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|  | **Cycle A** | **Cycle B** |
|  | **AUTUMN** | **SPRING** | **SUMMER** | **AUTUMN** | **SPRING** | **SUMMER** |
| **FS** | Draw simple mapsAsk questions about aspects of my familiar world such as the place where I live or the natural worldExploring different occupations and ways of life.Look at the changing seasons. | Use images, video clips, sharedtexts and other resources to bring the wider world into the classroom. Listen to what children say about what they seeI can talk about ways in which I can look after the environment Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? | Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. I can draw information from a simple mapKnowing there are different countries in the world (chose one to focus on)Similarities and differences betweencountries/environments/Africa/Animals using Handa’s Hen | Draw simple mapsAsk questions about aspects of my familiar world such as the place where I live or the natural worldExploring different occupations and ways of life.Look at the changing seasons. | Use images, video clips, sharedtexts and other resources to bring the wider world into the classroom. Listen to what children say about what they seeI can talk about ways in which I can look after the environment Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? | Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. I can draw information from a simple mapKnowing there are different countries in the world (chose one to focus on)Similarities and differences betweencountries/environments/Africa/Animals using Handa’s Hen |
| **Year 1/2** | ***Where will your journey take you?*****Locational Knowledge:** Explore the location of Hemingford Grey. Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas**Place Knowledge:** Compare and contrast HG with London**Human and Physical Features:** Hemingford Grey eg village, river, shop, church, field**Map and Fieldwork:** Devise a simple map of the school and grounds using basic symbols. Use directional language. Show a google map of school HG and locate the school. | ***Healthy body, Happy mind!*****Locational Knowledge:** **Place Knowledge:** **Human and Physical Features:** **Map and Fieldwork:** Use world maps, atlases and globes to identify the United Kingdom and its countries.  | ***How has space travel evolved?*****Locational Knowledge:** **Place Knowledge:** **Human and Physical Features:** **Map and Fieldwork:** Use world maps, atlases and globes to identify the United Kingdom and its countries. | ***Fire Fire!*****Locational Knowledge:** Name and locate the world’s seven continents and five oceans.  Name and locate the 4 countries of the UK**Place Knowledge:** Compare and contrast HG with London**Human and Physical Features:** Identify the key human features of London including landmarks. Recognition that it is a city. **Map and Fieldwork:** Children to create maps in the small world and use aerial photographs taken by themselves to draw a map and create a key.Locate London on a globe and a map. Use a map to locate the continents. Use simple compass directions to describe the position of features on a map | ***Hot and Cold*****Locational Knowledge:** Name and locate the world’s seven continents and five oceans.  Knowledge of Equator and N and S Poles.**Place Knowledge:** Compare an area of the UK with a non-European country – SOUTH AFRICA**Human and Physical Features:** Compare physical and human features of Hemingford Grey and compare it to **Map and Fieldwork:** Use aerial maps of HG and … to compareUse world map and atlas to locate South Africa. Map weather data using school weather station. | ***Do all living things have the same needs?*****Locational Knowledge:**7 Continents, oceans, 4 countries of UK, seas and capital cities**Place Knowledge:****Human and Physical Features:** Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop of St Ives.**Map and Fieldwork:** Draw a map, using symbols and a key of a route from school to the post office. |
| **Year 3/4** | ***Why was the Victorian era so important for the modern age?*****Locational Knowledge:** Revise KS1 knowledge:7 Continents, oceans, 4 countries of UK, seas and capital cities. (link to expansion of British Empire)**Place Knowledge:** How did rural life change during Victorian time?**Human and Physical Features:** distribution of natural resources including energy: coal and industrial revolution, railways**Map and Fieldwork:** Map human and physical features of HG | ***How can we sustain our world?*** **Locational Knowledge:****Place Knowledge:****Human and Physical Features:** Volcanos and Earthquakes, Rivers**Map and Fieldwork:** Identify "ring of ”fire" using mapping | ***Why do people settle in different areas?*** **Locational Knowledge:** United Kingdom in context of Anglo Saxons. Countries, capitals and major cities. Key topographical features of UK linked to place names**Place Knowledge:** How has land use changed over time?Human and Physical Features: Investigate Anglo Saxon place names and how these relate to nature of settlements and physical geography eg Heming ford**Map and Fieldwork:** Use maps to identify different topographical features of UK (hills and mountains) OS maps using a 4 figure grid reference  Visit West Stowe and explore how Anglo Saxons created a settlement there. | ***What makes a good neighbour?*** **Locational Knowledge:** Recap on 7 Continents, oceans, 4 countries of UK, seas and capital cities. Countries in Europe. Counties close to HG (Cambridgeshire, Huntingdon, Norfolk, Suffolk, Hertford, Bedford) and large cities in UK.**Place Knowledge:** Compare East of England with Bavaria**Human and Physical Features:** Key features in Europe and comparison between East of England and Bavaria. Mountains in the UK. Rivers in the UK.**Map and Fieldwork:** maps of Europe. Village walk: produce a map with key and symbols. (Follow a route on an OS map)  Aerial photos. Use 8 points of compass to describe location of counties. Use a graph to show mountain heights. | ***Serious structures! The how? The what? The why?*****Locational Knowledge:** Revise counties close to UK and large cities in UK.**Place Knowledge:** How did settlements change from stone age to Iron Age?**Human and Physical Features:** St Ives**,** Cambridge. Impact of the Bridge in St Ives. (Compare Scotland to England?)**Map and Fieldwork:** Use different images to explore features of Ancient Britain-Skara Bra in Scotland. | ***What are the mysteries of the Ancient world?*****Locational Knowledge:** Locate Egypt on a world map- describe location (N, S Hemisphere, Equator)**Place Knowledge:**Compare UK with Egypt**Human and Physical Features:** Impact of River Nile in Egypt on settlements**Map and Fieldwork:** Use google earth to explore Egypt- pyramids and river |
| **Year 5/6** | ***What did the Tudors do for us?*** **Locational Knowledge:****Place Knowledge:****Human and Physical Features:** Trade links and distribution of natural resources**Map and Fieldwork:** Explore maps before and after Tudor exploration. | ***What would life be like with the Roman Empire?*****Locational Knowledge:** Identify locations covered by the Roman Empire (tropics of Cancer and time zones etc)**Place Knowledge:** Compare Roman Trade links with modern trade links and economic activity**Human and Physical Features:** Explore how settlements are established and how trade links (roads) were built. Hadrian’s wall- key human feature of UK. New A14. Revisit Volcanos in context of Mtn Vesuvius **Map and Fieldwork:** Map how trade links are created between countries around the world. | ***How does water affect people’s lives?*** **Locational Knowledge:** Revisit counties and cities of UK (Cambridgeshire, Huntingdon, Norfolk, Suffolk, Hertford, Bedford)**Place Knowledge:****Human and Physical Features:** Rivers linked to land use and flooding (Local case study- River Great Ouse) and the Water Cycle. How does the sea shape the land?: coastal erosion and features.**Map and Fieldwork:** OS maps using 6 figure grid references. Sketch of village | ***Is it Ever Right to Fight?*****Locational Knowledge:** Locate the world’s countries, using maps to focus on Europe in context of WW2.**Place Knowledge:****Human and Physical Features:** **Map and Fieldwork:** Use a range of mapping tools to identify the countries of Europe and major cities, including topography and factors that make regions similar and different | ***England is a varied and diverse country.*** ***Can we say the same about countries of the world?*** **Locational Knowledge:** Recap world’s continents and countries.South America (Amazon Basin and Mexico) North American (Gran Canyon). **Place Knowledge:** geographical similarities and differences within the Amazon Basin?Case study: Mexico and Grand Canyon.**Human and Physical Features:** Identify biomes and vegetation in S American. Revisit River work - Amazon. Deforestation - impact. Case study: Mexico and Grand Canyon.**Map and Fieldwork:** map impact of farming on the rainforest. Scaled map of school grounds. Atlas Scavenger Hunt. | ***What was the Ancient Greece influence on the Western World?*****Locational Knowledge:** Locate Greece-(N and S hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle) **Place Knowledge:** Compare Athens to London?**Human and Physical Features:** main land uses**Map and Fieldwork:** Map countries of Europe, explore Mediterranean |