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| C:\Users\LGregory2\OneDrive\Documents\Desktop\Federation logo 7 (2).png | **Year of cycle** | **Autumn** | **Spring** | **Summer** |
| **Year a of cycle**  **2022/2023** | | Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.  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 and graphs, and digital technologies. | Locate the world’s countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  Understand geographical similarities and differences through the study of human and physical geography of a region within North America.  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, volcanoes and earthquakes. |  |
| **Year b of cycle**  **2023/2024** | | Locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  Using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | . They should develop their use of geographical knowledge, understanding and skills to enhance their locational place knowledge. | The location and characteristics of a range of the world’s most significant and human physical features.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Use the eight points of the compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  Physical geography, including: climate zones, biomes, and vegetation belts, rivers, mountains and the water cycle.  Identify the position and significance of latitude, longitude. Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night). |
| **Year c of cycle**  **2024/2025** | |  | Extend their knowledge and understanding of the local area to include Europe. | Extend their knowledge and understanding beyond the local area to include South America. This will include the location and characteristics of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational place knowledge.  Identify the position and significance of latitude, longitude. Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night).  Key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Understand geographical similarities and differences through the study of human and physical geography of a region within North America. |
| **Year d of cycle**  **2025/2026** | |  | Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. | Name and locate countries and cities in the United Kingdom, 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. |