire). To know where Warwick and Oxford are in relation to Cheltenham and the cities studied previously (Gloucester, Worcester and Hereford).

Autumn 2	To locate the Lake District on a map of the UK.	To understand what a National Park is. To identify the physical features of the Lake District (Scafell Pike, Helvellyn, Skiddaw, lakes – Windermere, Wastwater To identify the human features of the Lake District (towns - Windermere, Keswick). To compare the human and physical features of the Lake District to Gloucestershire.	To understand land use in the Lake District and how this has changed over time (upland hill farming). To understand the impact of climate change on the Lake District. To understand the impact of tourism on the Lake District (positive and negative impact). To understand why people settled in the Lake District.		To know where the Lake District is in relation to Gloucestershire.
Spring 1	To name some countries in Southern Europe (Italy, Spain, Portugal, Greece). To locate these countries on a map of Europe, a globe, world map and junior atlas. To name some major cities in these countries (Rome, Madrid, Lisbon, Athens).	To identify the characteristics of Southern Europe (focus on climate, mountain ranges, significant rivers/coasts, which seas/oceans border countries).			To know where these countries are in relation to the UK and other Western Europe countries studied.

| Spring 2 | To locate Campania on a map of Italy. | To identify some physical characteristics of Italy (peninsula, Alps, The Po, Lake Garda, Lake Como)

To identify some human characteristics of Italy (Colosseum, Trevi Fountain, Leaning Tower of Pisa, Pompeii ruins, Grand Canal).

To identify the human and physical features of Campania. | To describe and understand the features of volcanoes (link to Italian region) and earthquakes.

To understand the difference economy in different regions of Italy.

To know the main exports of Italy (trade links) and where these are distributed. | To use a world map to locate the world's volcanoes. | |

Summer 1	To name some countries in America (Brazil, Peru, Argentina). To locate these countries on a map of South America. To know where these countries are in relation to each other and in relation to the UK. To name some cities in these countries (Rio de Janeiro, Brasilia, Lima, Buenos Aires). To locate these cities on a map of South America.	To identify the characteristics of South America (focus on climate, mountain ranges, significant rivers/coasts, which seas/oceans border countries).			
Summer 2	To use an atlas to locate countries in South America with grassland and savannah.	To identify the characteristics of the grasslands of Argentina.	To name the savannah and grasslands as biomes and describe the features of these. To know which plants grow and which animals live in the savannah and grasslands and why.	To locate these biomes on a world map. To use an atlas to identify continents with the savannah and grassland biomes.	
			Year 5		

Autumn 1	To use maps to name the remaining two counties that border Gloucestershire (children lead this to find out themselves). To name some counties of the UK (Wiltshire and Somerset). To locate Wiltshire and Somerset on a map of the UK. To name some cities in the UK (Bristol and Salisbury). To locate Bristol and Salisbury on a map of the UK.	To know identifying human and physical features and key topographical features of the counties and cities studied (Milk Hill, Dunkery Beacon, River Parrett, River Avon (studied previously but look at how it goes through the counties)).		To use digital maps to locate the human and physical features of the counties and cities studied.	To know where Wiltshire and Somerset are in relation to Gloucestershire and previous counties studied (Herefordshire, Worcestershire, Warwickshire and Oxfordshire). To know where Bristol and Salisbury are in relation to Cheltenham and the cities studied previously (Gloucester, Worcester, Hereford, Oxford, Warwick).

Autumn 2	To locate Liverpool on a map of the UK.	To identify the physical features of Liverpool (River Mersey). To identify the human features of Liverpool (Royal Liver building, cathedrals, art galleries, Albert Dock) To compare the human and physical features of Liverpool and Gloucestershire (compare to Gloucester Docks).	To understand why people settle in cities. To understand why people settled in Liverpool.	To use digital maps to locate the human and physical features of Liverpool.	To know where Liverpool is in relation to Gloucestershire.
Spring 1	To name some countries in Northern and Central Europe (Germany, Denmark, Finland, Norway, Sweden). To locate these countries on a map of Europe, a globe, a world map and atlas. To name some major cities in these countries (Berlin, Copenhagen, Helsinki, Oslo, Stockholm).	To identify the characteristics of Northern Europe (focus on climate, mountain ranges, significant rivers/coasts, which seas/oceans border countries).			To know where these countries are in relation to the UK and other European countries studied.

Spring 2	To locate Cologne on a map of Germany.	To identify the physical characteristics of Germany. To identify the human characteristics of Germany. To identify the human and physical features of Cologne (focus on Rhine River – link to rivers study).	To describe an understand the features of rivers (link to Rhine River in Germany). To understand the importance of the Rhine River in trade. To understand how Cologne grew around the Rhine River. To describe and understand the water cycle (link to rivers).		
Summer 1	To locate the countries in central America on a map of America (use atlas skills to locate these). To use atlas skills to locate some cities within these countries.	To identify the characteristics of Central America (focus on climate, mountain ranges, significant rivers/coasts, which seas/oceans border countries).	To understand what time zones are (divisions by imaginary lines called meridians which run from North to South Pole). To know the location and significance of the Prime Meridian. To know that one continent can have several different time zones (link to America – 6 different time zones).		To know where these countries are in relation to each other and in relation to the UK.

Summer 2	To use an atlas to locate areas in North and South America with taiga forest, temperate forest, tropical rainforest and tundra biomes.	To identify the characteristics Amazon rainforest.	To name the tundra, taiga forest, temperate forest and rainforest as biomes and describe the features of these. To know which plants grow and which animals live in the tundra, taiga forest, temperate forest and rainforest biomes and why. To know the natural resources in the Amazon and how these are threatened.	To locate these biomes on a world map. To use an atlas to identify continents with the tundra, temperate forest, taiga forest and tropical rainforest biomes.	
Year 6					
Autumn 1	To name and locate all of the counties that border Gloucestershire. To use knowledge of maps and counties to name the counties that border Greater London (Surrey, Kent, Berkshire, Buckinghamshire, Hertfordshire, Essex). To use maps to name and locate a city in each of the counties studied.	To use digital maps to find out names of key topographical features in the counties studied.		To understand how scale is used in mapping. To create a scale map of the school grounds.	

Autumn 2		To carry out a study on a UK region of choice, focusing on the human and physical features of this region and comparing this region to Gloucestershire or another region previously studied.			
Spring 1	To name some countries in Eastern Europe (Poland, Ukraine, Russia, Bulgaria). To locate these countries on a map of Europe, a globe, a world map and atlas. To use maps to name some major cities in these countries (Warsaw, Kyiv, Moscow, Sofia).	To identify the characteristics of Eastern Europe (focus on climate, mountain ranges, significant rivers/coasts, which seas/oceans border countries).	To explore the time zones in Eastern Europe.		To know which countries you would travel through to get from Eastern Europe to the UK.
Spring 2		To identify the characteristics of Russia (focus on climate, mountain ranges, significant rivers/coasts, which seas/oceans border countries). To make comparisons between Russia and another country studied at this key stage.	To understand why most of Russia's population live in the West (climate is more temperate, more connections with Eastern Europe). To understand why most of Russia's major industries are located in the West.		To know where Russia is in relation to England and the other countries studied.

Summer 1 and 2			To understand the meaning of the terms climate change and global warming. To know what is causing global warming. To understand the impact of greenhouse gases, pollution, deforestation and farming on global warming. To understand the potential impact of global warming if nothing is done to change (impact of hotter temperatures – droughts, extreme weather, impact of ice melting). To understand what is being done to tackle climate change (farming – Greenhouse Gas Action Plan, being more 'green'). To know which countries in the world are most impacted/are likely to be most impacted by climate change. To know which countries in the world are the most 'green' and what they are doing to help.		