

Year Group	Key Learning
<p>Reception</p>	<ul style="list-style-type: none"> • Recognise, know about and describe features of different places including their immediate environment (our school), other familiar places (our local area) and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc (China and Africa). • Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites etc. Talk about what features are the same and what are the differences. • Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about. • Talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments. • Use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places.
<p>Year 1 Hot and cold areas of the world</p>	<ul style="list-style-type: none"> • Identify the Equator, North Pole and South Pole. • Locate on a map of the world the positions of the Equator and the North and South Poles. • List the countries that the Equator passes through. • Describe what the weather like at a place near the Equator. • Describe what the weather like at a place near the North or South Pole. • Explain how the seasonal weather in the United Kingdom compares with that at the Equator and the North and South Poles.
<p>Year 1 Locational geography of the United Kingdom</p>	<ul style="list-style-type: none"> • Name and locate the four countries of the United Kingdom. • Name and locate the capital cities of the four countries of the United Kingdom. • Name and locate the seas that surround the United Kingdom. • Identify some characteristics of the four countries of the United Kingdom. • Identify some characteristics of the four capital cities of the United Kingdom.
<p>Year 1 Weather patterns in the UK</p>	<ul style="list-style-type: none"> • Name the four seasons in sequence that occur in the United Kingdom. • Describe how the weather changes as we move through the seasons in the United Kingdom. • Explore weather patterns across all parts of the United Kingdom. • Explain what a weather forecast is and how can it be helpful to us. • Investigate how we can record the weather in our school grounds. • Describe differences in weather recordings in different parts of our school grounds.
<p>Year 2 Our school within its locality</p>	<ul style="list-style-type: none"> • Describe features of our school building. • Describe features of our school grounds. • Describe where our school is in relation to our locality (Morecambe and the Morecambe Bay region). • Describe the human features we can see within a short walking distance from our school. • Describe the physical features we can see within a short walking distance from our school. • Identify any changes that have occurred, or are taking place at the present, within the environment surrounding our school.

<p style="text-align: center;">Year 2</p> <p style="text-align: center;">Comparing the Morecambe Bay Region and Qingdao, China</p>	<p>Small area within the UK</p> <ul style="list-style-type: none"> • Locate the Morecambe Bay region within the United Kingdom. • Describe the physical geography of the Morecambe Bay region (weather, site, rivers). • Describe the human geography of the Morecambe Bay region (settlement size, shops and services, local industries, transport links, tourist attractions). • Conduct a fieldwork visit to Morecambe Bay. <p>Region within a Non- European country</p> <ul style="list-style-type: none"> • Name and locate the seven continents of the world. • Name and locate the five oceans of the world. • Name and locate the countries of Asia. • Name and locate the oceans surrounding Asia. • Locate Qingdao within China. • Describe the physical geography of Qingdao (weather, site, rivers). • Describe the human geography of Qingdao (settlement size, shops and services, local industries, transport links, tourist attractions). • Describe similarities and differences between Qingdao and the Morecambe Bay region.
<p style="text-align: center;">Year 3</p> <p style="text-align: center;">South America</p>	<p>Geography of South America</p> <ul style="list-style-type: none"> • Name and locate the countries of the continent of South America. • Name and locate major cities within each of the countries of the continent of South America. • Identify and locate significant geographical regions within the continent of South America. • Describe the main human and physical characteristics of the significant geographical regions identified within the continent of South America. • Identify the major lines of latitude that pass through the continent of South America. <p>Region within South America</p> <ul style="list-style-type: none"> • Locate the Amazon Basin region within South America. • Describe the physical geography of the Amazon Basin region (climate and vegetation, plants, animals, soils, inhabitants, biome, rivers). • Describe the human geography of the Amazon Basin region (settlement size and character, farming types, extractive industries, transport links, natural resources, environmental impact). • Describe how the Amazon Basin region of South America compares and contrasts with other regions in the world we have studied.
<p style="text-align: center;">Year 4</p> <p style="text-align: center;">North America</p>	<p>Geography of North America</p> <ul style="list-style-type: none"> • Name and locate the countries of the continent of North America. • Name and locate major cities within each of the countries of the continent of North America. • Identify and locate significant geographical regions within the continent of North America. • Describe the main human and physical characteristics of the significant geographical regions identified in the continent of North America. • Identify the major lines of latitude that pass through the continent of North America. <p>Region within North America</p> <ul style="list-style-type: none"> • Locate the Great Lakes region within North America. • Describe the physical geography of the Great Lakes region (climate and vegetation, plants, animals, soils, inhabitants, biome, rivers and lakes).

	<ul style="list-style-type: none"> • Describe the human geography of the Great Lakes region (settlement size and character, farming types, extractive industries, tourism, transport links, natural resources, environmental impact). • Describe how the Great Lakes region of North America compares and contrasts with other regions in the world we have studied.
<p>Year 5</p> <p>UK and the Lake District</p>	<p>Geography of the United Kingdom</p> <ul style="list-style-type: none"> • Identify and locate our home county and other counties within easy reach of our school's position. • Name and locate major cities of the United Kingdom. • Identify and locate significant geographical regions of the United Kingdom. • Describe the main human and physical characteristics of the significant geographical regions of the United Kingdom that we have identified. • Describe how the human and physical characteristics of the significant geographical regions in the United Kingdom that we have identified have changed over time. <p>Region within the United Kingdom</p> <ul style="list-style-type: none"> • Locate the Lake District region within the United Kingdom. • Describe the physical geography of the Lake District region (climate, vegetation, mountains, rivers and lakes, volcanic impact, glaciation). • Describe the human geography of the Lake District region (settlement type, farming, mining and quarrying, tourism, energy/water supplies, transport links). • Explain why we refer to the Lake District region as a National Park. • Conduct a fieldwork visit to the Lake District region to study the physical and human landscape within this region. • Describe how the Lake District region of the United Kingdom compares and contrasts with other regions in the world we have studied.
<p>Year 5</p> <p>Fieldwork in the local area</p>	<ul style="list-style-type: none"> • Observe, measure and record human features in the immediate vicinity of our local area. • Observe, measure and record physical features in the immediate vicinity of our local area. • Observe, measure and record human features in the wider extent of our local area. • Observe, measure and record physical features in the wider extent of our local area. • Describe how human features have been influenced by physical features in our local area. • Describe how physical features have been influenced by human features in our local area.
<p>Year 6</p> <p>Europe</p>	<p>Geography of Europe</p> <ul style="list-style-type: none"> • Name and locate the countries of the continent of Europe. • Name and locate major cities within each of the countries of the continent of Europe. • Identify and locate significant geographical regions within the continent of Europe. • Describe the main human and physical characteristics of the significant geographical regions of the continent of Europe that we have identified. • Identify the major lines of latitude and longitude that pass through the continent of Europe. <p>Region within Europe</p> <ul style="list-style-type: none"> • Locate the Alps region within the continent of Europe. • Describe the physical geography of The Alps region (climate, rock types, landscapes, soils, rivers). • Describe the human geography of The Alps region (settlements in the region, farming types, industrial development, tourism, transport). • Describe how the Alps region of Europe compares and contrasts with other regions in the world we have studied.

