

	Autumn	Spring	Summer
<b>EYFS</b>	Information to follow shortly		
<b>Year 1</b>	Our School: What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
	Local street map and mapping for the UK Introduce 4 points of the compass (NESW) Birds eye view (classroom/street)		
<b>Year 2</b>	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
	Mapping continents, oceans and equator Consolidate 4 points and apply Grid references: Ariel photographs and plan perspectives		
<b>Year 3</b>	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
	World mapping, latitude, longitude, Northern and Southern hemisphere Introduce 8 points of the compass Grid references: Keys (OS map)		
<b>Year 4</b>	Where does our food come from?	Why are rainforests important to us?	What are rivers and how are they used?
	Locating some of the world's most significant rivers and identifying patterns Using a questionnaire/interviews to collect quantitative fieldwork data. Aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.		
<b>Year 5</b>	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
	Locating more countries in Europe and North and South America using maps. Drawing conclusions about an enquiry using findings from fieldwork to support reasoning Using longitude and latitude when referencing location in an atlas or on a globe.		
<b>Year 6</b>	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
	Drawing conclusions about an enquiry using findings from fieldwork to support reasoning Present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information		