



Updated: July 2024

This is the long term plan. It details the term topics are taught throughout the year. For more information relating to content, progression, skills and vocabulary, see below. Continent focuses are detailed to make teachers aware that this is the first time children will have studied a place within the continent and a recap of key facts may be needed.

Geography Units							
		Term 1		Term 2		Term 3	
EYFS topics are adapted to children's interests each year, therefore are subject to change.	Nursery	This is Me Family and Friends Likes/Dislikes Autumn	Let's Explore Colours Autumn Bonfire Night/Diwali/Remembrance Day/Christmas	People Who Help Us Winter Chinese New Year/Shrove Tuesday/Valentines	On the Farm Spring Easter	Is it a car? Is it a plane? Summer Travel and Transport	Oh I do like to be beside the Seaside! Holidays
	Reception	This is Me Meg's Eggs The Princess and the Pea Harry and his bucketful of Dinosaurs Tiddler Whatever Next Pirate Pete & his smelly feet	Guy Fawkes Remembrance Children in Need Rama and Sita We're going on a Leaf Hunt Leaf Man Christmas stories	Handa's Surprise Oliver's Fruit Salad/Milkshake Evil Pea and Supertato Pancake day How did that get into my Lunchbox? The Disgusting Sandwich	The Little Red Hen The Gingerbread Man The Three Little Pigs Easter	What the Ladybird Heard. The Very Greedy Bee Yukky Worms Snail Trail	There's an ouch in my Pouch Mama, I love you Mama Panya's pancakes
Year 1		Travel and Transport (Local Area within the United Kingdom)		Cross-Curricular Geography Links		Arctic and Antarctica Continent Focus: Antarctica	
Weather and Seasons							
Year 2		Around The World (Continents and Oceans)	Around The World (Zambia and England) Continent Focus: Africa	Cross-Curricular Geography Links		Explorers (Hot and Cold Places)	
Year 3		Olá Brazil (Brazil and England) Continent Focus: South America		Walk Like an Egyptian (Climate Zones)		Cross-Curricular Geography Links	
Year 4		Incredible Journeys (Rivers)		Our Wonderful World (Rainforests) Continent Focus: Oceania		The Amazing Americas (North America) Continent Focus: North America	
Year 5		Volcanoes and Earthquakes		The Vikings (Scandinavia and England) Continent Focus: Europe		Mountains Continent Focus: Asia	
Year 6		Victorians (UK and Coasts)			World War Two (UK and Local Area)		



This is the Social Responsibility Long Term Plan. It is a three-lesson sequence to develop cultural capital based on a topic in our curriculum.

Social Responsibility			
	Lesson 1	Lesson 2	Lesson 3
EYFS	Through continuous provision, children should gain a general appreciation for the world we live in and the importance of looking after it.		
Ecosystems Year 1 United Kingdom	<p><u>Why is nature special?</u></p> <ul style="list-style-type: none"> To understand how nature makes us feel To understand what nature gives us To understand how nature can help us to recycle 	<p><u>I speak for the trees</u></p> <ul style="list-style-type: none"> To read and understand The Lorax by Dr. Seuss To compare events in The Lorax with deforestation To discover what is already being done to restore and protect forests 	<p><u>What the oceans give us</u></p> <ul style="list-style-type: none"> To understand what the oceans give us To reflect on the impact that the ocean has on our lives To explore the effects on taking it for granted and how we can protect it
Poverty Year 2 Africa	<p><u>Saving every penny</u></p> <ul style="list-style-type: none"> To understand that some people have less money than others To consider the reasons why there are varying levels of wealth around the world To consider ways in which we can help people who are poorer than us 	<p><u>Where is water?</u></p> <ul style="list-style-type: none"> To know where our water comes from and what it is used for To understand what a drought is and how poorer countries deal with it To consider ways in which we can help ensure everybody has access to clean, safe water 	<p><u>Education</u></p> <ul style="list-style-type: none"> To understand the similarities and differences of education around the world To consider why there are such differences in the level of education people receive To consider how we can encourage people in charge to value education
Biodiversity Year 3 Climate Zones	<p><u>What is Biodiversity?</u></p> <ul style="list-style-type: none"> To understand what the word biodiversity To consider the importance of biodiversity and how it benefits nature To understand the important role birds play in biodiversity 	<p><u>Linking Local Wildlife</u></p> <ul style="list-style-type: none"> To explore the variety of plants and animals in our local area To explore how plants and animals are linked To think of ways to help local biodiversity 	<p><u>Just One Change</u></p> <ul style="list-style-type: none"> To know what extinction is and how this affects biodiversity To understand how human populations can threaten the biodiversity of different areas To reflect on ways in which we can help and encourage biodiversity globally
Fair Trade Year 4 North America	<p><u>Where do products come from?</u></p> <ul style="list-style-type: none"> To understand things are provided by someone To understand that children in some countries work hard to make some of the products we use To value what we have 	<p><u>Fair Trade</u></p> <ul style="list-style-type: none"> To explore the concept of fair trade and why it is important To explore ways in which we can support fair trade goods To think about how we can support our local community to purchase fair trade 	<p><u>Fast Fashion</u></p> <ul style="list-style-type: none"> To understand what fast fashion is To explore the impacts on people and the environment To explore methods of combatting the fast fashion industry personally and globally
Finite Planet Year 5 Scandinavia	<p><u>Pollution</u></p> <ul style="list-style-type: none"> To consider what causes pollution To consider the human and physical impacts on our lives To explore ways we can reduce pollution 	<p><u>Reduce, Reuse, Recycle</u></p> <ul style="list-style-type: none"> To explore the possibilities of recycling To explore the life of plastic objects To explore ways we can reduce the amount of materials we use and waste 	<p><u>Circular Economies</u></p> <ul style="list-style-type: none"> To understand what the word sustainability means To consider how a circular economy could benefit sustainability To encourage people to make choices that benefit the planet
Climate Change Year 6 Local Study	<p><u>Our Changing World</u></p> <ul style="list-style-type: none"> To understand what climate change is and how it is causing global warming To understand what happened in the 1980s with the ozone layer and CFCs To identify some of the effects of climate change on us locally and globally, including the melting ice caps 	<p><u>Know Better, Do Better</u></p> <ul style="list-style-type: none"> To understand how an increased population and consumption are putting pressure on the planet To investigate alternative energy sources To find out about 'green' careers 	<p><u>People and the planet</u></p> <ul style="list-style-type: none"> To consider reasons why some people do not believe or take action on climate change To explore different ways in which people can take action against climate change To find ways of encouraging other people to take positive steps to reduce climate change



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This is the Progression of Skills for Geography. It is split into three sections. This is the first second that details the knowledge. Across the top row are the themes/topics from the long term plan. These are then colour-coded to match the small steps of knowledge and vocabulary sorted into their curriculum areas below.

	Themes to develop sense of place:	World	Local	Physical Processes
		Small Steps of Knowledge		Vocabulary
Nursery	Locational Knowledge	<i>Children in Nursery are not required to name and locate anywhere on a map. It is more important that their early sense of place is developed.</i>		
	Human Geography	- Know that there are different countries in the world and talk about the human differences they have experienced or seen in photos	<i>Specific vocabulary based on children's experiences</i> world, country, difference, photo, holiday	
		- Recognise that they travel between places	home, school, house	
	Physical Geography	- Know that there are different countries in the world and talk about the physical differences they have experienced or seen in photos	<i>Specific vocabulary based on children's experiences</i> world, country, difference, photo, holiday	
		- Begin to understand the need to respect and care for the natural environment and all living things.	tree, plant, animal, respect, recycle	
		- Use all children's senses in hands-on exploration of natural materials	Hear, smell, see, touch, taste	
		- recognise that the weather changes	weather, hot, cold, sun, rain, snow	



Reception	Themes to develop sense of place:	World	Local	Physical Processes	
		Small Steps of Knowledge		Vocabulary	
	Locational Knowledge	<i>Children in Reception are not required to name and locate anywhere on a map. It is more important that their early sense of place is developed.</i>			
	Human Geography	- Recognise some human similarities and differences between life in this country and life in other countries		<i>Specific vocabulary based on direction children take the learning</i> world, country, difference, similarity	
		- Recognise that their home and school are in Stoke-on-Trent		Stoke-on-Trent	
		- Recognise the human features around them		building, car, road	
	Physical Geography	- Recognise some physical similarities and differences between life in this country and life in other countries		<i>Specific vocabulary based on direction children take the learning</i> world, country, difference, similarity	
		- Recognise some environments that are different to the one in which they live		city, beach, forest, farm	
		- Explore the natural world around them		tree, plant, flower, grass, animal, minibeast, respect	
		- Begin to associate certain weather with seasons		season, weather, temperature, Autumn, Spring, Summer, Winter, sun, rain, wind, snow, lightning, thunder	



Year One	Topics to develop sense of place:	Arctic and Antarctic	Local Area and the United Kingdom	Weather and Seasons
		Small Steps of Knowledge		Vocabulary
	Locational Knowledge	- name and locate the four countries of the United Kingdom		country, England, Northern Ireland, Scotland, Wales
		- name and locate the four capital cities of the United Kingdom		capital city, London, Belfast, Edinburgh, Cardiff
		- name and locate United Kingdom's surrounding seas		sea, English Channel, North Sea, Irish Sea
		- name and locate Stoke-on-Trent on a map of the United Kingdom		city, Stoke-on-Trent, England, Baddeley Green, suburb
		- identify the North and South Poles, including Antarctica and the Arctic		North Pole, South Pole, Antarctica, Arctic
	Human Geography	- describe and understand the human features of children's local area		address, city, town, village, office, house, factory, shop, urban, rural
		- describe and understand the human features of the Arctic and Antarctic		human, feature, research station, Inuit, snowmobile, sled, igloo
		- compare the human features of children's local area to the Arctic and Antarctic		
	Physical Geography	- describe and understand the physical features of children's local area		hill, soil
		- describe and understand the physical features of the Arctic and Antarctic		physical, feature, glacier, iceberg, mountain, Northern Lights, various animals
		- compare the physical features of children's local area to the Arctic and Antarctic		
		- identify seasonal and daily weather patterns in the United Kingdom		season, weather, temperature, Autumn, Spring, Summer, Winter, various weather vocabulary



	Topics to develop sense of place:	Zambia, Africa	Continents and Oceans	Hot and Cold Places
		Small Steps of Knowledge	Vocabulary	
Year Two	Locational Knowledge	- name and locate the world’s seven continents, including our location on a world map	continent, Europe, Africa, North America, South America, Asia, Oceania, Antarctica	
		- name and locate the world’s five oceans	ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Atlantic Ocean, Southern Ocean	
		- name a selection of countries in the world	France, China, Chile, USA	
		- know that Zambia is a country in Africa	Zambia, Africa	
		- identify the location of hot and cold areas of the world in relation to the Equator	hot, cold, Equator	
	Human Geography	- have some understanding that some countries take longer to travel to than other countries	travel, hours	
		- understand what life is like for people in Zambia	farm, poverty, crops, field, market	
		- compare the similarities and differences between the lives of people in Zambia and the children’s own life		
	- compare the human similarities and differences between living in a hot place and living in a cold place	clothing, settlement		
	Physical Geography	- know that countries make up continents	country, continent	
		- understand some of the key physical features of Zambia	vegetation, river, drought, Victoria Falls	
		- compare the similarities and differences between Zambia’s physical features and the children’s local area		
- compare the physical similarities and differences between the landscape in a hot place and the landscape in a cold place		season, weather, temperature, climate, desert, rainforest, poles, habitat, adapt beach, cliff, coast		



	Topics to develop sense of place:	Brazil, South America	Climate Zones
		Small Steps of Knowledge	Vocabulary
Year Three	Locational Knowledge	- name and locate a number of South American countries	Brazil, Argentina, Chile, Peru, Columbia
		- name and locate a number of South American capital cities	Brasillia, Buenos Aires, Santiago, Lima, Bogata
		- identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circle	Equator, Northern Hemisphere, Southern Hemisphere, Arctic Circle, Antarctic Circle
	Human Geography	- describe and understand economic activity including trade links	import, export, goods, trade, port, harbour, transport
		- understand what life is like for people in Rio de Janeiro	Urbanisation, culture, Favela, Christ the Redeemer, Copacabana beach
		- to compare the similarities and differences between the lives of people in Rio de Janeiro, children’s own life and the lives of people in other places studied.	
		- describe and understand types of settlement and land use for people living in various climate zones	settlement, land use, population
		- compare the similarities and differences between the lives of people in different climate zones	
	Physical Geography	- describe and understand climate zones	climate, environment, Arid, Mediterranean, Temperate, Tropical, Polar, Mountainous, climate change, biodiversity
		- compare the similarities and differences between the physical features of places with different climate zones	
		- understand some of the key physical features of South America	Amazon Rainforest, The Amazon River, Angel Falls, Sugarloaf Mountain
		- to compare the similarities and differences between Brazil’s physical features, children’s local area and other places studied	



	Topics to develop sense of place:	USA, North America	Rainforests	Rivers
		Small Steps of Knowledge	Vocabulary	
Year Four	Locational Knowledge	- name and locate a number of North American countries	USA, Canada, Mexico, Jamaica, Cuba	
		- name and locate a number of North American capital cities	Washington DC, Ottawa, Mexico City, Kingston, Havana	
		- name and locate a number of the rivers in the UK	River Trent, River Severn, River Thames, River Wye, River Clyde	
		- identify the position and significance of latitude and longitude lines and the Tropics of Cancer and Capricorn	Latitude, Longitude, Tropics of Cancer, Tropics of Capricorn	
		- name and locate The Daintree Rainforest in Australia/Oceania	Daintree Rainforest	
	Human Geography	- understand what life is like for people in New York	Central Park, Statue of Liberty, Empire State Building, New York City Subway, congestion, pollution	
		- to compare the similarities and differences between the lives of people in New York, children's own life and the lives of people in other places studied.		
		- to compare the similarities and differences between the lives of people who live in or near a rainforest and children's own life	Deforestation, sustainable, indigenous tribe, agriculture, industry	
		- to compare the similarities and differences between the lives of people who live near a river and children's own life	flooding, leisure, wildlife, fishing	
	Physical Geography	- understand some of the key physical features of USA.	Hollywood, Niagara Falls, Grand Canyon, Hudson River, hurricane	
		- to compare the similarities and differences between USA's physical features, children's local area and other places studied		
		- describe and understand biomes and vegetation belts	aquatic, grassland, forest, desert, tundra, ecosystem	
		- describe and understand the main features of a rainforest	emergent layer, canopy, understory, forest floor, rainfall, humid	
		- describe and understand the features of rivers and the water cycle	meander, mouth, source, tributary, confluence, erosion, deposition, dams	
		- describe how a river may change over time		



Year Five	Topics to develop sense of place:	Scandinavia, Europe	Volcanoes and Earthquakes	Mountains	
		Small Steps of Knowledge	Vocabulary		
	Locational Knowledge	- name and locate a number of European countries	Russia, Spain, Germany, Italy, Greece, Romania, Sweden, Norway, Denmark		
		- name and locate a number of European capital cities	Moscow, Madrid, Berlin, Rome, Athens, Bucharest, Stockholm, Oslo, Copenhagen		
		- name and locate a number of the mountains in the UK	Ben Nevis, Scafell Pike, Snowdon		
		- name and locate the Himalayas in Asia	Himalayas, mountain range		
		- identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)	Prime/Greenwich Meridian, Time zone		
	Human Geography	- understand what life is like for people in Scandinavia	employment, unemployment, education, pollution, economy, recycle		
		- to compare the similarities and differences between the lives of people in Scandinavia, children's own life and the lives of people in other places studied.			
		- to compare the similarities and differences between the lives of people who live near a volcano and children's own life	agriculture, tourism		
		- to compare the similarities and differences between the lives of people affected by an earthquake and children's own life	tsunami, migration, immigration		
		- to compare the similarities and differences between the lives of people who live on or near a mountain and children's own life	avalanche, landslide, tourism, reservoirs, farming, timber harvesting		
	Physical Geography	- understand some of the key physical features of Scandinavia	glaciers, fjords, mountains, lakes, waterfalls, Northern Lights		
		- to compare the similarities and differences between Scandinavia's physical features, children's local area and other places studied			
		- describe and understand the main features of a volcano	crater, dormant, eruption, magma, lava		
		- describe and understand the main features of an earthquake	tectonic plates, epicentre, magnitude, Richter Scale		
		- describe and understand the layers of the Earth	inner core, outer core, mantle, crust		
		- describe and understand the key features of mountains	alpine, summit, altitude, range, reservoir		
		- describe how a mountain may change over time			



	Topics to develop sense of place:	The United Kingdom and Local Area	The United Kingdom and Coasts		
		Small Steps of Knowledge	Vocabulary		
Year Six	Locational Knowledge	- name and locate a number of the counties of the United Kingdom	Staffordshire, Cheshire, Yorkshire, Devon, Derbyshire		
		- name and locate a number of the cities of the United Kingdom	Stoke on Trent, London, Leeds, Manchester, Birmingham		
		- name and locate a number of the coasts in the United Kingdom	The Channel Coast, The West Coast, The North Sea Coast		
	Human Geography	- understand what life is like for people in the four countries that make up the United Kingdom, considering the impact of land use	- to compare the similarities and differences between the lives of people in each country of the United Kingdom, children's own life and the lives of people in other places studied.	The Eden Project, The Angel of the North, Stonehenge, Edinburgh Castle, Wembley Stadium, Alton Towers, population, overpopulation, wealth, poverty	
		- describe and understand the distribution of natural resources including energy, food, minerals and water, considering the impact this has on trade and industry			import, export, trade, goods, globalisation, multinational company, economy, renewable energy, climate change, fossil fuels
		- to compare the similarities and differences between the lives of people who live on a coast and children's own life			tourism, coastal erosion, sea level rise, tidal wave
	Physical Geography	- describe and understand the main features of a coast	- describe how a coast may change over time	bay, spit, dune, arch, stack, headland	
		- understand some of the key physical features of the four countries that make up the United Kingdom, considering vegetation belts in National Parks			National Parks, vegetation, green belt, mountains, rivers, hills, Loch Ness, The Peak District, Durdle Door
	- to compare the similarities and differences between the physical features of each country in the United Kingdom, children's local area and other places studied				



Key Stage Three	Sense of place:	understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia
		Knowledge
	Locational Knowledge	- extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities
	Human Geography	- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
		- understand how human processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems
Physical Geography	- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts	
	- understand how physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems	

This is the Progression of Skills for Geography. It is split into three sections. The second section details the skills developed in the areas of map work and enquiry-based fieldwork.



Progression of Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
Positional Language	Discuss routes and locations, using words like 'in front of' and 'behind'.	Use simple directional language (forwards, backwards, move towards) to move around a space	Use directional language (up, down, left, right, forwards, backwards) to navigate around a map	Use a mix of directional language and the four points of a compass to navigate around a map	Use the four points of a compass to navigate around a map confidently	Use the eight points of a compass to navigate around a map	Use four-figure grid references to navigate around a map	Use six-figure grid references to navigate around a map	Use six-figure grid references and scale to navigate around a map
Drawing Maps	Draw 2D representations of objects	Begin to draw places they know	Draw places they know are close to one another to form a basic map	Draw a map of a real place with some drawn features, using aerial photographs for support	Draw a map of a smaller area of a real location that includes a range of human and physical features	Draw a map of a larger area based on a fieldwork sketch with symbols and a key	Draw a map with positioning of key features located accurately in relation to one another and use OS Symbols	Draw a map that shows appropriate distance between places or features based on a given scale	Build on their knowledge of globes, maps and atlases and apply and develop this knowledge in the field
Representation on Maps	Know what a map shows	Begin to recognise represented features on a map	Use own symbols on a basic map	Use class agreed symbols and begin to understand the need for a key	Use standard symbols and a key	Begin to recognise basic symbols on an OS map	Use most OS symbols on a map	Use atlas symbols	Use GIS to view, analyse and interpret places and data
Using Maps	Know what a map is	Pick out information from a simple map	Use a map to identify the position of a marked area	Use a satellite map to move to a marked area	Follow a route on a satellite large-scale map	Follow a route on a satellite small-scale map	Follow a route on a mixed satellite/ ordnance survey small-scale map	Follow a route on an ordnance survey small-scale map	Interpret an Ordnance Survey map, topographical and other thematic mapping



Progression of Enquiry-based Fieldwork Skills	Year 0		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
	Nursery	Reception	Travel and Transport	Hot and Cold Places	Ola Brazil	Amazing Americas	Mountains	UK and Local Area	
Posing and Planning	Ask simple 'why' questions	Ask who, what, where, when and why questions to find out more	Suggest simple geographical questions before taking part in teacher-led enquiries based on their interests	Suggest simple geographical questions before deciding on a whole-class enquiry, planned by the teacher	Suggest geographical questions before deciding on a whole-class enquiry, that they help to plan	Suggest geographical questions before deciding on a whole-class enquiry, that they plan individually	Suggest geographical questions before deciding on an enquiry as a group, planned with guidance from the teacher	Suggest geographical questions before deciding on an enquiry individually or in a group, planned independently	Suggest geographical questions that can be investigated in multiple locations
Collecting Data	Data is collected by speaking to an adult	Data is collected by speaking to an adult and through self-discovery play	Data is collected as a whole class using a method chosen by the teacher	Data is collected in groups using a method chosen by the teacher	Data is collected individually using a method chosen by the teacher	Data is collected using a method chosen by the learner	Data is collected using a range of methods chosen by the learner	Data is collected with increasing accuracy using a range of methods chosen by the learner, some with standardised measure	Data is collected using multiple sources of increasingly complex information
Reflecting and Evaluating	Repeat back the answer they receive to the adult, showing understanding	Discuss their answers with their friends and family	Discuss their fieldwork findings as a class	Discuss their fieldwork findings in groups	Begin to formally present their findings with a question they would like to find out next time	Formally present their findings with some consideration to what they would do differently next time	Formally present their findings with some consideration to what they could do next time and a whole-class discussion on whether the evidence and method of collection was reliable	Formally present their findings with consideration to what they could do next time and whether their evidence and method of collection was reliable	Analyse and draw conclusions from geographical data

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Progression of Key Knowledge Concepts	Interdependence	Space Scale	Human Features Cultural Diversity	Physical Features Environmental Impact
	<i>Developing a sense of place runs through all the key concepts above.</i>			
Nursery	Children discover the similarities and differences between their own lives and the lives of their friends.	Children discover their local area.	Children use their senses to discover natural materials.	Children use their senses to discover natural materials.
Reception	Children discover the similarities and differences between their own lives and the lives of people in different countries	Children discover they live in a city.	Children discover the human features around them	Children discover the physical features around them
Year 1	Children discover the similarities and differences between the Arctic and Antarctic and their own lives in England.	Children discover their city is part of England and England is part of the United Kingdom .	Children discover the human features and culture of their local area and the Arctic and Antarctic .	Children discover the physical features of their local area and the Arctic and Antarctic .
Year 2	Children discover the similarities and differences between Zambia, Africa and their own lives in England.	Children discover The United Kingdom is part of Europe, one of the continents that make up the world.	Children discover the human features and culture of Zambia and hot and cold places .	Children discover the physical features of Zambia and hot and cold places .
Year 3	Children discover the similarities and differences between Brazil, South America and their own lives in England.	Children discover South America in more detail.	Children discover the human features and culture of Brazil . They are introduced to the concepts of trade links, settlements and land use .	Children discover the physical features of Brazil . They are introduced to the concept of climate zones and their environmental impact.
Year 4	Children discover the similarities and differences between the USA, North America and their own lives in England. They also explore Australia/Oceania in minor detail.	Children discover North America in more detail.	Children discover the human features and culture of the USA . They consider the differences in lives between people who live near a river , in a rainforest and their own lives.	Children discover the physical features of the USA . They are introduced to the concept of vegetation belts, biomes, rivers and rainforests , and their environmental impact.
Year 5	Children discover the similarities and differences between Scandinavia, Europe and their own lives in England. They also explore Asia in minor detail.	Children discover Europe in more detail.	Children discover the human features and culture of Scandinavia . They consider the differences in lives between people who live near a mountain , a volcano , an earthquake -hit area and their own lives.	Children discover the physical features of Scandinavia . They are introduced to the concept of volcanoes, earthquakes and mountains , and their environmental impact.
Year 6	Children discover the similarities and differences between the countries in the United Kingdom in further detail	Children discover the United Kingdom in more detail.	Children discover the human features and culture of the countries in the United Kingdom , using the skills they have learnt through their time at Hillside. They consider the differences in lives between people who live near a coast and their own lives. They are introduced to the concepts of natural resources distribution and industry .	Children discover the physical features of the countries in the United Kingdom , using the skills they have learnt through their time at Hillside. They are introduced to the concept of coasts and their environmental impact.