

Class 1 EYFS and Year 1	Autumn Term	Spring Term	Summer Term
EYFS	<p align="center">Classroom/school environments</p> <p>Children become familiar with the school and its layout. They know the various rooms in school and their functions. They become familiar with the school grounds and its boundaries. They consider the various aspects of the scenery from the school windows.</p>	<p align="center">Understanding a wider world – the local area, where we live and who else lives there?</p> <p>Children describe their house and begin to know the road and area they live in. They begin to identify Scapegoat Hill as the countryside (rural) and begin to discuss different parts of the local community that they may be familiar with.</p>	<p align="center">Countries</p> <p>Children identify different countries and share personal experiences of ones they have visited in the United Kingdom or further afield. Children learn about the wonders of the natural world and develop an understanding of the wider world.</p>
Year 1	<p align="center">School and its Environment</p> <p>Children to say where they live and where this is in relation to school. Children identify familiar human and physical geographical features within their school grounds. Children use maps and draw maps to find known locations in their area.</p>	<p align="center">Weather and Climate</p> <p>Children identify weather patterns in the UK and learn about the impact of weather on our lives. They look out for dangerous or adverse weather in the UK. Children identify hot and cold weather and climates in relation to the equator and the North and South Poles.</p>	<p align="center">Our town and country (UK) and a contrasting location</p> <p>Children can label the 4 UK Countries (e.g. England, Scotland, Wales and Northern Ireland). Children recognise the shape of the British Isles on a map of Europe e.g. infant atlas. They compare another area in the UK with Scapegoat Hill/Huddersfield.</p>
Class 2 Year 2 and Year 3	Autumn Term	Spring Term	Summer Term
Cycle 1	<p align="center">Capitals, counties and cities of the United Kingdom</p> <p>Children identify the capitals, countries and cities of the United Kingdom. They identify famous landmarks of London. They also study in more detail the map of the United Kingdom. They recognise that Huddersfield is a town and research some of its famous landmarks as well as human and physical features.</p>	<p align="center">How is Iceland unique including weather comparison</p> <p>Children use digital maps to identify physical (glaciers, volcanoes) and human features across Iceland. They are also introduced to the movement of tectonic plates. Children compare the climate and weather patterns to Huddersfield.</p>	<p align="center">Extreme Earth</p> <p>We study volcanoes, earthquakes and tornadoes, tsunamis and how they are caused by the movement of tectonic plates. Children also learn about what happened at Pompeii.</p>
Cycle 2	<p align="center">Visit Scarborough!</p> <p>Coastal features and land use. Compare the seaside with Huddersfield. Children also develop map reading skills and recognise and use symbols and keys found on some maps.</p>	<p align="center">Exploring my town</p> <p>Carry our fieldwork and observational skills in the town of Huddersfield. Recognise landmarks and the physical and human geographical features of the town and surrounding areas.</p>	<p align="center">Tulum, Mexico</p> <p>Children focus on locating Mexico and its main features including continents, surrounding oceans and the capital city. Children also understand geographical similarities and differences of the human</p>

			and physical features of the UK and a Non-European country.
Class 3 Year 4, 5 and 6	Autumn Term	Spring Term	Summer Term
Cycle 1	<p>Map Reading</p> <p>Children will explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time.</p>	<p>Introduction to Modern Europe</p> <p>Understand the amazing physical and human geography of Modern Europe. Children will travel around, learn key facts and explore the varied countries that make up our European Continent. Develop skills in human and physical geography and further historical and cultural knowledge of these countries as well.</p>	<p>Vegetation Belts and Biomes including deforestation. A geographical study of Brazil and its rainforest. The children build on knowledge of the water cycle, coasts, rivers, mountains, volcanoes and earthquakes, climate zones and biomes.</p>
Cycle 2	<p>Mountains, Rivers and Coasts</p> <p>Learn what mountains, rivers and coasts are and the forces that help shape them, and the effects they have the world around them. Learn about the formation and features of a river. Follow its journey to the sea and discover its role in the water cycle.</p>	<p>Australia</p> <p>Understand the geographical similarities and differences through the study of human and physical geography of Australia and the UK.</p>	<p>Explorers – impact of trade on the modern world.</p> <p>Explore and discover some of the world’s greatest explorers. Understand the role of trade and its impact on the modern world. Learn about the life and travels of Roald Amundsen, Amelia Earhart, Edmund Hillary, Captain James Cook and Jessica Watson.</p>
Cycle 3	<p>Glorious Britain and the national parks</p> <p>Explore and understand the creation of Britain’s national parks. Compare and contrast the physical geography of the different parts of the United Kingdom. Use OS maps to describe and locate key geographical features. Investigate tourism in the Lake District.</p>	<p>The special relationship between Britain and the USA</p> <p>Children will located and name the key cities countries and states of North America. They will explore the physical geography of North America including climate zones, vegetation belts, rivers and mountains. They will also understand the contemporary organisation of the USA including Washington DC, New York and key cultural organisations.</p>	<p>Enough for Everyone</p> <p>Children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resources such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone</p>