

Year group	Autumn	Spring	Summer
1	<p><u>Local area*</u> (integrates fieldwork) Investigate the school, the grounds and the immediate area using basic map skills including introducing 4 compass points.</p>	<p><u>United Kingdom*</u> (fieldwork opportunity) Locate and identify the 4 UK countries and surrounding seas including some famous landmarks. Introduce human and physical geographical features.</p>	<p><u>Hot and cold places</u> Locate and identify the hot and cold places in the world, introducing 4 compass points and identify UK weather patterns and features of the 4 seasons.</p>
2	<p><u>Continents and oceans</u> Locate the 7 continents and 5 oceans on a world map and identify key human and physical features within the continents. Building on from work in Year 1, introduce climates in relation to the continents and their proximity to the Equator, North & South Poles.</p>	<p><u>Mugumareno Village, Zambia (Contrasting Locality)</u> Understand the geographical similarities and differences between our local area and a village in Kenya by making comparisons and recording contrasts with their physical & human characteristics, climate, culture and economy</p>	<p>.What is Culcheth like? Our Local Area – Map Skills Investigate the local area of Farnworth identifying key physical and human features on OS maps, including 4 compass points and sketch maps.</p>
3	<p><u>North America</u> locate North America on a world map, identify its countries and US states, and explore key physical features such as the Rockies and Mount St Helens. They will also develop map skills through lines of latitude, linking to the curriculum focus on place knowledge and physical geography.</p>	<p><u>European region</u> Investigate the environmental regions, key physical and human characteristics, countries and major cities of Europe (including Russia). Understand the geographical similarities and differences through an in depth study of the</p>	<p><u>Rivers*</u> (fieldwork opportunity) Explore how rivers begin and where they flow as part of the water cycle, linking their learning to a visit to a local river in the North West. Create simple sketch maps and plans to show the river, and use basic symbols and simple graphs. Use the 8 points</p>

		Mediterranean region of Europe.	of a compass and 4-figure grid references to describe locations.
4	<p><u>Climate zones</u> Investigate the key aspects of physical geography: climate zones, biomes and vegetation belts with a special focus on rainforests, introducing latitude and longitude and time zones in relation to their locations in the world.</p>	<p><u>Rainforests</u> locate the world's rainforests, explore their climate, layers, and importance, compare life there with the UK, investigate deforestation, and present findings using maps and other geographical tools.</p>	<p><u>Why is the North West such a great place live?</u> A region of the UK – Map Skills Identify counties and regions of the UK, then investigate the North West region including diversity of physical and human features, population, socio- economic diversity and culture.</p>
5	<p><u>Mountains*</u> (fieldwork opportunity) Investigate the formation of mountains in the world, their climates and the impact of tourism using their first hand study of a mountain in Wales using sketch maps, plans, graphs and Digimaps. Use 4 figure grid references and begin to use 8 compass points.</p>	<p><u>Volcanoes and earthquakes</u> (NB: this is a longer Scheme) Investigate the formation and causes of volcanoes and earthquakes, locating the regions of the earth where they predominantly occur and the reasons why they occur there, and their impact on the geography of the locality and the people living within those regions.</p>	<p><u>South America: Rio and South-East Brazil</u> Locate Brazil and Rio de Janeiro on a world map, explore the physical features of South-East Brazil and how they shape settlement, and study Rio's population, culture, and economy. They will compare the region with the UK, investigate issues like deforestation and urban growth, and use maps and digital tools to present their findings through diagrams and written work.</p>
6	<p><u>United Kingdom*</u> (fieldwork opportunity to local area and region) Locate key regions and physical features of the UK, explore how the</p>	<p><u>World Trade- Mini topic</u> Investigate the balance of global trade and its economic impact on developed and less</p>	<p><u>How should we share the world's natural resources?</u> Using Natural Resources, Latitude & Longitude</p>

	<p>country connects globally, and compare their local area with another UK region. They will investigate land use, settlement patterns in an area of their choice, and physical and human geography, using fieldwork and mapping skills to observe, record, and present their findings through maps, diagrams, and reports.</p>	<p>developed countries. Consider how the adoption of Fairtrade can positively impact local communities in their socio-economic development.</p>	<p>Investigate the type and distribution of natural resources across the world and the impact that high water usage by developed countries has on less developed areas of the world. Include a focus on latitude and longitude, and time zones in relation to their studies.</p>
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