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|  | Autumn | Spring | Summer |
| **EYFS**  **Reception** | Through the area of learning – ‘Understanding the World’, children will learn about their own homes, their school environment and their local area through first hand experiences, books and technology. They will learn about their community and the world in which they live and will talk about, explore and make observations about the place they live and their environment. | | |
| **KS1**  **Year 1** | **Our local area (Geographical skills & fieldwork)**  Exploring our local area, developing our knowledge and understanding of geographical terms and making simple maps of our school playground | **Africa: Your home and mine (Place knowledge/geographical skills)**  Using maps and photographs to explore similarities and differences between our local area and the village of Mugurameno in Africa. | **Passport to the UK (Locational knowledge/ geographical skills)**  Using maps, atlases and globes to find out about the countries that make up the United Kingdom and some of their physical and human features. |
| **KS1**  **Year 2** | **Greater Manchester – Rural or Urban? (Geographical skills & fieldwork)**  Using OS maps and aerial photographs to explore features of both the urban and rural areas of Middleton and Rochdale and developing our map drawing skills | **Where in the world are we? (Locational knowledge/geographical skills & fieldwork)**  Using maps, globes and compass directions to explore the world’s seven continents and major seas and oceans. | **Hot and Cold places (Human & physical geography)**  Using world maps, atlases and photographs to learn about hot and cold areas of our world including Antarctica, deserts and rainforests. |
| **KS2 Lower**  **Year 3** | **EXTREME EARTH – earthquakes and volcanoes. (Human and physical geography/ geography skills)**  Using maps, atlases and photographs to about the structure of the Earth and the effects of volcanoes and earthquakes on both the environment and on people. | **Our wonderful world (Locational knowledge/human and physical geography)**  Using world maps to identify climate zones and exploring how natural and human influences impact the world we live in today – including Fairtrade, The WWF and recycling | **Biomes under threat (Locational knowledge/human and physical geography)**  Learning about the Earth’s different biomes and investigating the effects of human activity on the Tundra of Russia and the coral reef marine biome of Australia. |
| **KS2 Lower**  **Year 4** | **Life in a Rainforest (Human and physical geography)**  Exploring the plants and animals which inhabit the Amazon Tropical Rainforest biome and investigating the causes and effects of deforestation people and animals. | **Wonderful Water (Human and physical geography)**  Understanding what water is, where it comes from (the water cycle) and its impact on people and places around the world (floods and droughts). | **Similarity and difference (Place knowledge/human and physical geography)**  Using local maps, atlases and photographs to investigate the key topographical features of the local area around The Rochdale Canal and that of the Canal Du Midi in France. |
| **KS2 Upper**  **Year 5** | **The United Kingdom (Locational knowledge/human and physical geography)**  Using atlases, maps and grid references to locate. the UK’s physical features, major cities and their industries. Exploring the ways people affect our landscape and investigating the types of energy the UK uses and their future sustainability. | **Migration (Human geography/geographical skills and fieldwork)**  Using maps, atlases, photographs and data to explore the diverse reasons for migration and learning how migration affects people and places. | **Rivers (Local field work study) (Geographical skills & knowledge)**  Using OS maps, symbols, grid references and aerial photographs to support a local field work study of the River Irk and linking this with our understanding of the river system. |
| **KS2 Upper**  **Year 6** | **Life in a mountainous environment (Human and physical geography/ geographical skills)**  Using atlases and aerial photographs to learn how different mountains are formed. Locating the world’s seven highest summits. Exploring what it is like to live and work in a mountainous environment such as the Himalayas | **South America – a diverse country**  **(Locational knowledge/ Human &physical geography/geographical skills)**  Investigating the contrasting biomes and countries of the continent and using a range of geographical skills to complete a study of a South American country. | **A local fieldwork study**  **(Geographical skills and fieldwork/human geography)**  Using OS maps and symbols, digital mapping, 4 and 6 figure grid references to explore features of our local area, carrying out different surveys and recording our findings in a variety of ways. |