

Year One						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
One	Our Local Area: Joseph Hood Primary School, Merton 5 lessons		Where to build a Castle and why 3 lessons		Going on Safari: Comparing Our Environment to Africa 4 lessons	What makes Great Britain a special place to live? 5 Lessons
Sticky Knowledge	<p>Know the name of the school, Joseph Hood Primary School, and its location in Merton, London, England, United Kingdom.</p> <p>Understand what is meant by the term 'local area'.</p> <p>Recognise key human and physical features within the school grounds (e.g., buildings, playground, trees).</p> <p>Understand what an aerial photograph is and how it shows places from above.</p> <p>Know that maps use symbols to represent places and features.</p> <p>Understand the concept of a map as a simplified, drawn representation of a place.</p> <p>Recognise similarities and differences between different parts of the local area (e.g., playground vs. local park).</p>		<p>Know that castles were often built on or near specific physical features like hills, cliffs, rivers, or the sea for defensive reasons.</p> <p>Understand the importance of location for safety, defense, and access to resources (e.g., water from a river, high ground for visibility).</p> <p>Recognise and use geographical vocabulary:</p> <p>Physical features: hill, mountain, cliff, river, sea, valley</p> <p>Human features: castle, bridge, moat, tower</p> <p>Know that some castles still stand today and are often located in areas with important physical features (e.g., Dover Castle on cliffs, Windsor Castle near the River Thames).</p> <p>Understand the difference between human and physical features in the environment.</p>		<p>Be able to locate the UK and Africa on a world map or globe.</p> <p>Know that Africa is a continent and that Kenya is a country in Africa.</p> <p>The Equator is an imaginary line around the middle of the Earth; places near it, like Kenya, are usually hot.</p> <p>Recognise physical features (e.g., river, mountain, savannah) and human features (e.g., village, road) in both environments.</p> <p>Understand similarities and differences between the UK environment and an African savannah.</p> <p>Know and use simple compass directions (North, South, East, West).</p> <p>Understand directional language (left, right, near, far).</p> <p>Understand that maps use symbols to represent features.</p> <p>Recognise common symbols for features like rivers, mountains, animals, and roads.</p>	<p>Know that the United Kingdom is made up of four countries: England, Scotland, Wales, and Northern Ireland.</p> <p>Know the name of the capital cities: London, Edinburgh, Cardiff, Belfast.</p> <p>Know the names and locations of the North Sea, Irish Sea, English Channel, and Atlantic Ocean.</p> <p>Understand that seas surround islands and separate them from other countries.</p> <p>Recognise famous landmarks linked to the capitals (e.g., Big Ben – London; Edinburgh Castle – Edinburgh).</p> <p>Understand the four main compass directions: North, South, East, West.</p> <p>Know that maps use symbols and keys to show important places.</p>
Skills	Use world maps and atlases to locate London		Use aerial photographs and maps to identify physical features in landscapes where castles were built (e.g., hills, rivers, cliffs).		Use world maps and globes to identify continents, oceans and	Use a world map and globe to locate the UK.

	<p>and England within the United Kingdom.</p> <p>Use fieldwork and observational skills to explore and describe the school's geography.</p> <p>Use aerial photographs to identify key features of the school and local area.</p> <p>Begin to interpret simple maps of the school grounds using symbols and a key.</p> <p>Create a simple map of the school grounds, using symbols and positional language (e.g., near, far, left, right).</p> <p>Use directional language and geographical vocabulary to describe locations and features.</p>		<p>Identify and label human and physical features on simple maps (e.g., draw a map showing a castle on a hill next to a river).</p> <p>Use basic geographical vocabulary to describe places (e.g., "The castle is on a hill near the sea").</p> <p>Ask and answer geographical questions: eg, Why is the castle on a hill? What features help protect the castle?</p> <p>Use positional language: near, far, next to, on top of, below.</p>	<p>the equator.</p> <p>Recognise the relative positions of the UK and Africa.</p> <p>Identify and describe features using aerial photographs and images.</p> <p>Use compass directions and positional language to describe locations on a safari map (e.g., "The lions are east of the river").</p> <p>Devise a simple map of a safari park or African village using symbols and a key.</p> <p>Label human and physical features on the map.</p>	<p>Identify and label the four countries and capitals on a blank UK map.</p> <p>Locate and label seas on a simple UK map.</p> <p>Use positional language (e.g., "The North Sea is to the east of Scotland").</p> <p>Use photos and maps to identify key human and physical features linked to the four capitals.</p> <p>Use simple compass directions to describe the position of countries, cities, and seas on a UK map (e.g., "Scotland is north of England").</p> <p>Create a simple map of the UK showing countries, capitals, seas, and a famous landmark from each country using symbols and a key.</p>
National Curriculum	<p>Locational Knowledge</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Place Knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Human and Physical Geography</p> <p>Use basic geographical vocabulary to refer to key physical features (e.g., forest, hill, vegetation) and key human features (e.g., city, town, village, house, shop).</p>		<p>Place Knowledge:</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (castle locations).</p> <p>Human and Physical Geography:</p> <p>Use basic geographical vocabulary to refer to key physical features (hill, mountain, cliff, river, sea) and key human features (castle, bridge, moat, tower).</p> <p>Geographical Skills and Fieldwork:</p> <p>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.</p> <p>Use simple fieldwork and observational skills (if visiting or using local maps) to identify features of the local area or compare castle locations.</p>	<p>Locational Knowledge:</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Place Knowledge:</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country (e.g., Kenya in Africa).</p> <p>Human and Physical Geography:</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features: beach, cliff, forest, hill, mountain, river, sea, ocean, valley, vegetation, season, and weather.</p> <p>Key human features: city, town, village, factory, farm, house, office, port, harbour, and shop.</p>	<p>Locational Knowledge:</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Place Knowledge:</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Human and Physical Geography:</p> <p>Use basic geographical vocabulary to refer to key physical and human features (e.g., river, sea, mountain, city, town).</p> <p>Geographical Skills and Fieldwork:</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>

	<p>Geographical Skills and Fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use 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.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g., near and far; left and right), to describe the location of features and routes on a map.</p>				<p>Geographical Skills and Fieldwork:</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Use simple compass directions (North, South, East, West) and locational and directional language (e.g., near and far; left and right), to describe the location of features and routes on a map.</p> <p>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.</p>	<p>Use simple compass directions (North, South, East, West) and locational and directional language (near and far; left and right) to describe the location of features and routes on a map.</p>
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Year Two

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Two	Great fire of London - Maps of London: Then and Now 1 Lesson	London: A Local Area Study of Wimbledon 5 lessons	New Worlds: Discoveries What is an explorer? 6 lessons		Seaside Environments: Here and There 4 Lessons	
Sticky Knowledge	<p>Understand that maps represent places and can show how places have changed over time.</p> <p>Understand that London looked different in the past (1666) compared to today.</p>	<p>London is the capital city of England and part of the United Kingdom.</p> <p>Wimbledon is a local area within the city of London.</p> <p>A local area study helps us learn about where we live and what makes it special.</p>	<p>An explorer is someone who travels to new or unfamiliar places to learn more about them.</p> <p>Explorers often travel across continents, oceans, and even into space.</p> <p>The Earth has seven continents: Africa, Antarctica, Asia, Australia, Europe, North America, South America.</p> <p>The Earth has five oceans: Atlantic, Pacific, Indian, Southern, Arctic.</p>	<p>A seaside is a coastal area where land meets the sea.</p> <p>Physical features of seaside environments include beach, sea, cliff, rock pools, dunes.</p> <p>Human features include piers, harbours, shops,</p>		

		<p>Key features of London include: rivers, landmarks, transport routes, and green spaces.</p> <p>London has human features (e.g., tube stations, roads, houses) and physical features (e.g., River Thames, parks, hills).</p> <p>A tube map is a type of transport map that shows how people travel around London.</p> <p>Maps, atlases, aerial photographs, and globes help us learn about places and where they are.</p>	<p>The North Pole and South Pole are at the top and bottom of the Earth and are usually very cold.</p> <p>Maps and globes help us understand where places are located in the world.</p> <p>Different explorers travelled to or across different environments: land, sea, air, and space.</p> <p>Travel and transport have changed dramatically over time, making exploration faster and safer.</p>	<p>lifeboat stations, promenades, cafes.</p> <p>Littlehampton is a seaside town in the UK.</p> <p>The Great Barrier Reef is a natural wonder off the coast of Australia, in the Pacific Ocean, near Queensland.</p> <p>Seaside locations can differ by climate, wildlife, landscape, and human use.</p> <p>Weather at the seaside changes with seasons (sunny, rainy, windy) and affects how people use the environment.</p> <p>People visit seaside places for different reasons: tourism, fishing, science, leisure.</p>	
Skills	<p>Compare simple historical and modern maps of London.</p> <p>Identify similarities and differences between maps (e.g., street layout, building materials, landmarks).</p> <p>Recognise landmarks such as the River Thames, St Paul's Cathedral, and the city layout.</p> <p>Use basic geographical vocabulary to describe differences (e.g., river, bridge, street, building).</p>	<p>Use atlases and globes to locate the United Kingdom, England, London, and Wimbledon.</p> <p>Identify and describe key physical and human features in the local area (Wimbledon).</p> <p>Use a UK map to plot locations, including London and Wimbledon.</p> <p>Use aerial photographs to identify landmarks and layout in London/Wimbledon.</p> <p>Read and interpret simple maps, including the London Underground (Tube) map.</p> <p>Use basic directional language (e.g., north, south, near, far) and begin to apply simple compass directions.</p> <p>Ask and answer geographical questions about the local area (e.g.,</p>	<p>Use world maps, globes, and atlases to locate continents, oceans and the poles.</p> <p>Recognise hot and cold areas of the world in relation to the Equator and the Poles.</p> <p>Identify where explorers came from and travelled to.</p> <p>Recognise and use directional and locational language (e.g., north, south, across, near, far).</p> <p>Use aerial views and photographs to identify places and environments (e.g., desert, jungle, sea, Earth from space).</p> <p>Begin to understand and use a key on a simple map.</p> <p>Compare environments (e.g., land vs. sea, Earth vs. space) and describe their features.</p>	<p>Identify and describe human and physical features using photos, maps, and fieldwork.</p> <p>Use maps and globes to locate the UK and Australia, including their position relative to the Equator.</p> <p>Use aerial photographs to spot coastal features and land use.</p> <p>Compare a local UK seaside (Littlehampton) with a non-European location (Great Barrier Reef).</p> <p>Observe, record, and label features found during a field visit.</p> <p>Use basic vocabulary to describe similarities and differences between places.</p> <p>Identify and describe weather patterns (e.g., sunny, windy, rainy) and</p>	

		What can you see here? What is this used for?.		how they affect coastal areas. Begin to use simple maps, keys, and field sketches.		
National Curriculum	<p>Place Knowledge: 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. (Focus here on local comparison across time.)</p> <p>Human and Physical Geography: Use basic geographical vocabulary to refer to key human and physical features (e.g., city, town, village, factory, farm, house, office, port, harbour, shop).</p> <p>Geographical Skills and Fieldwork: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Locational Knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Human and Physical Geography: Use basic geographical vocabulary to refer to key physical features (e.g., hill, river, vegetation) and key human features (e.g., city, town, village, road, station).</p> <p>Geographical Skills and Fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its surrounding environment.</p>	<p>Locational Knowledge: Name and locate the world's seven continents and five oceans.</p> <p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Human and Physical Geography: Use basic geographical vocabulary to refer to key physical features (e.g., ocean, mountain, river, desert, space) and key human features (e.g., city, port, airport, space centre).</p> <p>Geographical Skills and Fieldwork: Use world maps, atlases and globes to identify countries, continents, and oceans studied.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Place Knowledge 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.</p> <p>Human and Physical Geography Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, sea, ocean) and key human features (port, harbour, shop, lighthouse).</p> <p>Geographical Skills and Fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its surrounding environment.</p>		
Year 3						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Three	Human Geography - Early settlements and land use. 6 Lessons		Arctic and Antarctica - Exploring the Extremes 6 Lessons		Egypt and the UK - Contrasting Places 6 Geography Lessons	

<p>Sticky Knowledge</p>	<p>Understand the concept of human geography, focusing on how early human settlements were influenced by physical geography (rivers, hills, fertile land, forests).</p> <p>Describe key topographical features of the UK that impacted ancient settlement patterns (e.g., hills for forts, rivers for fresh water, forests for resources).</p> <p>Explore the reasons why early humans were hunter-gatherers and later became settlers through the development of farming.</p> <p>Understand the strategic importance of hill forts during the Iron Age and how these sites reflect defensive settlement choices.</p> <p>Learn about significant archaeological sites in the UK, including Stonehenge and Skara Brae, and their importance in understanding prehistoric life.</p> <p>Explore the work of famous archaeologists such as John Wesley Gilbert and Margaret Murray, and understand how archaeology helps us uncover evidence of early human life.</p> <p>Recognise the changes in land use over time from the Stone Age to the Iron Age, including the move from temporary shelters to permanent settlements and the development of farming.</p> <p>Revisit and build on prior understanding of maps by locating key prehistoric sites on UK maps and identifying the landscape features that influenced their locations.</p> <p>Understand how settlements have evolved over time and how modern land use patterns still reflect ancient settlement choices in some areas.</p>	<p>Understand the physical geography of the Arctic and Antarctica: climate, landscapes (ice caps, glaciers, tundra), and wildlife adaptations.</p> <p>Explain the key differences between the Arctic and Antarctica (location, land vs. sea, human habitation, wildlife).</p> <p>Understand the concepts of latitude and longitude and how they help locate the poles on a map or globe.</p> <p>Explore the impact of global warming on the polar regions and the wider implications for the planet (melting ice caps, rising sea levels).</p> <p>Learn about significant polar explorers, including:</p> <ul style="list-style-type: none"> Ann Bancroft and Polar Preet (Preet Chandi) – pioneering female explorers. Matthew Henson – one of the first people to reach the North Pole. Robert Falcon Scott – early Antarctic explorer. <p>Revisit and build on prior understanding of how physical geography influences human activity (from their earlier settlements unit).</p> <p>Understand how human actions contribute to environmental change and explore sustainable practices to reduce negative impacts.</p>	<p>Know where Egypt is located in relation to the UK using maps, globes, and atlases.</p> <p>Understand the concept of continent, country, and city, and that Egypt is in Africa, the UK in Europe.</p> <p>Know that Egypt lies close to the Equator, explaining its hot, dry climate, while the UK lies in the temperate zone.</p> <p>Compare the physical geography of Egypt and the UK: deserts vs. green hills, the Nile vs. the Thames, flat plains vs. varied landscapes.</p> <p>Describe the human geography of both nations: differences in land use, farming, settlement patterns, transport, and population distribution.</p> <p>Understand the significance of the River Nile in ancient and modern times, and compare it with the River Thames.</p> <p>Identify key climate differences, vegetation, and wildlife found in each region.</p> <p>Revisit and deepen knowledge from the previous settlements unit by comparing how people lived in Prehistoric Britain vs. Ancient Egypt at the same time in history.</p> <p>Recognise how location and environment shape culture and development, both past and present.</p>
<p>Skills</p>	<p>Develop and practise using maps, atlases, and digital mapping tools to locate and identify key prehistoric sites such as Stonehenge, Skara Brae, and Iron Age hill forts.</p> <p>Use and interpret simple topographical symbols and keys when exploring maps to identify rivers, hills, and woodland areas important to ancient settlements.</p> <p>Begin to use 4-figure grid references to locate places on a map, revisiting basic map reading skills introduced earlier.</p> <p>Identify and describe land use patterns through visual resources and aerial photographs, considering how they have changed from prehistory to the modern day.</p> <p>Create simple sketch maps to represent prehistoric settlements, including features such as rivers, hills, and defensive positions.</p> <p>Develop enquiry skills by posing geographical questions (e.g., "Why was this site chosen for a</p>	<p>Accurately use globes and world maps to locate the Arctic and Antarctic Circles.</p> <p>Apply the concepts of latitude and longitude to identify key locations, including the North and South Poles.</p> <p>Interpret and create simple climate graphs or weather comparisons for the poles.</p> <p>Use aerial photographs and satellite images to identify physical features such as ice caps, glaciers, and ocean currents.</p> <p>Draw and annotate comparison diagrams to show the differences between the Arctic and Antarctica.</p> <p>Develop enquiry skills by asking and answering geographical questions based on evidence (e.g., "How is climate change affecting the polar regions?").</p>	<p>Use world maps, globes, and atlases to locate the UK and Egypt, and identify their continents and neighbouring countries.</p> <p>Use simple compass directions (N, S, E, W) and begin to understand latitude and longitude (Equator, Prime Meridian).</p> <p>Identify and label key physical and human features on maps and diagrams (rivers, cities, deserts, mountains, settlements).</p> <p>Create comparison charts and annotated sketches to show contrasts between the UK and Egypt.</p> <p>Use climate graphs and visual data to describe differences in temperature and rainfall.</p> <p>Begin to use basic fieldwork-style skills in class: interpreting satellite images, making observations, drawing conclusions from geographical evidence.</p>

	<p>settlement?") and using evidence from maps and archaeological findings to answer them.</p> <p>Use fieldwork-style activities in the classroom (e.g., simulated mini "archaeological digs") to understand how evidence is gathered and interpreted.</p> <p>Present findings using simple annotated diagrams, maps, and reports.</p>	<p>Present information through annotated maps, simple reports, and group presentations.</p>	<p>Make geographical comparisons across time, using knowledge of earlier units (e.g., UK settlement in prehistory vs. Ancient Egypt).</p>
National Curriculum	<p>Geography (Human and Physical Geography) Describe and understand 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.</p> <p>Locational Knowledge 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.</p> <p>Geographical Skills and Fieldwork Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-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.</p> <p>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 (adapted for classroom-based "archaeological digs").</p>	<p>Locational Knowledge: Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circles, and the Prime Meridian (Longitude and Latitude).</p> <p>Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region in a non-European country (focus on physical geography of polar regions).</p> <p>Human and Physical Geography: Describe and understand key aspects of physical geography, including climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes, and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity, and the distribution of natural resources.</p> <p>Geographical Skills and Fieldwork: Use maps, atlases, globes, and digital mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols, and keys to build their knowledge of the wider world.</p>	<p>Locational Knowledge: Locate the world's countries, using maps to focus on Europe (including the UK) and Africa, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (UK), and a region within Africa (Egypt).</p> <p>Human and Physical Geography: Describe and understand key aspects of: Physical geography, including: climate zones, rivers, mountains, and vegetation belts.</p> <p>Human geography, including: types of settlement and land use, and the distribution of natural resources including water.</p> <p>Geographical Skills and Fieldwork: Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>Use symbols and keys to build their knowledge of the wider world.</p>

Year 4

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Four	Geography of the Roman empire 2 discrete lessons	Rivers and Local Geography 5 Geography Lessons	Around the World in 80 Days: Countries and Cities along the route 7 lessons			Hampton Court 2 discrete lessons
Sticky Knowledge	Locate the city of Rome and understand that the Roman Empire originated in Italy before spreading	Know that a river has a source, course, and mouth, and be able to identify the main parts of	Know that the world is divided by lines of latitude and longitude, and be able to identify the Equator, Tropics of Cancer and Capricorn, Prime Meridian, and the hemispheres.			Hampton Court is located in South-West London, beside the River Thames, in the Royal Borough of Richmond upon Thames.

	<p>across Europe, North Africa, and parts of Asia.</p> <p>Identify and name modern countries that were once part of the Roman Empire, including France, Spain, Greece, Egypt, and the UK, using political maps and atlases.</p> <p>Understand that the Roman army and infrastructure allowed them to control a wide geographical area through roads, ports, and fortified settlements.</p> <p>Explore how the Romans selected strategic settlement locations near rivers, coastlines, and flat land for ease of travel, trade, defence, and farming.</p> <p>Recognise that Londinium (modern-day London) was established by the Romans on the River Thames for its accessible trade route and central location.</p> <p>Compare land use patterns in Roman settlements with those in pre-Roman Britain, highlighting developments in road networks, aqueducts, towns, and farming.</p> <p>Revisit understanding of early settlement patterns from the Stone Age and compare with the more urban and structured Roman settlements, deepening knowledge of change over time.</p>	<p>a river, including tributary, meander, and floodplain.</p> <p>Understand that rivers shape the land and are used for farming, transport, energy, and settlement.</p> <p>Know that the River Wandle flows through Merton and has been historically important for mills, industry, and transport.</p> <p>Describe the stages of the water cycle using key terms: evaporation, condensation, precipitation, collection.</p> <p>Recognise that human activity affects rivers (pollution, modification) and that rivers continue to influence land use in the local area.</p> <p>Locate London, the River Thames, the River Wandle, and the school's position within Greater London on different types of maps.</p> <p>Understand the key differences between OS maps, transport maps, and sketch maps, and know why geographers use them.</p>	<p>Locate and name key countries, capital cities, and continents that appear along Phileas Fogg's journey, using maps, globes, and atlases.</p> <p>Understand how different places in the world vary in physical geography, including climate zones, environmental regions, and major landforms (e.g., mountains, deserts, rivers).</p> <p>Identify human and physical features of key locations and describe how they are similar or different to the UK (e.g., Italy vs. England).</p> <p>Use and interpret the 8 points of a compass to describe location and direction when planning or following a journey.</p> <p>Understand that the world has many time zones influenced by lines of longitude (light touch, optional).</p> <p>Learn how climate and environment affect lifestyle, architecture, and land use in different regions (e.g., deserts, monsoons, urban centres).</p>		<p>The location of Hampton Court was chosen for its strategic access to London, river transport, and surrounding fertile land.</p> <p>Rivers were crucial in the Tudor period for transport, trade, and displaying power and wealth.</p> <p>Tudor trade routes expanded England's access to goods from Africa, Asia, and the Americas.</p> <p>New foods such as sugar, spices, and fruit were imported, reflecting England's growing global connections.</p> <p>The foods served at Hampton Court show how geography and exploration influenced daily life and luxury in the Tudor court.</p> <p>Optional Lesson The land around Hampton Court has changed from royal grounds and farmland to suburban housing, gardens, and visitor attractions.</p> <p>The River Thames remains a central feature, but surrounding land use has shifted over time.</p> <p>Human geography helps us understand how places develop, adapt, and change through history.</p>
Skills	<p>Use maps, globes, and atlases to locate and name modern countries within the Roman Empire.</p> <p>Identify and label key features on a map (e.g. rivers, cities, roads, seas).</p>	<p>Use Ordnance Survey maps to identify the local river, school, and surrounding human/physical features. <i>Source OS maps freely via:</i> https://osmaps.ordnances</p>	<p>Use atlases, globes, and digital maps to locate continents, countries, cities, seas, and key landmarks.</p> <p>Identify places in relation to the Equator, hemispheres, and Prime Meridian, using latitude and longitude.</p> <p>Use the 8 points of a compass to describe direction of travel and design simple route maps.</p>		<p>Use maps, atlases, and digital tools to locate Hampton Court, central London, and the River Thames.</p> <p>Read and interpret OS symbols, compass</p>

	<p>Compare historical maps with modern political maps to understand continuity and change.</p> <p>Interpret simple settlement maps to understand land use and strategic choices.</p> <p>Create annotated sketch maps of Roman settlements showing key features and reasons for site choice.</p> <p>Ask and answer simple geographical enquiry questions, such as "Why did the Romans settle here?"</p>	<p>urvey.co.uk</p> <p>Recognise and interpret OS symbols, grid references, and scale on large-scale local maps.</p> <p>Use atlases and digital maps to locate rivers and towns in the UK, including the Thames and Wandle.</p> <p>Create labelled sketch maps of the River Wandle's course and nearby land uses (past and present).</p> <p>Read and interpret a simple water cycle diagram, sequencing key processes correctly.</p> <p>Ask and answer geographical enquiry questions using evidence from maps and images (e.g. "Why did people build mills along the River Wandle?").</p> <p>Use aerial photos and fieldwork-style tasks (in school or virtually) to observe land use patterns near the river.</p>	<p>Read and interpret thematic maps, such as climate zone or vegetation maps, to understand environmental differences.</p> <p>Make simple comparisons between locations using climate data, photographs, or maps.</p> <p>Create annotated route maps, posters, or presentations to summarise the features of key countries on the journey.</p> <p>Ask and answer geographical questions based on maps and sources (e.g., "What is the climate like here?" "How is this city similar to London?").</p>		<p>directions, and landmarks to describe location.</p> <p>Use aerial photographs and historical maps to observe and describe settlement layout and land use.</p> <p>Use world maps and globes to locate and trace trade routes to England during the Tudor period.</p> <p>Identify continents, oceans, and source countries of imported goods (e.g., India, West Africa, Caribbean).</p> <p>Ask and answer geographical enquiry questions about transport, trade, and the significance of location.</p> <p>Compare climate and environment between the UK and trade countries (light touch).</p> <p>Optional Lesson</p> <p>Compare historical and modern maps to identify changes in land use around Hampton Court.</p> <p>Use fieldwork-style observation to describe and record features in the local environment.</p> <p>Create simple annotated sketch maps or "then and now" comparisons to show change.</p> <p>Use digital mapping to view the area today and identify signs of historical land use.</p>
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<p>National Curriculum</p>	<p>Locational Knowledge: Locate the world's countries, using maps to focus on Europe (including the location of key countries within the Roman Empire).</p> <p>Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Italy) and of the United Kingdom.</p> <p>Human Geography: Describe and understand key aspects of human geography, including: Types of settlement and land use. The distribution of natural resources including water.</p> <p>Geographical Skills and Fieldwork: Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>Use symbols and keys to build their knowledge of the wider world.</p>	<p>Locational Knowledge Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns.</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the UK.</p> <p>Human and Physical Geography Describe and understand key aspects of: Physical geography, including rivers and the water cycle.</p> <p>Human geography, including types of settlement and land use, and the distribution of natural resources including water.</p> <p>Geographical Skills and Fieldwork Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>Use Ordnance Survey maps with symbols and keys.</p> <p>Use fieldwork to observe, measure, and record the human and physical features in the local area using a range of methods, including sketch maps and aerial images.</p>	<p>Locational Knowledge: Locate the world's countries, using maps to focus on Europe and countries of interest around the world, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country or wider world.</p> <p>Human and Physical Geography: Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p> <p>Human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources.</p> <p>Geographical Skills and Fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass to build knowledge of the wider world.</p> <p>Use symbols and keys to build knowledge of the world and major features.</p>		<p>Locational Knowledge: Name and locate countries and cities of the United Kingdom, and key geographical features including rivers and land use.</p> <p>Locate the world's countries, focusing on regions involved in Tudor trade (Africa, Asia, Americas).</p> <p>Place Knowledge: Understand geographical similarities and differences through the study of a region of the UK and contrasting world regions.</p> <p>Human and Physical Geography: Describe and understand key aspects of human geography, including settlement, land use, trade links, and economic activity.</p> <p>Geographical Skills and Fieldwork: Use maps, atlases, globes and digital mapping to locate places and describe features studied.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and land use.</p> <p>Use symbols and keys, including the use of Ordnance Survey maps.</p> <p>Optional Lesson Human and Physical Geography:</p> <p>Describe and understand how land use changes over time.</p> <p>Skills and Fieldwork: Use fieldwork to observe, measure, and record human features using sketch maps and digital tools.</p>
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Year 5						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Five	Rainforests 6 lessons		Energy and Sustainability 10 Lessons		Why do people immigrate? 2 Lessons	
Sticky Knowledge	<p>Central and South America include a range of countries, climates, and ecosystems.</p> <p>The Amazon River is the second longest river in the world and flows primarily through Brazil, crossing multiple South American countries.</p> <p>The Amazon Rainforest is the largest rainforest on Earth, home to vast biodiversity and important ecosystems.</p> <p>Understand that tropical rainforests are structured in layers (emergent, canopy, understory, and forest floor) each with its own climate conditions and distinct wildlife adapted to survive there.</p> <p>The region has distinct physical features: rivers, mountains, floodplains, tropical rainforest, and natural resources.</p> <p>Human features include settlements, roads, cities (e.g. Manaus), and land used for farming, logging, and mining.</p> <p>Land use in the Amazon has changed dramatically due to deforestation, agriculture, and infrastructure development.</p>		<p>Energy can be produced from renewable (solar, wind, hydro) and non-renewable (coal, oil, gas, nuclear) sources.</p> <p>The UK energy mix combines traditional power stations with growing renewable sources.</p> <p>Energy use affects the environment, including through carbon emissions and climate change.</p> <p>The Earth's rotation creates time zones, influencing how and when people use energy around the world.</p> <p>Freiburg, Germany, is a leading example of a sustainable city, using solar power, green transport, and eco-design.</p> <p>Freiburg and UK cities differ in terms of energy systems, land use, transport, and environmental planning.</p> <p>New energy technologies, such as smart grids, battery storage, and hydrogen, are shaping the future of energy.</p> <p>Local communities can support sustainability through behavioural changes, infrastructure choices, and advocacy.</p>		<p>The Anglo-Saxons and Scots migrated and settled in different parts of the British Isles between the 5th and 10th centuries.</p> <p>Key regions settled by Anglo-Saxons included East Anglia, Mercia, Northumbria, and Wessex; Scots influenced areas of northern Britain.</p> <p>Settlers often chose locations near rivers, fertile land, coasts, and defensible positions.</p> <p>Human geography, such as land use and resources, influenced where people moved and built communities.</p> <p>Migration happens for many reasons, both in the past and today, including push factors (e.g. threats, poor land) and pull factors (e.g. fertile land, security, trade opportunities).</p> <p>Place names (especially those ending in -ham, -ton, -by, -thorpe) give clues about early settlers and the landscape.</p>	

	<p>The Amazon's importance extends globally because of its impact on climate, biodiversity, and carbon storage.</p> <p>8-point compass directions are used to describe routes, movements, and geographical relationships between places.</p>				
Skills	<p>Use maps, globes, and digital mapping to locate Central and South American countries, the Amazon River and Rainforest.</p> <p>Label key physical and human features on a regional map (e.g., river source/mouth, capital cities, rainforest areas).</p> <p>Interpret satellite images and land use maps to identify environmental change.</p> <p>Use the 8 points of a compass to describe direction and movement across a region (e.g., "traveling NE from Manaus...").</p> <p>Compare human and physical geography between the Amazon region and the UK.</p> <p>Use photographs, diagrams, and thematic maps to identify features such as climate zones, vegetation, population density, and infrastructure.</p>		<p>Use maps, atlases, globes, and digital mapping tools to locate countries, cities, and global energy sources.</p> <p>Interpret thematic maps, graphs, diagrams, and satellite images related to energy production and land use.</p> <p>Use the 8 points of a compass to describe the location of regions and features.</p> <p>Understand longitude and time zones, using world maps to explore how daylight and energy needs vary.</p> <p>Compare physical and human geography between a UK city and Freiburg, including land use, energy systems, and transport.</p> <p>Conduct and present simple local fieldwork on energy usage or sustainable features (if appropriate).</p> <p>Present findings using annotated maps, visual displays, and persuasive writing, applying geographical understanding to real-world issues.</p>	<p>Use maps and atlases to locate regions and settlements associated with Anglo-Saxon and Scots migrations.</p> <p>Identify key physical features (rivers, coasts, hills) and human features (settlements, routes) that influenced settlement patterns.</p> <p>Read historical and modern maps to compare how place names and settlements evolved.</p> <p>Ask geographical enquiry questions (e.g. Why did settlers choose this location?).</p> <p>Analyse materials (e.g. maps, artefacts, place name evidence) to draw conclusions about migration and settlement.</p>	
National Curriculum	<p>Locational Knowledge Locate the world's countries, using maps to</p>		<p>Locational Knowledge:</p>	<p>Locational Knowledge: Name and locate counties and cities of the United</p>	

	<p>focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region within South America and of the United Kingdom.</p> <p>Human and Physical Geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers.</p> <p>Human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources.</p> <p>Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, symbols and keys to build their knowledge of the wider world.</p>		<p>Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Place Knowledge: Understand geographical similarities and differences through the study of human geography in a region in a European country (Freiburg) and a region in the UK.</p> <p>Human and Physical Geography: Describe and understand key aspects of: Physical geography: climate zones, vegetation belts. Human geography: types of settlement and land use, economic activity, energy, and the distribution of natural resources.</p> <p>Geographical Skills and Fieldwork: Use maps, atlases, globes, and digital/computer mapping. Use the 8 points of a compass and symbols and keys to build knowledge. Use graphs, diagrams, and fieldwork techniques to observe and present geographical information.</p>	<p>Kingdom, geographical regions, and their identifying human and physical characteristics.</p> <p>Human Geography: Describe and understand key aspects of human geography, including: types of settlement and land use, and the distribution of natural resources.</p> <p>Geographical Skills and Fieldwork: Use maps, atlases, globes, and digital/computer mapping to locate features studied.</p>	
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Year 6

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Six	How big was the British Empire in Victorian times? 1 discrete lesson	The Commonwealth during WW2 2 discrete lessons	What are climate zones & biomes? 5 lessons	Volcanoes and Volcanic Islands 4 lessons	Climate change and the oceans. 5 lessons	London Boroughs-where do I live? 2 discrete lessons

<p>Sticky Knowledge</p>	<p>The British Empire during Queen Victoria's reign included many countries across different continents.</p> <p>The Empire's spread can be seen on world maps, showing Britain's global influence at that time.</p> <p>Britain's global power was linked to trade routes, resources, and strategic locations across the world.</p>	<p>World War 2 was a global conflict fought across Europe, North Africa, Asia, and the Pacific.</p> <p>Commonwealth countries (e.g. Canada, Australia, India, South Africa) supported the war effort in different regions.</p> <p>The war changed the human and physical geography of regions involved — e.g. cities destroyed, borders changed, infrastructure damaged.</p>	<p>A climate zone describes the average weather patterns of a region over a long period; it is different from an environment, which includes both climate and physical features.</p> <p>The world's climate zones (e.g. tropical, arid, temperate, polar) can contain varied environments and landscapes, even within the same zone.</p> <p>Climate zones can look different in different parts of the world despite sharing similar climate characteristics (e.g. tropical zones with rainforest or savannah).</p> <p>A biome is a large community of plants and animals that occupies a distinct region, defined by its climate, soil, and life forms.</p> <p>The difference between biomes, ecosystems, and habitats:</p> <p>Biome = global scale (e.g. tundra)</p> <p>Ecosystem = localised communities within biomes</p> <p>Habitat = specific home for an organism</p> <p>Biomes within the same climate zone (e.g. tundra and taiga in polar/subarctic zones) can show both similarities and differences in features such as vegetation, wildlife, and land use.</p> <p>When comparing two places, geographers look at features like location, climate, physical features, land use, vegetation, and settlement patterns.</p>	<p>The Earth is made up of different layers: crust, mantle, outer core, inner core.</p> <p>A volcano is an opening in the Earth's crust where molten rock, ash, and gases escape; key parts include magma chamber, vent, crater, and cone.</p> <p>Volcanoes form at the boundaries of tectonic plates, particularly along the Ring of Fire and other active zones.</p> <p>Volcanic islands form when eruptions build up layers of lava and ash above sea level over time.</p> <p>Not all volcanic islands are the same: they differ in shape, age, biodiversity, and formation process (e.g. Galapagos vs. Hawaii).</p> <p>The Galapagos Islands were formed by volcanic activity over a hotspot beneath the Earth's crust.</p>	<p>Oceans play a vital role in regulating Earth's climate, producing oxygen, storing carbon, and supporting biodiversity.</p> <p>The Great Barrier Reef is the largest coral reef system in the world, located off the coast of Australia, and is important for biodiversity, tourism, and coastal protection.</p> <p>Human activities (e.g. plastic pollution, overfishing, carbon emissions) are causing damage to oceans and coral reefs through processes like ocean warming, acidification, and habitat destruction.</p> <p>Climate change is leading to rising sea temperatures, melting ice caps, and rising sea levels, all of which affect ocean ecosystems.</p> <p>Positive actions (local and global) can help protect oceans, including reducing waste, improving marine protection laws, and sustainable fishing.</p> <p>Fieldwork can help us observe, measure, and analyse environmental issues like marine litter at a local level, linking global problems to our own communities.</p>	<p>London is made up of distinct boroughs, each with different human geography (settlements, land use, economic activity).</p> <p>The local area can be identified and described using maps and digital sources (e.g. Google Maps, Google Earth).</p> <p>There are geographical reasons why Windrush immigrants settled in certain parts of London and the UK (e.g. proximity to work, transport, existing communities).</p>
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<p>Skills</p>	<p>Use maps and atlases to locate key regions that were part of the Empire.</p> <p>Identify major continents and some of the key countries of the Empire (e.g. India, Canada, Australia, parts of Africa).</p>	<p>Use atlases, globes, and digital maps to locate major countries and theatres of war.</p> <p>Identify and label key Commonwealth countries on a world map.</p> <p>Recognise and describe how conflict affected the physical landscape (e.g. bombed cities, altered land use).</p>	<p>Use atlases, maps, and digital tools to locate and identify climate zones, biomes, and specific places.</p> <p>Find locations on a map based on climate zone and biome classification.</p> <p>Compare and contrast different places, using geographical criteria such as climate, vegetation, and physical features.</p> <p>Interpret and apply definitions of climate zone, biome, ecosystem, and habitat accurately.</p> <p>Use research skills (including digital sources) to investigate a particular region's climate, environment, and biome.</p> <p>Use thematic maps (e.g. climate maps, biome maps) to gather and present information.</p>	<p>Use maps, globes, and atlases to locate volcanoes, volcanic islands, and tectonic boundaries.</p> <p>Draw and annotate sketches to describe and explain volcanic processes and landforms.</p> <p>Use precise geographical vocabulary to describe processes (e.g. eruption, magma, crater, vent).</p> <p>Sequence the stages of volcanic island formation.</p> <p>Interpret a range of geographical sources (maps, diagrams, texts, digital media).</p> <p>Research, compile, and present information about volcanic islands using structured written work or presentations.</p> <p>Communicate geographical understanding using annotated diagrams, maps, writing, and digital tools.</p>	<p>Locate and describe significant marine environments (e.g. Great Barrier Reef) using maps, atlases, and digital mapping tools.</p> <p>Use fieldwork techniques (e.g. tally charts, mapping, digital recording) to collect and present data about litter in the local environment.</p> <p>Present findings through graphs, maps, annotated sketches, and reports.</p> <p>Use precise geographical vocabulary to explain climate-related processes and impacts (e.g. ocean acidification, coral bleaching, marine biodiversity).</p> <p>Analyse and evaluate data to draw conclusions about human impact on marine environments and suggest solutions.</p>	<p>Locate and identify their local area and borough using a range of maps (paper, digital, atlases).</p> <p>Use Google Earth / digital maps to create a simple map or annotated screenshot of the local area.</p> <p>Use geographical language to describe features of their local area (e.g. housing, transport links, land use).</p>
<p>National Curriculum</p>	<p>Locational Knowledge: Locate the world's countries using maps to focus on regions of historical significance.</p> <p>Geographical Skills and Fieldwork: Use maps, atlases, and globes to locate countries and describe features studied.</p>	<p>Locational Knowledge: Locate the world's countries, using maps to focus on Europe and countries of significance globally.</p> <p>Place Knowledge: Understand geographical similarities and differences between regions impacted by WW2.</p> <p>Geographical Skills: Use maps, atlases, and globes to locate places studied.</p>	<p>Locational Knowledge: Identify the position and significance of latitude, longitude, the Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region within South America, a region within Africa, or elsewhere.</p> <p>Human and Physical Geography: Describe and understand key aspects of physical geography, including:</p>	<p>Locational Knowledge: Locate the world's countries, using maps to focus on key regions where volcanoes are found (e.g. Ring of Fire, hotspots).</p> <p>Physical Geography: Describe and understand key aspects of physical geography, including: volcanoes and earthquakes, and the structure of the Earth.</p> <p>Geographical Skills and Fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Locational Knowledge: Locate the world's countries, using maps to focus on areas of significance globally, including environmental regions such as oceans and reefs.</p> <p>Physical Geography: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, and the water cycle.</p> <p>Human Geography: Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution</p>	<p>Locational Knowledge: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>Human Geography: Describe and understand types of settlement and land use, economic activity including trade links.</p> <p>Geographical Skills:</p>

			<p>- climate zones - biomes and vegetation belts</p> <p>Geographical Skills and Fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use thematic maps, graphs and digital resources for comparisons and research.</p>	<p>Interpret a range of geographical information, including maps, diagrams, globes, and digital sources.</p> <p>Communicate geographical information in a variety of ways, including through maps, numerical data, and extended writing.</p>	<p>of natural resources (including energy, food, minerals, and water).</p> <p>Geographical Skills and Fieldwork: Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>Interpret a range of geographical information, including maps, diagrams, and data sets, to draw conclusions and make recommendations.</p>	<p>Use maps, atlases, globes, and digital/computer mapping to locate features studied.</p>
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