



	Term 1 – Step Back in Time I (History focus - 8 weeks)	Term 2	Term 3-4 – Our Wonderful World, Our Wonderful Town (11 weeks)	Term 5 – Step Back in Time II (7 weeks)	Term 6
EYFS	All about me Talking about Cheltenham, our local area & where we live		Journeys/Let's Grow Naming different countries, using the globe and atlases – land and sea, looking at images of different housing, mapping our school and area	Under the sea/Amazing animals Talking about different climates, know some similarities and differences between the natural world and contrasting environments.	
Year 1	WHY DID THE DINOSAURS DIE OUT? Name and locate the world's 7 continents and 5 oceans.	Curriculum focus not on geography for this term	WHAT ARE THE MAIN FEATURES OF CHELTENHAM TOWN? Understand geographical similarities and differences through comparing the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Begin to use geographical vocabulary to refer to key physical and human features in different places Name and locate the world's 7 continents, 5 oceans and identify characteristics of the 4 countries and capitals of the UK and its seas.	HOW HAVE OUR HOMES CHANGED OVER TIME? Identify seasonal and daily weather patterns in the UK. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	Curriculum focus not on geography for this term
Year 2	WHAT CAN WE LEARN ABOUT FLOELLA BENJAMIN? Use world maps, atlases and globes to identify the UK and its countries, continents and oceans studied at this Key Stage.		HOW DOES LIFE IN GHANA DIFFER TO LIFE IN CHELTENHAM? Understand geographical similarities and differences through comparing the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Continue to use geographical vocabulary to refer to key physical and human features in different places Name and locate the world's 7 continents, 5 oceans and identify characteristics of the 4 countries and capitals of the UK and its seas.	HOW DID BRITISH EXPLORERS SHAPE OUR KNOWLEDGE OF THE WORLD? Name and locate the world's seven continents and five oceans.	
Year 3	WHAT HAPPENED WHEN NOMADIC PEOPLE SETTLED? Use maps to locate the world's countries, specifically in Europe. Focus on the environmental regions, key physical and human characteristics, countries and major cities.		WHAT ARE THE ENVIRONMENTAL THREATS TO LIFE IN THE CARIBBEAN? Use map, atlases, globes and digital resources to locate and describe countries in Europe (inc. Russia) & N/S America, concentrating on environmental regions and key physical/human characteristics. Look at human geography focusing on resources such as economic activity, trade links and the distribution of natural resources. Name and locate the world's 7 continents, 5 oceans and identify the position of key longitude/latitude features (e.g. equator)	WHAT MAKES A GREAT CIVILISATION? Locate Africa as a continent and explore the use of the Nile and the land around it. *Not NC but part of our curriculum.	
Year 4	WHY DID THE MAYANS SETTLE IN THE YUCATAN PENINSULA? Use maps to locate the world's countries, specifically in North and South America. Focus on the environmental regions, key physical and human characteristics, countries and major cities.		WHAT ARE THE LONGTERM EFFECTS OF WATER POLLUTION FOR EARTH? Use map, atlases, globes and digital resources to locate and describe countries in Europe (inc. Russia) & N/S America, concentrating on environmental regions and key physical/human characteristics. Physical geography including the water cycle. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans/graphs, and digital technology.	WHAT IS THE ANCIENT GREEK'S GREATEST LEGACY? Human geography, including: types of settlement and land use. Identify Europe as a continent and a number of countries that are part of it.	
Year 5	WERE THE ROMANS GOOD FOR BRITAIN? Human geography including: types of settlement and land use.		TO WHAT EXTENT HAS HUMAN ACTIVITY AFFECT OUR BIOMES? Physical geography, including: climate zones, biomes and vegetation belts Human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources. Understand geographical sim/diff through the study of human and physical geography of a region of the UK, a region in a European country, and a region within N/S America.	WHAT ROLE DOES INVASION PLAY IN VICTORY? (TBC) Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	
Year 6	WHO HELPED BRITAIN WIN WWII? Use maps to locate the world's countries, specifically in Europe.		HOW ARE LIVING THINGS BUILT TO SURVIVE EXTREME CONDITIONS? TBC Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Identify the position and significance of latitude, longitude, Equator, Northern/Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Understand geographical sim/ diff through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.	HOW HAS BATH ROAD CHANGED OVER TIME? Use simple compass directions (N,W,E,S) and locational/ 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.	