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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	**If you go down to the woods today?**	**Crumbs! What's on Fire?**	**Space Explorers!**	**Our World**	**What grows in my garden?**	**Amazing Creatures**
	• Shows an interest in the lives of people who are familiar to them • Shows care and concern for living things and the environment	• Shows interest in different occupations and ways of life	• Can talk about some of the things they have observed such as plants, animals, natural and found objects • Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world • Looks closely at similarities, differences, patterns and change	• Can talk about some of the things they have observed such as plants, animals, natural and found objects • Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about the features of their immediate environment and how environments might vary from one to another. • Looks closely at similarities, differences, patterns and change	• Know about similarities and differences in relation to places, objects, materials and living things • Can talk about the features of their own immediate environment and how environments might vary from one another • Begin to understand the effect their behaviour can have on the environment.	• Know about similarities and differences between themselves and others, and among families, communities and traditions • Know about similarities and differences in relation to places, objects, materials and living things • Can talk about the features of their own immediate environment and how environments might vary from one another
Year 1 National Curriculum	**Animal Picnic & Black History Month**	**Woodland adventure**	**Litter Detectives**	**An African Village**	**Black Rock's Tower**	**Moving Toys**
		use basic geographical vocabulary to refer to: • key physical features, including: forest, hill, river, soil, valley, vegetation • key human features, including: city, town, house • use simple 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	• use basic geographical vocabulary to refer to key physical features; including forest, hill, soil, river, valley, vegetation • use basic geographical vocabulary to refer to key human features, including: city, town, house and shop • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and	**Contrasting non UK study** • 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 • use basic geographical vocabulary to refer to: key physical features, including: forest, ocean, river, weather • key human features, including: city, village, farm, house, factory, port, harbour and shop • use world maps, atlases and globes to identify the United Kingdom and its countries, as		

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			physical features; devise a simple map; and use and construct basic symbols in a key • use simple 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	well as the countries, continents and oceans studied at this key stage • name and locate the world's 7 continents and 5 oceans		
Year 1 Skills		• I can name and locate some places in my locality • I can describe some places and features using basic geographic vocab • I can express my views on features of my environment e.g. like/dislike • I can use a range of sources such as simple plans and maps • I can draw speak or write about simple geographical concepts • I can make a simple plan of the classroom/schools grounds • I can use maps and other images to talk about everyday life e.g. where I live, journeys to school	• I can follow directions on a simple grid or plan • I can find/add my own/class agreed symbols on a map or plan • I can find and name the 4 countries of the UK on a map and the 3 seas that surround it • I am beginning to explore globes and atlases, aerial photos can answer simple geographical questions • I can describe some places and features using basic geographic vocabulary • I can express my views on the features of my environment e.g. like and dislikes • I can identify seasonal and daily weather patterns in the UK • I can recognise weather symbols	• I can name and locate the continents that the two localities I am studying are in • I know the features of a defined area in hot and cold places in the world and can talk about the differences and similarities • I can describe some places and features using basic geographic vocabulary • I can express my views on the features of my environment e.g. like and dislikes		

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	What impact can I have on my world? & Black History Month	Fairy Tale Garden	Rainforest Adventure	Great Fire of London	What is it like at the seaside?	Brunel's Bristol
Year 2 National Curriculum	• use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map • 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 • use simple 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		• name and locate the world's seven continents and five oceans • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • Use basic geographical vocabulary to refer to: key physical features, including: forest, ocean, river, vegetation, season, weather		**Contrasting UK study** • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom • use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, river • key human features: city, town, house, office, port, harbour and shop • 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 • use world maps, atlases and globes to identify the United Kingdom and its countries	
Year 2 Skills	• I can follow simple compass directions and locational and directional language • I can describe places and features using simple geographic vocabulary • Express views about the environment and recognise how people sometimes affect the environment • I can label a map with geographic terms I have learnt		• I can label map of the world with 7 continents and 5 oceans and locate them on a globe/world map. • I can compare another non-European locality with my own and describe the similarities, differences and patterns • I can describe places and features using simple geographic vocabulary • I can ask and answer simple geographical questions when		• I can not only name locate and identify the four countries and capital cities but can comment on the human and physical features. • Express views about the environment and recognise how people sometimes affect the environment • I can label a map with geographic terms I have learnt	

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	• My maps have a key with symbols or colours to help identify features • I can recognise OS mapping symbols (see Geography Skills Progression appendix for examples of potential symbols) on a • I can find the 7 continents and 5 oceans on a world map • I can locate things on a map using a two figure reference e.g. 2A		investigating different places and environments. I can describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments		• My maps have a key with symbols or colours to help identify features • I can locate things on a map using a two figure reference e.g. 2A • I can recognise OS mapping symbols (see appendix for examples of potential symbols)	
Year 3 National Curriculum	**Incredible Iron Man & Black History Month**	**Woodland Wonders**	**How Does your Garden Grow?**	**Exciting Egypt**	**The Rhythm of the Rain**	**Revolting Romans**
					• to describe and understand key aspects of physical geography • To identify rivers, mountains, volcanoes using visuals and maps • To identify some of the main rivers in the UK • To create own maps to show the journey of a river • To locate countries of Europe and wider world	
Year 3 Skills					• Recall the 7 continents and 5 oceans and locate them on a globe/world map • Describe places and features using geographic vocabulary • Ask and answer geographical questions when investigating different environments • Describe the journey a river makes from start to end point • name the seas that some rivers flow into; • use a legend to find areas of higher ground on a map • name counties local to their area	

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	Wonderful Whales & Black History Month	Good Vibrations (not linked to English)	The Battle for the Kingdom	Into the Woods	Global Food	Aqua Adventures
Year 4 National Curriculum				• Locate counties and cities of the United Kingdom and how this has changed over time • Understand the types of settlement and land use, economic activity including trade links • Understand the distribution of natural resources • understand the effect of landscape features on the development of a locality.		• describe and understand key aspects of physical geography: climate zones, biomes, rivers, mountains etc • use a widening range of geographical terms: specifically topic vocab such as erosion, deposition, transportation, headland • understand how a locality is set within a wider geographical context i.e. seaside resorts
Year 4 Skills				• measure straight line distances using the appropriate scale. • explore features on maps using 6 figure grid references. • draw accurate maps with more complex keys. • recognise the different shapes of the continents. • demonstrate knowledge of features about familiar places and beyond the UK. • recognise that people have differing qualities of life living in different locations and environments • describe human features of the UK regions, cities and/or counties.		• Explain the water cycle and understand the key processes • Identify the features of a river system • Record the journey of a river • Understand different uses of water • Understand the impact of floods and droughts • Describe human and physical features of a landscape/locality i.e. water in the locality

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	Space: The Final Frontier & Black History Month	Running Like Clockwork	Visionary Victorians in Brilliant Bristol	Outrageous Olympians	Survival Adventures	It's a Small World
Year 5 National Curriculum					• Use widening range of geographical terms such as: climate zones, biomes, vegetation belts, rivers, mountains and the water cycle • Know about the wider context of places i.e. county, region, country • Describe where a variety of places are in relation to physical and human features • Recognize and identify the location of capital cities of the UK as well as some countries within the wider world • Use 8 points of a compass, six-figure grid references and symbols and keys	• use a widening range of geographical terms e.g. specific topic vocabulary • understanding about the wider context of places e.g. county, region, country. • describe where a variety of places are in relation to physical and human features. • explain changes to the world environments over time. • know how the UK differs to the wider world and other countries which are similar and contrasting • collect, analyse and communicate geographical information
Year 5 Skills					• use geographical vocabulary • describe the location of places using physical and human features • use six-figure grid references, symbols, keys and the 8 points of a compass • create simple thematic maps showing land use, climate zones and population • identify the Greenwich Meridian and recognise that time zones exist	• use geographical vocabulary when discussing settlements, transport, population and landmarks • describe the location of Bristol and New York within their wider geographical contexts • identify similarities and differences between human and physical features • investigate key geographical features of new York • Explain some ways New York has changed over time • Use maps, symbols, leyus and grid references to locate features

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	Ancient Civilisation: Stone Age to Iron Age & Black History Month	Mind, Body & Soul	Blitz, Blackout & Beyond	Benin: Beauty and Bravery	Out in the cold	Darwin's Discoveries
Year 6 National Curriculum					• Locate Antarctica on a world map and identify its position in relation to the South Pole, continents and oceans • Understand the significance of latitude, longitude, hemispheres and polar regions • Explore the physical characteristics of Antarctica and compare them with the UK and other regions of the world • Understand how Antarctica's environment influences human activity and scientific research to protect its fragile environment • Investigate key physical features: glaciers, ice sheets, mountains and the Southern Ocean • Understand the Antarctic climate and weather patterns • Explore how climate change is affecting antarctica and the wider world	
Year 6 Skills					• Use maps, atlases, globes and digital mapping to locate and investigate Antarctica • Interpret geographical information from aerial images, satellite photographs and data sources • Collect, analyse and present geographical information using graphs, maps and reports • Use geographical vocabulary accurately to describe physical and human processes • Draw conclusions about the effects of climate change on polar environments	