Redbrook Rolling Programme, following Kapow Geography Scheme of Learning						
	Robins (Mixed Year 1/2)		**Kingfisher (Mixed Year 3/4, 5/6)**			
	Year A (2025-2026)	**Year B (2026-2027)**	**Year A (2027-2028)**	**Year B (2028-2029)**	**Year C (2029-2030)**	**Year D (2026-2027)**
Autumn	**What is it like here?** locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.	**Where am I?** Locating the countries of the UK on a map, recognising features within the school grounds. Using directional language to explore the location of features on maps. Creating their own map using symbols to represent features and thinking about how places on the school grounds make them feel.	**Are all settlements the same?** 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.	**Why do people live near volcanoes?** Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.	**What is life like in the Alps?** Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.	**Why does population change?** 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; learning about the population in Britain and its impacts.

Spring	**Would you prefer to live in a hot or cold place?** Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.	**What is the weather like in the UK?** Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.	**Why are rainforests important to us?** Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.	**Who lives in Antarctica?** Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.	**Would you like to live in the desert?** Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.	**Why do oceans matter?** 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.
Summer	**What can you see at the coast?** Naming and locating continents and oceans of the world. Learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.	**What is it like to live in Shanghai?** Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.	**Where does our food come from?** Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.	**What are rivers and how are they used?** Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.	**Where does our energy come from?** Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.	**Can I carry out an independent fieldwork enquiry?** Observing, measuring, recording and presenting their own fieldwork study of the local area.

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