

Year 1/2 CYCLE A		
<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<p>Learning focus: Children will begin to understand similarities and differences of human and physical geography by studying a small local area.</p> <p>Through for example: Chester-le-Street – How has it changed – how have people impacted on its physical features?</p>	<p>Learning focus: Children will begin to explore an environmental topic in the local environment. For example making our school environment a cleaner place.</p>	<p>Learning focus: Children will begin to develop an understanding of similarities and differences of human and physical geography by studying a small local area different to their own.</p> <p>Through for example: Exploring Newcastle (urban location) South Shields (coastal location)</p>
<p>Year 1/2 CYCLE B <i>In CYCLE B children in key stage 1 will make at least one field trip into our immediate community to learn to use or to use their geographical knowledge and skills.</i></p>		
<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<p>Learning focus: Children will learn to locate and name the 4 countries and capitals of the United Kingdom and its surrounding areas.</p> <p>Through for example: London – the Forest at Runnymede Cardiff – and its bay Edinburgh - Arthur's Seat and the castle Belfast – The Giant's Causeway</p>	<p>Learning focus: Children will learn about and be able to locate the World's seven continents, the 5 oceans and hot and cold areas in relation to the North and South poles.</p>	<p>Learning focus: Children will further develop their understanding of similarities and differences of human and physical geography by studying a contrasting none European country with our own.</p> <p>Through for example: China by studying places along the Great Wall or The Yangtze River.</p>
<p>By the end of key stage 1 stage 1 children will: <i>Have experienced geographical field work.</i> <i>Have a growing understanding of the British Isles built up over key stage 1.</i> <i>Generate simple ideas.</i> <i>Ask simple geographical questions.</i> <i>Simply describe any geographical information (maps, computer based maps) they have used to help the class make a satisfactory conclusion.</i></p>		
Year 3/4 CYCLE A		
<p>Learning focus: Children will locate counties and cities of the UK and begin to understand how they have changed over time.</p>	<p>Learning focus: Children will locate and explore a significant human or physical feature in Europe.</p> <p>Through for example significant: Physical features: Mount Elba in</p>	<p>Learning focus: Children will study a national environmental issue.</p>

	Russia or The Volga River Human features: Moscow – largest populated city in Europe.	
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Year 3/4 CYCLE B		
<i>In CYCLE B children in lower key stage 2 will make at least one field trip into the local community to learn to use or to use their geographical knowledge and skills.</i>		
AUTUMN	SPRING	SUMMER
<p>Learning focus: Children will learn about the characteristics and a significant human feature of a place in North and South America.</p> <p>Through for example: What can we see from the Empire State Building in New York? Carnival in Sau Paulo – what is the city like?</p>	<p>Learning focus: Children will learn to locate the World's countries, how these are divided into environmental regions or by key physical features.</p> <p>Through for example: The Mississippi River basin (North America) The Himalaya Mountains (Asia)</p>	<p>Learning focus: Children will study an environmental issue of European significance.</p>
<p>By the end of lower key stage 2 children will: <i>Explore a geographical question through the competent use of geographical equipment during field work.</i> <i>Have a deeper understanding of the British Isles.</i> <i>Generate their own geographical ideas or questions in small groups or individually.</i> <i>Make pertinent links with their existing geographical knowledge when exploring an idea or answering a geographical question.</i> <i>Collect simple and pertinent geographical information, provided by the teacher or collected by themselves, from a range of sources (e.g. maps at various, globes, computer generated maps – OS Getamap).</i> <i>Use simple geographical equipment confidently.</i> <i>Read maps (e.g. OS maps and physical maps, population density maps).</i> <i>Use simple evidence and/or data to reach satisfactory conclusions to geographical questions that have been posed.</i></p>		
Year 5/6 CYCLE A		
<p>Learning focus: Children will identify the position and learn the significance of latitude and longitude; Equator, northern hemisphere; southern hemisphere; Tropics; Artic; Antartic; Prime and Greenwich meantime.</p>	<p>Learning focus: Children will develop their knowledge of the different climate zones (including which Climate zone the British isles belong to) around the world and the weather they experience.</p>	<p>Learning focus: Children will develop their understanding of the 'Water Cycle'.</p>
Year 5/6 CYCLE B		

In CYCLE B children in upper key stage 2 will make at least one field trip into the wider community to learn to use or to use their geographical knowledge and skills.

<p><i>Learning focus:</i> Children will develop their understanding of volcanoes and their impact on our Earth.</p>	<p><i>Learning focus:</i> Children will develop their understanding of earthquakes and their impact on our Earth.</p>	<p><i>Learning focus:</i> Children will study an environmental issue of World significance. Through for example: The 2012 eruption of Eyjafjallajohull in Iceland.</p>
<p><i>By the end of upper key stage 2 children will:</i> <i>Explore a geographical question through the competent use of geographical equipment during field work e.g. compass or map.</i> <i>Have a robust understanding of the British Isles built up over the key stages.</i> <i>Speculate and generate geographical ideas or pose geographical questions/hypothesis.</i> <i>Make pertinent links with their previous geographical knowledge when answering a geographical question or exploring a hypothesis/theme.</i> <i>Effectively plan their own geographical investigation to answer a geographical question or hypothesis.</i> <i>Collect evidence/data using a range of sources and/or equipment - (e.g. maps at various, computer generated maps – OS getamap) - select the most appropriate geographical evidence and/or data they have gathered to answer a geographical question or explore a hypothesis/theme to a satisfactory conclusion.</i> <i>Read maps (including contour maps, physical maps, climate maps).</i></p>		