

KDPS Geography	Autumn	Spring	Summer
Preschool	Why do leaves change colour? What is light and dark?	What different homes are there? What can I see in winter?	Where can we go on an adventure? What is it like to live in India?
	EYFS Framework - Prerequisite skills for geography through different areas of learning; Understanding the World and Mathematics. Children develop positional language; look at people, cultures and communities; and explore the natural world.		
Reception	Seasons: Autumn	Seasons: Winter & Spring How do they celebrate New Year in China?	Seasons: Summer What's it like in countries our and other families are from?
	EYFS Framework - Prerequisite skills for geography through different areas of learning; Understanding the World and Mathematics. Children develop positional language; look at people, cultures and communities; and explore the natural world.		
Y1	Fieldwork in the school grounds	Hot and cold places of the world	UK countries and capital cities
	ONGOING: Seasons and daily weather		
Y2	Small <u>area</u> of the UK - Heaton Park, North Manchester	<u>Area</u> in a non-European country - Cape Tribulation, Australia	Fieldwork and Map making of the school grounds
	ONGOING: Seasons and daily weather		
Y3	Fieldwork - land use in Broughton Park	Volcanoes and Earthquakes	A region in the UK - London
	ONGOING: Revisit countries and capitals of the UK.		
Y4	Environmental Geography - Weather and Climate	A <u>region</u> in a European country - Tatra Mountains, Poland	Rivers and Mountains
	ONGOING: Revisit the seven continents and the five oceans. Locate Russia in relation to topics. Focus on Climate Zones.		
Y5	Geography of the UK - National Parks	World Geography - Food and Trade	A <u>region</u> in South America - The Amazon Basin
	ONGOING: Focus on biomes and vegetation belts.		
Y6	A <u>region</u> in North America - The Arctic	UK Geography - Energy	Fieldwork and Map work - Leicester Road & Bury Old Road
	ONGOING: Revisit northern and southern hemispheres, lines of longitude and latitude and time zones.		

Year One		
Autumn	Spring	Summer
Fieldwork in the school grounds	Hot and cold places of the world	UK countries and capital cities
Purpose of Unit: To introduce children to fieldwork skills that they can build upon throughout their school geography life.	Purpose for unit: This unit aims to help children think geographically and to equip them with some knowledge about continents, oceans, hot and cold places of the world and how these are different from the UK.	Purpose of Unit: To introduce locational knowledge as well as starting to understand the size of places in comparison with each other.
In this unit of work children will learn simple fieldwork skills, including observation and recording, to study the geography of their school and its grounds. They will consider similarities and differences between their own school's environment and others.	The purpose of geography study is to inspire in children a curiosity and fascination about the world. This unit of work aims to help children to think geographically and to equip them with some knowledge about continents, oceans, hot and cold places of the world and how these are different from the UK. (7 continents and 5 oceans).	In this unit of work, children learn to name, locate and identify the characteristics of the four countries of the United Kingdom (England, Scotland, Wales and Northern Ireland) as well as their capital cities (London, Edinburgh, Cardiff and Belfast) and its surrounding seas (North Sea, English Channel, Irish Sea and St George's Channel.)
Y1 Ongoing Themes		
Daily weather and seasonal changes should be covered across the year and revisited often and when relevant. Contrasts should be discussed in terms of local areas and other areas of study within topics.		
Vocabulary:	Vocabulary:	Vocabulary:
location, building, grass, trees, landmark, left, right, above, beneath, across, forwards, backwards, map, direction, near, far, plan, along	hot, cold, warm, cool, globe, map, poles, North Pole, South Pole, north, south, top half, bottom half, ocean, sea, country, continent, different, similar, located	continent, country, county, capital city, city, town, village, hamlet, neighbour, kingdom,
Specific Vocabulary:	Specific Vocabulary:	Specific Vocabulary:
campus, primary school, high school, nursery, private nursery, car park, swimming pool, drama block	Pacific Ocean, Arctic Ocean, Atlantic Ocean, Southern Ocean, Indian Ocean, Australia, Asia, Africa, Europe, Antarctica, North America, South America	United Kingdom of Great Britain and Northern Ireland, England, Scotland, Wales, Northern Ireland, Atlantic Ocean, Irish Sea, English Channel, North Sea, Republic of Ireland
Y1 General Vocabulary		
wind, snow, rain, hail, fog, wet, dry, hot, cold, heatwave, sunny, cloudy, winter, spring, summer, autumn, changes, temperature, freezing, daytime, night time, darkness, light, sunset, sunrise		

Year Two		
Autumn	Spring	Summer
Small area of the UK - Heaton Park, North Manchester	Area in a non-European country - Cape Tribulation, Australia	Fieldwork and Map making of the school grounds
Purpose of Unit: Is for the children to learn about their local area (where they live and where they go to school)	Purpose of Unit: Is to compare human and physical features in the UK to a contrasting non-European country – Australia. This is to widen the children’s perspective and locational knowledge of the world.	Purpose of Unit: To further develop fieldwork skills, including observation and recording and also develop map skills and understanding.
Where do the children play and have fun and what are these places like? Which are built places e.g. recreation grounds, swimming pool and which are natural places e.g. woods, beach or fields? Do they have a garden or other outside space at their home? Where in the school grounds do they play? Where do they go to play at the weekends or on holiday? The area of focus should ideally be locally relevant eg. Crumpsall, Prestwich, Whitefield or North Manchester.	In this unit of work, children will learn about a small area within a contrasting non-European country (eg. Kandy [a town in Sri Lanka], Chengdu [area in China known for Panda conservation amongst other things])It is likely to be an area similar in size to the children’s own town or village. It could be a small area in Australia, Africa or Asia but preferably not North or South America as these are covered in KS2. The chosen area might be a place with which some of the children have links; or a place familiar to the teacher. Although exploring a small area in detail, the children still need to be aware of its broader geographical context, such as the country/continent in which it is located. Children will explore similarities and differences between the small area being studied and areas with which they are more familiar. This builds on the knowledge, skills and understanding from last term’s unit.	In this unit of work children will learn simple fieldwork skills, including observation and recording, to study the key human and physical features of the environment immediately surrounding the school i.e. the high street, closest housing estate/area. Alternatively, children could focus on the school campus as a whole, including the high school buildings, top pitch and the car parks. They will consider similarities and differences between their own school’s environment and others.
Y2 Ongoing Themes		
Daily weather and seasonal changes should be covered across the year and revisited often and when relevant. Contrasts should be discussed in terms of local areas and other areas of study within topics.		
Vocabulary:	Vocabulary:	Vocabulary:
England, Scotland, Wales, Northern Ireland, United Kingdom of Great Britain and Northern Ireland, north, south, east, west, local, national, small, large, smaller, larger, use, natural, man-made, location, nearby, built, map, roads, motorways, housing estates, terraces, detached, bungalows, address	area, Europe, continent, Africa, Asia, Australia, Antarctica, North America, South America, Country, region, sea, ocean, mountains, desert, beach, harbour, cliffs, coast, nearby, landscape, environment, temperature, equator, hemisphere, north, south, east, west, city, town, similar, different, hill, river, valley, harbour, local, distant	fieldwork, map, observation, human geography, physical geography, aerial view, photograph, satellite, environment, behind, in front, across, next to, north, south, east, west, street, lane, road, motorway, traffic, location, located
Y2 General Vocabulary		
wind, snow, rain, hail, fog, wet, dry, hot, cold, heatwave, sunny, cloudy, winter, spring, summer, autumn, changes, temperature, freezing, daytime, night time, darkness, light, sunset, sunrise		

Year Three		
Autumn	Spring	Summer
Fieldwork - land use in Broughton Park	Volcanoes and Earthquakes	A region in the UK - London
Purpose of Unit: To use previously learnt fieldwork skills in a different location, make observations, comparisons and conclusions.	Purpose of Unit: In this theme, children will investigate earthquakes and volcanoes: what they are; why they happen; and how they affect the landscape and human activity.	Purpose of Unit: The purpose of this unit of work is for the children to study a region of the United Kingdom.
The purpose of this unit of work is to enable pupils to investigate their local area using maps, aerial imagery. They should learn/recap where they are in the world and describe a range of physical and human features of their locality. They should begin to realise that different types of maps e.g. Ordnance Survey, Google Maps, Bing Maps, Google Earth etc show different features in more/less detail. For example, their school will not always appear on Google Maps but will definitely feature on large scale OS maps such as Digimap For Schools.	In this unit of work, children will investigate earthquakes and volcanoes: what they are; why they happen; and how they affect the landscape and human activity. They should learn that the Earth is constantly moving and changing, inside and on the surface (plate tectonics) resulting in physical features such as earthquakes and volcanoes. They should begin to ask questions about what they hear in the news and make links between what is happening around the world (e.g. natural disasters) and what they have learned in school.	This region could be anywhere in the UK but is likely to be different from the region in which they live and the area covered in Y1. It builds on work based on their local area. The area of focus could be anywhere such as: The Lake District in Cumbria or any other National Park, a governmental region such as Greater London or Northern Ireland. It could contain several cities and counties, such as the South West which would include Cornwall and Devon with a focus on coasts. The chosen region might be one which is significant to the teacher or some of the children in the class. The children will study key aspects of human and physical geography in the chosen area. They will consider geographical similarities and differences between the chosen area and other regions of the world or the UK, including their own locality. (Children will refer back to their learning on this unit when studying other regions later in KS2).
Y3 Ongoing Themes		
Revisit countries and capitals of the UK across the year when relevant and in relation to to the units of study.		
Vocabulary:	Vocabulary:	Vocabulary:
local, national, land use, purpose, map, aerial image, photograph, physical feature, human feature, locality, detail, roads, pavements, park, public, private, community, sketch, terrain, transport, diagram, weather, recreation, environment	landscape, environment, mountains, valleys, vegetation, soil, sand, loam, peat, diagram, equator, location, region, longitude, latitude, tectonic plates, magma, lava, eruption, continents, dormant, active, extinct, relief map, political map, google earth, OS map, danger, human geography, physical geography, underwater, land, solidification	United Kingdom of Great Britain and Northern Ireland, England, Wales, Scotland, Northern Ireland, Eire, Republic of Ireland, Manchester, London, Edinburgh, Cardiff, Belfast, Sea, Ocean, Country, Continent, County, region, north, south, east, west, NE, NE, SE, SW, coastal, urban, countryside, lakes, rivers, harbours, mountains, hills, forests, local, national
Y3 General Vocabulary		
mountains, hills, valleys, glaciers, rainfall, source, UK, England, Wales, Scotland, NI, ROI, Channel Islands, country, county, region, NW, NE, SW, SE, locality		

Year Four		
Autumn	Spring	Summer
Environmental Geography - Weather and Climate	A region in a European country - Tatra Mountains, Poland	Rivers and Mountains
<p>Purpose of Unit: This unit is about weather and climate across the world and how it impacts people's lives differently depending on where they live.</p> <p>In this unit of work children will learn about the importance of taking care of the environment, both globally and locally. They can do this through different topics such as extreme weather, recycling or global warming. They will consider environments at a range of scales from their classroom to the whole world. Children will recognise how people can adversely affect, as well as improve the environment; problems as well as solutions. They will begin to identify and explain differing views that people have about topical environmental and geographical issues.</p>	<p>Purpose of Unit: This unit is to enable children to zoom in on and become familiar with an area in Europe that few are likely to have already visited.</p> <p>In this unit of work, children learn about a region in a European country (Not a country in its entirety). Any region can be chosen. It could, for example, be a region of France, such as the Paris Basin or the Rhône Valley, a region of Italy such as Tuscany or Sicily, a region of Germany such as Bavaria or the Weser Uplands, or a region of Poland such as the Tatra Mountains. The chosen region might be a place with which some of the children have links, or a place known to the teacher. However, it might be a less familiar region and does not have to link with the language chosen for study at KS2. Although they are exploring a region in detail, the children still need to be aware of its broader geographical context, such as the country and continent in which it is located. Children will explore similarities and differences between the region being studied and regions of the UK with which they might be more familiar. (This theme builds on the knowledge, skills and understanding from the Y3 theme - a region of the UK.)</p>	<p>Purpose of Unit: Is to locate significant rivers and mountains in the UK and across the world. Children will learn how mountains are formed and where significant mountain ranges are. They will learn about major rivers and how they go from source to sea.</p> <p>In this unit of work children learn about rivers and the water cycle. This might be in the context of a local river study (fieldwork) and/or key aspects of the main rivers in the UK and in the wider world. Children will learn that rivers have sources, channels, tributaries and mouths, that they receive water from a wide area and that most flow eventually into a lake or the sea. They will learn that human activity affects and is influenced by rivers. They will link their learning about rivers to other bodies of water such as reservoirs, lakes, seas and oceans.</p>
Y4 Ongoing Themes		
Revisit the seven continents and the five oceans. Locate Russia in relation to topics. Focus on Climate Zones (tropical, dry, temperate, continental, polar) and the differences between them across topics.		
Vocabulary:	Vocabulary:	Vocabulary:
environment, local, national, global, international, distance, urban/rural, distribution, ethical, sustainable, unsustainable, danger, environmental, human, physical, solution, impact, consequence, natural, man-made	Continent, Europe, country, region, N, S, E, W, NE, NW, SE, SW, political map, relief map, aerial image, google maps, OS maps, globe, neighbour, EU, difference, similarity, temperature, climate, average, native/indigenous, immigration, migration, distance, inland, terrain, trade, hemisphere, location	valley, contour, mountain, hill, source, spring (water), ox-bow lake, lake, coastal, evaporation, precipitation, condensation, stream, brook, reservoir, seas, oceans, feeder, relief map, political map, OS map, tributaries, flood plain, surface, sea-level, water cycle, arid, ground water, irrigation, sustainable, erosion, deposition, mouth, confluence, delta
Y4 Ongoing Themes Vocabulary		
Continent, country, county, region, city, capital city, town, village, Asia, Antarctica, Africa, Europe, Australia, North America, South America, Pacific Ocean, Arctic Ocean, Atlantic Ocean, Southern Ocean, Indian Ocean, Russia, transcontinental, largest, smallest, climate, climate zones, tropical, dry, temperate, continental, polar, temperature, average, equator, desert, tundra, longitude, latitude		

Year Five		
Autumn	Spring	Summer
Geography of the UK - National Parks	World Geography - Food and Trade	A region in South America - The Amazon Basin
Purpose of Unit: For children to become more familiar with the UK's physical and human features through looking at National Parks.	Purpose of Unit: For children to understand world processes. This unit intends to widen children's understanding of the food we have access to, how it was reared, grown, produced, imported/exported, and how it impacts people and land.	Purpose of Unit: In this unit children locate and study the geography of the Amazon Basin which is the region of South America drained by the Amazon River and its tributaries. As most of the region is covered by tropical rainforest (biome) they will learn about this and other rainforests of the world. They will also learn about the continent of South America within the Americas as a whole.
<p>Children research what, exactly, is meant by the UK and GB. ("The United Kingdom of Great Britain and Northern Ireland" is more commonly known as the United Kingdom. Great Britain comprises only England, Scotland and Wales - not Northern Ireland). Children should understand the differences between these terms in addition to 'The British Isles'</p> <p>They could also research (some of) the counties of each of the four countries - perhaps the key counties in each country; any counties/areas in the news; counties relevant to other geographical features and areas being studied; counties of special relevance to individual children e.g. where their relatives live, where they were born, where they've been on holiday, their own and neighbouring counties etc.</p> <p>They will investigate the topic or theme, such as energy use in the UK (coal, gas, nuclear, wind and solar etc.) then follow with a debate on a topical issue relevant to the theme, such as Wind Farms or Fracking for energy.</p>	<p>Where does our food come from? Children learn that food comes from various and diverse places.</p> <p>Some food is produced locally but much of our food is grown (or reared) in other countries and has to be transported over many miles to reach us. Children will learn that different foods require different climates and soils, and that humans are needed to grow, harvest and transport food from its source to our tables. They will also learn that whilst many people in the world produce their own food, some rely on others to farm and transport the food for their consumption. Children will also learn that not everybody in the world has enough food to eat (and why) yet others have more than enough and may even waste the food they have.</p>	<p>In this unit of work children study the geography of a region in South America, such as the Amazon Basin which is the region of South America drained by the Amazon River and its tributaries. As much of the region is covered by tropical rainforest (biome) they will learn about this and other rainforests of the world. Children will start to learn how the future of tropical rainforests and other ecosystems are closely connected to human lives and lifestyles. They will also learn about industry, farming, trade, deforestation and indigenous peoples in the Amazon Basin and the country of Brazil in which most of the Amazon rainforest is located.</p>
Y5 Ongoing Themes		
Focus on Biomes and vegetation belts in relation to each of the topics.		
Vocabulary:	Vocabulary:	Vocabulary:
United Kingdom of Great Britain and Northern Ireland, England, Scotland, Wales, NI, Eire, ROI, British Isles, Hebrides, Channel islands, local, national, international, country, county, capital city, city, town, transportation, climate zone, grid reference, landscape, settlement, features, industry, scale(maps), products, industrial, development, tourist, immigration, emmigration	international, national, local, continent, country, city, industrial, air miles, fairtrade, ethical, sustainable, irrigation, factory, farming, factory farming, intensive farming, arable, dairy, meat, organic, distance, wealth, poverty, luxury, essential, developed nations, developing countries, aid, soil, peat, loam, clay, climate zones, latitude, longitude, weather, native/indigenous, invasive, polytunnel, greenhouse, carbon footprint, immigration, industry, shortage, transport, canals, shipping, import, export, distribution, hydroponics, allotment, productivity, seasonal	South America, North America, Central America, definition, Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, the Dominican Republic, Uruguay, difference, similarity, developed, developing, democracy, government, conflict, ecosystem, rainforest, coast, mountain range, biomes
Y5 General Ongoing Vocabulary		
biomes, aquatic, grassland, forest, desert, tundra, freshwater, marine, savanna, tropical rainforest, temperate rainforest, taiga, vegetation belts, flora, fauna, soil type, tropical, evergreen, deciduous, monsoon, dry, desert, tidal, mangrove, mountainous, rainforest, desert, savanna, desert scrub, grasslands		

Year Six		
Autumn	Spring	Summer
A region in North America - The Arctic	UK Geography - Energy	Fieldwork and Map work - Leicester Road & Bury Old Road
Purpose of Unit: The purpose of this unit is to learn what and where the Arctic is and why it is important in the world.	Purpose of Unit: For children to study the UK through a theme of energy - its use and different impacts on our country.	Purpose of Unit: For children to study the human and physical geography their local area and compare differences between the different locations.
In this unit of work, children will explore a region in North America e.g. Alaska, including aspects of the Arctic. They will be exposed to a range of different maps (including Arctic map, Northern Hemisphere and Asia/Australia-centric maps). They will identify Russia's location relative to the chosen region. Children will also relate their work to their previous study of biomes (e.g. Tundra).	Children revise aspects of world geography e.g. continents, oceans and countries e.g. places in the news; places relevant to other geographical features and regions being studied; countries of special relevance to individual children e.g. where their relatives live, where they were born/they've been on holiday etc. A world-wide topical issue will be researched and debated.	UK human geography, land use, economic activity, OS mapwork. Children will consider elements such as tourism, transport, settlements, land use and change over time etc. through the use of maps, images and other sources of geographical information. They will develop Ordnance Survey and digital mapping skills. Depending on the location of the town studied in relation to the children's school there may also be the possibility of fieldwork.
Y6 Ongoing Themes		
Revisit northern and southern hemispheres, lines of longitude and latitude and time zones in relation to studied topics.		
Vocabulary:	Vocabulary:	Vocabulary:
Continent, Hemisphere, North America, South America, Central America, Asia, Europe, Africa, Australia, Antarctic, Ocean, Ice Caps, North Pole, Arctic region, Arctic Circle, longitude, latitude, countries, treeline, culture, political, geographical, indigenous/native, colonisation, Russia, Tundra, biomes, flora, fauna, Alaska	migrate, disperse, sustainability, natural resources, man-made resources, exploitation, modern slavery, land use, transportation, congestion, air miles, import, export, production, developed, developing, pollution, indigenous, immigration, deforestation, location	land use, farming, factory farming, intensive farming, deforestation, sustainability, tourism, attractions, features, human, physical, population, ordnance survey, survey, questionnaire, distance, scale, rural, urban, congestion, traffic, concentration, economy, local, nation, international,
Specific Vocabulary:	Specific Vocabulary:	Specific Vocabulary:
circumpolar map, Arctic indigenous people, ethnic groups, Saami, Nenets, Khanty, Evenk, Chukchi, Aleut, Yupik, Inuit, Finland, Sweden, Norway, Russia, Greenland, Denmark, Iceland, Arctic territory, settlement, climate change,	import, export, produce, trade, BRICS, MINT, global, globalisation, economy, cargo, shipping, trafficking, Suez Canal, Panama Canal	distribution, Tesco, high street, kosher, specific, tailored, local needs, traffic, pedestrians, polish, restaurant, bakery, convenience, off-licence, businesses, school
Y6 General Vocabulary		
latitude, longitude, greenwich, Greenwich mean time, ante meridiem, post meridiem, axis, rotation, season, daylight saving, time, leap year, time zone, northern hemisphere, southern hemisphere, prime meridiem, equator, tropic of Cancer, tropic of Capricorn, Arctic circle, Antarctic circle, North Pole, South Pole		