

Geography						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All about me	Celebrations	Winter	People who will help	Once upon a time	Splish Splash Splosh/Children's choice
<p>Geography is taught as part of the topic work through child-initiated and adult led activities. The children develop their understanding of the world through activities such as finding out about their immediate environment, school and their homes. They will learn about similarities and differences between themselves and others and among families, communities and traditions</p> <p>Through our Early Years curriculum children will explore similarities and differences in relation to places, objects, materials and living things. They will have opportunities talk about the features of their own immediate environment and how environments might vary from one another.</p>						
Y1	Where we live: Our local area and our school.		Spring 1 Countries of the UK			Physical features of the UK, local spaces to national features
	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness</p> <p>Pupils 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. use aerial</p>		<p>Pupils should name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Pupils use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Pupils use world maps, atlases and globes to identify the United Kingdom and its countries.</p>			<p>Pupils use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

	<p>photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>					
Y2	<p>Place knowledge: where we live, seasonal and daily weather patterns in the UK</p>		<p>Polar Regions and the Equator, Hot and cold places</p>		<p>Non-European study: Brazil</p>	
	<p>Pupils use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Pupils to use simple fieldwork and observational skills to study the geography of their school and its</p>		<p>Pupils name and locate the world's seven continents and five oceans. Pupils identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Pupils use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents</p>		<p>Pupils understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Pupils use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	

	grounds and the key human and physical features of its surrounding environment.		and oceans studied at this key stage.			
Y3			Rivers and Mountains and the water cycle		Volcanoes and Earthquakes	UK cities and Countries, land use and how it has changed over time
			<p>Pupils describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle.</p> <p>Human geography, including: types of settlement and land use.</p> <p>Pupils use fieldwork 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>Pupils describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes.</p> <p>Pupils use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</p>	<p>Pupils name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Pupils use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Pupils use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
Y4		European study		Spring 2 Trade around the World		The Lake district

		<p>Pupils locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Pupils understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p> <p>Pupils use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>Pupils use human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Pupils use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>Pupils name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Pupils understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>Pupils use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>
Y5		World Countries and Capitals		Sustainable Living		Amazon and Americas
		Pupils locate the world's countries, using maps to		Describe and understand key aspects		Pupils locate the world's countries, using maps to

		<p>focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Pupils use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>of physical geography including climate zones, biomes and vegetation belts.</p> <p>Deepen understanding of the interaction between physical and human processes.</p> <p>Describe and understand key aspects of human geography including land use, economic activity and the distribution of natural resources.</p>		<p>focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Pupils understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p> <p>Pupils use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
Y6		Migration and Settlement		Shackleton's Journey		Coast to coast
		<p>Pupils use human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Pupils use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>Pupils Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Pupils use maps, atlases, globes and digital/computer mapping to locate</p>		

				countries and describe features studied.		
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