

Year Group	Autumn	Spring	Summer
Year 1	Weather and Climate	United Kingdom	Local Area (Hartlepool)
	<p>Basic Vocabulary and concepts about weather and climate</p> <p>Create a simple weather chart.</p>	<p>The location and features of the local area.</p> <p>The main nations and some features of the United Kingdom, including their location and related key Vocabulary.</p> <p>Annotate a simple map of the United Kingdom with some key features.</p>	<p>Look at maps and aerial views of the local area, asking questions about main features and some symbols.</p> <p>Create a simple map of the local area.</p> <p>Observe, record, discuss and ask questions about the main features of the local area, based on direct experience.</p> <p>Use appropriate vocabulary when describing local features and those of the United Kingdom, including the seasons and local weather.</p>
Year 2	Continents and Oceans	Hot and Cold places	Non-European country (Ethiopia)
	<p>The names and locations of the world's continents and oceans, and some information about each of them.</p> <p>Use globes and atlases - annotate maps to identify continents and oceans, including the location of the United Kingdom, Europe, Ethiopia, and Africa.</p>	<p>Use globes and atlases and annotate maps to identify the world's hot and cold regions, locating the United Kingdom and Ethiopia.</p> <p>Where the world's main hot and cold regions are, and some information about what they are like.</p>	<p>Look at simple maps and aerial views of a contrasting locality with Ethiopia, discussing and asking questions about the main features and comparing these to the UK.</p> <p>Use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Ethiopia.</p> <p>Make use of a four main compass points when describing the locations of these key locations and regions.</p> <p>The location and features of a contrasting locality in Ethiopia. Comparing and contrasting it with Hartlepool and situating it within the African continent.</p>

Year 3	Climate Zones	North America	Rio and Southeast Brazil
	<p>Where the world's main climate zones are (building on prior understanding of Hot and Cold regions)</p> <p>The location and main human and physical features of North and South America.</p>	<p>How their location within different climate zones might affect everyday life differently in southeast Brazil and places previously studied.</p> <p>Use globes, atlases, and maps to identify the main human and physical features of North America.</p> <p>The location of southeast Brazil and Rio de Janeiro within the South American continent.</p> <p>About the processes of settlement, trade, tourism and culture in southeast Brazil and Rio de Janeiro.</p>	<p>Use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South Esat Brazil.</p> <p>The location and human/physical features of Rio de Janeiro and Southeast Brazil, as a region in The Americas, comparing this with region with places previously studied.</p> <p>Use globes, atlases, and maps to identify the main human and physical features of South America.</p> <p>Interpret maps and aerial views of the Americas, southeast Brazil, and Rio de Janeiro at a variety of scales, discussing and asking about main features.</p> <p>Use appropriate vocabulary when describing the Americas, Southeast Brazil and Rio de Janeiro and comparing them with other places, when describing climate zones and human processes and when describing place locations and map features (e.g. Equator, the tropics, the world's hemisphere's)</p>
Year 4	Rivers	Rainforests	South America- The Amazon
	<p>The key elements and features of a river.</p> <p>The key elements of the water cycle.</p> <p>The names of and key information on the world's main rivers.</p> <p>Basic ideas about flood management.</p> <p>Interpret and explain key information on rivers.</p>	<p>The key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests.</p> <p>How physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon.</p>	<p>Interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it.</p> <p>Use appropriate vocabulary when describing the Amazon, rainforests and other biomes, rivers, and river features.</p> <p>How physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon.</p>

<p>Use globes, atlases, and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon.</p> <p>Evaluate a range of possible flood prevention measures.</p>		<p>The location and principal features of the Amazon, situating it within the globe and South American continent and comparing it with Southeast Brazil.</p>
<p>Year 5</p>	<p>Mountains</p>	<p>Volcanoes and Earthquakes</p>
<p>The main features and types of mountains.</p> <p>How some people have adapted to life in mountainous areas.</p> <p>The main features and causes of volcanoes and earthquakes.</p>	<p>The names and locations of the world's principal mountains, volcanoes, and areas at risk from earthquakes.</p> <p>Ways in which the location and physical geography of the region impact on (and are impacted by) human activity - this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes.</p> <p>How people can respond to a natural disaster, such as an earthquake.</p>	<p>European Region (Greece)</p> <p>Interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean).</p> <p>Look critically at a topical issue in this region, raising questions about it, considering the reliability of sources, and exploring and evaluating a range of viewpoints.</p> <p>The location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local.</p> <p>Ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece, and Athens.</p> <p>Ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare with those of other places studied.</p> <p>Use globes and atlases to identify the location of Greece and the Mediterranean.</p>

		Use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes, earthquakes, the Mediterranean, Greece, and Athens.	
Year 6	United Kingdom	Residential	Local Area and region
<p>The location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local.</p> <p>Ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement, and change) operate within the UK and their local region.</p> <p>Ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region.</p> <p>Interpret a range of maps of the UK and the local region and apply this information to their understanding of it.</p> <p>Use maps and supporting information to route-plan a tourist trip around the capital cities of the UK.</p>		<p>The location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local.</p> <p>Use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change.</p> <p>Use and annotate Ordnance Survey maps, including the use of grid references, to present arguments about change in the local region.</p> <p>Use appropriate vocabulary when describing key information about the UK and the local region to external audiences.</p> <p>Ways in which the location and distinctive features of the UK and their local region compare with those of other places studied.</p>	