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| **Year** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **FY** | **Autumn 1: Where do I come from?**  **Describe local environments Stewardship** | **Spring 1: Where do we see God in the world?**  **Describe global environments by explaining similarities and differences between England and other countries; use maps The common good** | **Summer: How can my gifts and talents help the world?**  **Describe local environments, explore the natural world Stewardship** |
| **Year 1** | **Autumn 1: Where do I come from?**  **To locate and identify the four countries and capital cities of the UK and its seas and physical and human features of their local area. Solidarity**  **Kapow: What is it like here?** | **Spring 1: Where do we see God in the world?**  **To identify seasonal and daily weather patterns in the UK.**  **Kapow: What is the weather like in the UK?**  **Participation** | **Summer 2: Is there enough for everyone?**  **To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Birmingham) and the small area of a non-European country (Shanghai).**  **Kapow: What is it like to live in Shanghai?**  **Stewardship** |
| **Year 2** | **Autumn 1: Where do I come from?**  **Locating the world’s five oceans and the surrounding seas and oceans of the UK on a map.**  **Kapow: What is it like to live by the coast?**  **Stewardship** | **Spring 1: What makes a country?**  **To locate hot and cold areas of the world in relation to the Equator and the North and South poles.**  **Kapow: Would you prefer to live in a hot or cold place?**  **Stewardship** | **Summer 2: Where do we see God in the world?**  **To name and locate the world’s seven continents and five oceans**  **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (global).**  **Kapow: Why is our world wonderful?**  **Participation** |
| **Year 3** | **Autumn 1: : Does God’s creation cause harm? Describe and understand key aspects of physical geography: volcanoes and earthquakes and human geography land use and types of settlement.**  **Solidarity**  **Kapow: Why do people live near volcanoes?** | **Spring 1: Where do we see God in the world**  **Locate the world’s countries using maps to focus on Europe, and North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.**  **Identify the position and significance of latitude, longitude, Equator, Northern/ Southern hemisphere, Tropics, Arctic and Antarctic circle, Prime/ Greenwich Meridian and time zones.**  **The common good**  **Kapow: Who lives in Antarctica?** | **Summer 2: Where do I come from?**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics. Describing and beginning to explain similarities and differences between two regions studied.**  **Solidarity**  **Kapow: Are all settlements the same?** |
| **Year** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Year 4** | **Autumn 1: Are natural resources a blessing or a curse?**  **Begin to understand key aspects of physical geography and carry out fieldwork to compare and contrast two types of forest.**  **Participation**  **Kapow: Why are rainforests important to us?** | **Spring 1: What makes a country?**  **Exploring different types of settlements, land use and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.**  **Stewardship**  **Kapow: Are all settlements the same?** | **Summer 2:**  **Describe and understand key aspects of human geography including the distribution of natural resources including water.**  **Distributive justice**  **Kapow: What are rivers and how are they used?** |
| **Year 5** | **Autumn 1: Where do I come from?**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics and land use. (hills and mountains).**  **Stewardship**  **Kapow: What Is life like in the alps?** | **Spring 1: Are we scarring or cultivating the earth?**  **Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef specifically addressing climate change and pollution.**  **Participation**  **Kapow: Why do oceans matter?** | **Summer 2: What makes a country?**  **Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts and learning about the physical features of a desert and how humans interact with this environment.**  **Solidarity**  **Kapow: Would you like to live in the desert?** |
| **Year 6** | **Autumn 1: Where do I come from?**  **Investigating why certain parts of the world are more populated than others; exploring birth and death rates, discussing social, economic and environmental push and pull factors and learning about the population in Britain and its impact.**  **Common good**  **Kapow: Why does population change?** | **Spring 1: Are we scarring or cultivating the earth?**  **Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.**  **Stewardship**  **Kapow: Where does our energy come from?** | **Summer 2: Does the economy always serve society?**  **Observing, measuring, recording and presenting their own fieldwork study of the local area.**  **Distributive justice**  **Kapow: Can I carry out an independent fieldwork enquiry?** |