

**TWO YEAR ROLLING PROGRAMME CYCLE A
2024-25**

Year group/ Term	1	2	3	4	5	6
EYFS, 1 & 2		What is it like here? - LP: To locate the school on an aerial photograph. - LP: To create a map of the classroom. - LP: To locate the key features of the playground. - LP: To draw a simple map - LP: To investigate how we feel about our playground - LP: To create a design to improve our playground		What is the weather like in the UK? - LP: To locate the four countries of the UK. - LP: To identify seasonal changes in the UK. - LP: To identify the four compass directions. - LP: To investigate daily weather patterns. - LP: To identify daily weather patterns in the UK. - LP: To understand how the weather changes with each season.		What can you see at the coast? - LP: To identify geographical characteristics of the UK. - To locate the seas and oceans surrounding the UK. - LP: To explain what the coast is. - To investigate how people use the local coast. - To present findings on how people use the local coast. - LP: To know the names of the five oceans and locate them on a map.
3 & 4		Why do people live near volcanoes? - LP: To name and describe the layers of the Earth. - LP: To explain how and where mountains are formed.		Who lives in Antarctica? LP: To understand the position and significance of lines of latitude.		Are all settlements the same? - LP: To describe different types of settlements. - LP: To identify the human and physical features in the local area.

		- LP: To explain why volcanoes happen and where they occur. - LP: To recognise the negative and positive effects of living near a volcano. - LP: To explain what earthquakes are and where they occur. - LP: To observe and record the location of rocks around the school grounds and discuss findings.		- LP: To describe the location and physical features of Antarctica. - LP: To describe the human features of Antarctica. - LP: To use four-figure grid references to plot Shackleton's route to Antarctica. - LP: To plan a simple route on a map using compass points. - LP: To follow instructions involving compass points and map a simple route.		- LP: To discuss why physical and human features are in particular locations. - LP: To describe how land use in the local area has changed - LP: To identify land use in New Delhi. - LP: To compare land use in two different locations.
5 & 6		Why does population change? - LP: To understand the change and distribution of the global population. - LP: To define birth and death rates and describe why they change. - LP: To recognise the push and pull factors influencing migration - LP: To begin to understand the impact climate change can have on the global population.		Would you like to live in the desert? - LP: To summarise the characteristics of a desert biome. - LP: To locate and explore features of deserts. - LP: To describe the physical features of a desert environment. - LP: To explain the different ways humans can use deserts. - LP: To describe some of the threats facing deserts.		Why do oceans matter? - LP: To explain the importance of our oceans. - LP: To locate and describe the significance of the Great Barrier Reef. - LP: To explain the impact humans have on coral reefs and oceans. - LP: To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.

		5. LP: To collect data showing how population impacts the amount of traffic and litter in an area. 6. LP: To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.		6. LP: To explore the similarities and differences between two physical environments.		5. LP: To collect data on the types of litter polluting a marine environment. 6. LP: To present, analyse and evaluate data collected.
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**TWO YEAR ROLLING PROGRAMME CYCLE B
2025-26**

EYFS, 1 & 2	Where am I? 1. LP: To identify the countries within the UK. 2. LP: To identify features in the school grounds. 3. LP: To use directional language to describe the location of features.	Would you prefer to live in a hot or cold country? 1. LP: To name and locate the seven continents. 2. LP: To locate the North and South Poles. 3. LP: To locate the Equator on a world map.	What is it like to live in Shanghai? 1. LP: To recognise physical and human features. 2. LP: To draw a sketch map 3. LP: To name and locate some continents on a world map. 4. LP: To identify physical and human features of a non-European country.
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3 & 4		Why are rainforests important to us? 1. LP: To describe and give examples of a biome and find the location and some features of the Amazon rainforest. 2. LP: To describe the characteristics of each layer of a tropical rainforest. 3. LP: To understand the lives of indigenous peoples living in the Amazon rainforest. 4. LP: To describe why tropical rainforests are important and understand the threats to the Amazon. 5. LP: To understand how local woodland is used using a variety of data collection methods.		Where does our food come from? 1. LP: To explain the impact of food choices on the environment. 2. LP: To understand the importance of trading responsibly. 3. LP: To describe the journey of a cocoa bean. 4. LP: To map and calculate the distance food has travelled. 5. LP: To discuss the advantages and disadvantages of buying both locally and imported food.		What are rivers and how are they used? 1. LP: To describe how the water cycle works 2. LP: To recognise the features and courses of a river. 3. LP: To name and locate some of the world's longest rivers. 4. LP: To describe how rivers are used. 5. LP: To identify and locate human and physical features on a map. 6. LP: To collect data on the features of a local river.

		6. LP: To analyse and present findings on how local woodland is used.				
5 & 6		What is life like in the Alps? 1. LP: To locate the Alps on a map. 2. LP: To locate the key physical and human characteristics of the Alps. 3. LP: To describe the physical and human features of an Alpine region. 4. LP: To investigate what there is to do in the local area using data collection 5. LP: To understand similarities and differences between the local area and an Alpine area. 6. LP: To understand the human and physical geography of the Alps.		Where does our energy come from? 1. LP: To know why energy sources are important. 2. LP: To understand the benefits and drawbacks of different energy sources. 3. LP: To know how energy sources are distributed in an area. 4. LP: To explain reasons for choosing an energy source 5. LP: To collect and present data on where to position a solar panel on the school grounds		Can I carry out an independent fieldwork enquiry? 1. LP: To develop an enquiry question. 2. LP: To determine the most effective data collection methods for fieldwork. 3. LP: To plan a route for a fieldwork trip. 4. LP: To collect the data to answer the enquiry question. 5. LP: To determine an answer to the enquiry question. 6. LP: To present my findings.