

## EYFS

Autumn	Spring	Summer
<b>Topic: Magnificent Me</b>	<b>Topic: The Wonderful World (Barnaby Bear)</b>	<b>Topic: Minibeasts to Megabeasts</b>
<p><b>Understanding the World</b> Explore the natural world around them. Explore the new school environment, particularly outdoor play. Welby Wednesday encourages children to interact with the outdoors to foster their curiosity and gives them a hands-on opportunity to engage with the natural world.</p>	<p><b>Understanding the World</b> <b>Recognise some similarities and differences between life in this country and life in other countries.</b> Children will learn about a variety of places around the world that contrast with locations they know well. Children will look at how children's lives in other countries may be similar or different.</p> <p><b>Topic: Fantastic Fairy Tales</b></p> <p><b>Understanding the World</b> <b>Draw information from a simple map</b> Children will be offered opportunities to choose to draw simple maps of their immediate environment as well as using the fairy tale setting to draw maps from imaginary story settings.</p>	<p><b>Understanding the World</b> <b>Explore the natural world around them</b> Children will have opportunities for close observations and will be encouraged to draw pictures of the natural world, including insects and plants. Children will observe and interact with natural processes. They will have an opportunity to observe the life cycle of a butterfly as we see them hatch from their eggs and transform from caterpillars into butterflies.</p>

## Year 1

Autumn	Spring	Summer
<b>Local study - In and around the school</b>	<b>The UK</b>	<b>Physical features (linked to seashores)</b>
<p><b>Investigating Places</b> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p><b>Investigating patterns</b> Identify land use around the school.</p> <p><b>Communicate geographically</b> Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right) to describe the location of features and routes on a map.</p>	<p><b>Investigating Places</b> Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Investigating patterns</b> Identify seasonal and daily weather patterns in the United Kingdom.</p> <p><b>Communicate geographically</b> Use basic geographical vocabulary to refer to: <b>Key physical features, including:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (Just the UK) <b>Key human features, including:</b> city, town, village, factory, farm, house, office, port, harbour and shop (Just the UK)</p>	<p><b>Investigating Places</b> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p><b>Investigating patterns</b> Identify land use around the school.</p> <p><b>Communicate geographically</b> Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right) to describe the location of features and routes on a map. <b>Key physical features, including:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (Just the UK)</p>

## Year 2

Autumn	Spring	Summer
<b>Our Wonderful World - continents and oceans</b>	<b>Comparing UK to a non-European country</b>	<b>Mapping</b>
<p><b>Investigate Places</b> Use world maps, atlases and globes to identify the continents and oceans studied.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p><b>Investigate Patterns</b> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>Communicate geographically</b></p>	<p><b>Investigate Places</b> Use world maps, atlases and globes to identify the countries studied.</p> <p><b>Investigate Patterns</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p><b>Communicate geographically</b></p>	<p><b>Investigate Places</b> Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic human and physical features.</p> <p><b>Communicate geographically</b></p>

Use basic geographical vocabulary to refer to: <b>key physical features</b> , including: sea, ocean, season and weather.	Use basic geographical vocabulary to refer to: <b>key physical features</b> , including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (Compare UK to Non-European country) <b>key human features</b> , including: city, town, village, factory, farm, house, office, port, harbour and shop. (Compare UK to Non-European country)	Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (e.g. A1, B1).
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### Year 3

Autumn	Spring	Summer
<b>The UK</b>	<b>Local area</b>	<b>Mountains, volcanoes and earthquakes</b>
<p><b>Investigate Places</b> Ask and answer geographical questions about the physical and human characteristics of a location (in the UK).</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (The UK) Name and locate counties and cities of the <b>United Kingdom</b>, geographical regions and their identifying human and physical characteristics, key topographical features (including hills and mountains) and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Investigate Patterns</b> Describe geographical similarities and differences between countries (in the UK). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p><b>Communicate geographically</b> Use the eight points of a compass to build and communicate their knowledge of the United Kingdom.</p>	<p><b>Investigate Places</b> Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location (local area).</p> <p><b>Investigate Patterns</b> Describe how the locality of the school has changed over time.</p> <p><b>Communicate geographically</b> Describe and understand key aspects of: <b>human geography</b>, including: economic activity including trade link (local area study - port)</p>	<p><b>Investigate Places</b> Ask and answer geographical questions about the physical and human characteristics of a location (relating to mountains, volcanoes and earthquakes).</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (The UK)</p> <p><b>Communicate geographically</b> Describe and understand key aspects of: <b>physical geography</b>, including mountains, volcanoes and earthquakes (link to Romans and Pompeii)</p>

### Year 4

Autumn	Spring	Summer
<b>Europe</b>	<b>Water (link to changing state and include flooding and pollution)</b>	<b>Settlements and land use</b>
<p><b>Investigate Places</b> Ask and answer geographical questions about the physical and human characteristics of a location (in Europe).</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Europe). Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Use a range of resources to identify the key physical and human features of a location.</p> <p><b>Investigate Patterns</b> Describe geographical similarities and differences between countries (in Europe) Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p><b>Communicate geographically</b> Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the wider world (focus on Europe)</p>	<p><b>Investigate Places</b> Use a range of resources to identify the key physical and human features of a location.</p> <p><b>Communicate geographically</b> Describe and understand key aspects of: • <b>physical geography</b>, including: the water cycle. (link to Science - changing state)</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the wider world.</p>	<p><b>Investigate Places</b> Ask and answer geographical questions about the physical and human characteristics of a location (in Europe).</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Europe).</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. (link to Vikings - Sweden, Denmark, Norway)</p> <p><b>Communicate geographically</b> Describe and understand key aspects of: • <b>human geography</b> - types of settlements and land use (link to Vikings)</p>

### Year 5

Autumn	Spring	Summer
<b>All around the world</b>	<b>South America/Rainforests (linked to Mayans)</b>	<b>Local area and rivers</b>
<p><b>Investigate Places</b> Analyse the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). Use maps, atlases, globes and digital/computer mapping to describe features studied.</p> <p><b>Investigate Patterns</b> Identify and describe the geographical significance of the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and time zones (including day and night). (Link to Earth and Space).</p> <p><b>Communicate geographically</b> Describe and understand key aspects of: <b>physical geography</b>, including: climate zones, biomes and vegetation belts. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	<p><b>Investigate Places</b> Identify and describe how the physical features affect the human activity within a location (South America) Use a range of geographical resources to give detailed descriptions of the characteristic features of a location. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (South America) Name and locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p><b>Investigate Patterns</b> Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p> <p><b>Communicate geographically</b> Describe and understand key aspects of: <b>human geography</b>, including: settlements, land use, economic activity including trade links (link to Mayans)</p>	<p><b>Investigate Places</b> Collect and analyse statistics and other information in order to draw clear conclusions about locations (local area) Use different types of fieldwork sampling (random and systematic) to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>Investigate Patterns</b> Describe how locations around the world are changing and explain some of the reasons for change (rivers).</p> <p><b>Communicate geographically</b> Describe and understand key aspects of: <b>physical geography</b>, including: rivers, mountains (locate) Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the UK (link to local area study).</p>

## Year 6

Autumn	Spring	Summer
<b>Coasts - how aspects have changed over time</b>	<b>North America</b>	<b>Trade and economy</b>
<p><b>Investigate Places</b> Identify and describe how the physical features affect the human activity within a location (e.g. tourism). Name and locate geographical regions of the UK, key topographical features (including <b>coasts</b>) and understand how some of these aspects have changed over time (in the context of coastal features). Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p><b>Investigate Patterns</b> Describe how locations around the world are changing and explain some of the reasons for change (coasts).</p> <p><b>Communicate geographically</b> Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). Describe and understand key aspects of: • <b>physical geography</b>, including: coasts</p>	<p><b>Investigate Places</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (North America). Name and locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p><b>Investigate Patterns</b> Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. • Understand geographical similarities and differences through the study of human and physical geography of a region within North America. Understand some of the reasons for geographical similarities and differences between countries.</p> <p><b>Communicate geographically</b> Describe and understand key aspects of: • <b>physical geography</b>, including: climate zones, biomes and vegetation belts (understand the significance).</p>	<p><b>Investigate Places</b> Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Collect and analyse statistics and other information in order to draw clear conclusions about locations</p> <p><b>Investigate Patterns</b> Understand some of the reasons for geographical similarities and differences between countries (worldwide)</p> <p><b>Communicate geographically</b> Create maps of locations identifying patterns (such as: land use, population densities). Describe and understand key aspects of: • <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>