

	Autumn	Spring	Summer
EYFS	<p>Understanding the World ELGs</p> <p>People, Culture and Communities - Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		
Y1	<p><u>Where do we live?</u></p> <p>Geographical Skills and Fieldwork</p> <p>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> <ul style="list-style-type: none"> Use a simple map to move around the school. Collect and organise simple data from first and second hand sources e.g. counting traffic outside school. Use simple field sketches and diagrams/ use a camera to record observations. <p>Use basic geographical vocabulary to refer to key human features, including city, town, house, office, shop and factory.</p> <p>Use simple compass directions (North, South, East and West)</p> <ul style="list-style-type: none"> Investigate their surroundings. Use locational and directional language to describe the location. 	<p><u>What is the weather like today compared to...?</u></p> <p>Location Knowledge</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"> Find where they live on the UK map. Name and locate England, Ireland, Scotland and Wales. Learn capital cities of the UK. Identify the main characteristics of the 4 countries and surrounding seas. <p>Place Knowledge</p> <p>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.</p> <ul style="list-style-type: none"> Use simple geographical vocabulary to describe weather features of different locations. Use basic geographical vocabulary to refer to key human features, including village, port, harbour, coast. 	<p><u>Can you use or devise a map?</u></p> <p>Geographical Skills and Fieldwork</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key.</p> <ul style="list-style-type: none"> Use plan view or aerial photos to recognise landmarks and to describe human and physical features. Use a simple map to move around the school. Draw simple picture maps/sketches of an area. Use their own symbols to mark certain places/objects. <p>Use basic geographical vocabulary to refer to key human features, including city, town, house, office, shop, factory, village and farm.</p>

(Link to History: Living memory – toys, historical events – Victorian Schools and the local area.)

Curriculum Overview

Geography



	<p><u>Cross-curricular end of unit outcome:</u></p> <p>English - Recount of walk around local area (school grounds) – using TFW process.</p> <p>Maths - Use directional and positional language; compass work.</p>	<p>Human and Physical Geography</p> <p>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.</p> <ul style="list-style-type: none"> • Locate the equator. • Identify and locate hot and cold areas of the world on a map. • Name the 4 seasons and describe typical weather conditions for each. • Identify weather types in the UK and compare to other hot and cold places. • Identify and record weather (Cheltenham). 	
<p>Y2</p> <p>(Link to History: Living memory, national & international achievements; significant national events - Great Fire of London, Florence Nightingale and Amelia Earhart)</p>	<p><u>Where do we live in the world?</u></p> <p>Location Knowledge</p> <p><i>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</i></p> <ul style="list-style-type: none"> • Find where they live on the UK map. • Name and locate England, Ireland, Scotland and Wales. • Learn capital cities of the UK. • Identify the main characteristics of the 4 countries and surrounding seas. <p>Name and locate the world's 7 continents and 5 oceans.</p> <ul style="list-style-type: none"> • Name the world's oceans and find them in an atlas. • Name the continents of the world and find them in an atlas <p>Geographical Skills and Fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <ul style="list-style-type: none"> • Name the continents of the world and find them in an atlas. 	<p><u>Where are the coldest and hottest counties in the world?</u></p> <p>Locational Knowledge</p> <p>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</p> <p>Human and physical geography</p> <p>Human and Physical Geography</p> <p><i>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.</i></p> <ul style="list-style-type: none"> • Locate the equator. • Identify and locate hot and cold areas of the world on a map. • Name the 4 seasons and describe typical weather conditions for each. • Identify the weather in cold and hot countries. <p>Use basic geographical vocabulary to refer to key physical features.</p> <ul style="list-style-type: none"> • beach, coast, forest, hill, mountain, 	<p><u>Can you become an explorer?</u></p> <p>Geographical Skills and Fieldwork</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far) to describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> • Use simple compass directions – N, S, E, W and basic locational/ directional language when using maps. <p>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> <ul style="list-style-type: none"> • Draw simple maps or plans using symbols for a key. Use simple grid references (A1, B1). • Collect and organise simple data from first and second hand sources e.g. counting traffic outside school. • Use simple field sketches and diagrams/ use a camera to record observations. <p><i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical</i></p>

Curriculum Overview

Geography



	<ul style="list-style-type: none"> Name and locate the main cities of England, Ireland, Scotland and Wales. Find where they live on a map of the UK. <p>End of unit outcome: Balloon continents.</p>	<p>valley, farmland, woods, coastline, local, vegetation, cliff, sea, ocean river, soil, valley, weather, season</p> <ul style="list-style-type: none"> Locate the equator and North and South poles and explain how the weather affects these areas <p>Place Knowledge <i>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.</i></p> <ul style="list-style-type: none"> Use simple geographical vocabulary to describe features of different locations. 	<p><i>features; devise a simple map; and use and construct basic symbols in a key.</i></p> <ul style="list-style-type: none"> Use plan view or aerial photos to recognise landmarks and to describe human and physical features. Use a simple map to move around the school. Draw simple picture maps/sketches of an area. Use their own symbols to mark certain places/objects.
<p>Y3</p> <p>(Link to History – World events – Battle of Britain; Anglo-Saxon and Scots – human/physical geography; Local history including the Romans)</p>	<p>What are countries key characteristics?</p> <p>Geographical Skills and Fieldwork</p> <p>Location Knowledge</p> <p><i>Name and locate the world's 7 continents.</i></p> <ul style="list-style-type: none"> Name the continents of the world and find them in an atlas <p>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> <ul style="list-style-type: none"> Name and locate countries in Europe. Name and locate the capital cities of neighboring European countries. Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic circles <p>Geographical Skills and Fieldwork</p>	<p>What is human geography?</p> <p>Human and Physical Geography Describe and understand key aspects of 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> <ul style="list-style-type: none"> Link words to topic e.g. river, meander, flood, plain, location, industry, transport. Use correct geographical words to describe a place and the things that happen there. Identify and explain different views of people including themselves e.g. views of the community. Identify how people both damage and improve the environment. Hold geographical debate e.g. recycling/ pollution. <p>Geographical Skills and Fieldwork</p>	<p>How has school and our local area changed over-time?</p> <p>Location Knowledge 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> <ul style="list-style-type: none"> Name and locate counties and capital cities of the UK. <p>Place Knowledge 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, and a region in North or South America.</p> <ul style="list-style-type: none"> Analyse evidence and draw conclusions e.g. make comparisons between locations using

Curriculum Overview

Geography



	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> Use maps and atlases appropriately by using contents and indexes. 	<p>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> <ul style="list-style-type: none"> Observe, draw and use more detailed fieldwork sketches and diagrams, using symbols for a key. Add colour, texture and detail to own field sketches. Add title and descriptive labels with help. Observe, measure and record the human features in the local area responding to a range of geographical questions. Locate appropriate information, from a source material. Collect and record evidence e.g. construct a questionnaire, field sketch, e-learning, atlases. Communicate in ways appropriate to task and audience e.g. questionnaires, charts, graphs, write views to local paper. 	<p>photos, pictures, temperatures, population.</p> <p>Geographical Skills and Fieldwork</p> <p>Use the 8 points of a compass, 4 and 6-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> <ul style="list-style-type: none"> Understand and use 4 figure grid references. Use some basic OS map symbols. Use 4 points of a compass to describe the location of a country/ geographical feature. Describe route and direction using 4 compass points – N/S/E/W <p><i>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.</i></p> <ul style="list-style-type: none"> <i>Draw and use more detailed fieldwork sketches and diagrams, using symbols for a key.</i> <i>Add colour, texture and detail to own field sketches.</i> <i>Add title and descriptive labels with help.</i> <i>Observe, measure and record the human features in the local area responding to a range of geographical questions.</i> <i>Locate appropriate information, from a source material.</i> <i>Collect and record evidence e.g. construct a questionnaire, field sketch, e-learning, atlases.</i> <i>Communicate in ways appropriate to task and audience E.g. questionnaires, charts, graphs, write views to local paper.</i>
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Curriculum Overview

Geography



<p>Y4</p> <p>(Link to History: Viking and Anglo-Saxon; Romans and Mayans)</p>	<p><u>Where are the countries of the world?</u></p> <p>Location Knowledge <i>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.</i></p> <ul style="list-style-type: none"> Name and locate countries. Name and locate the capital cities of neighboring European countries. Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic circles <p>Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> Use contents, index, coordinates to find location. Plot a route on a map or globe, identifying significant landmarks that are passed. Suggest where in the world an aerial photo or satellite image shows, explaining reasons for their suggestions. <p>Place Knowledge <i>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, and a region in North or South America.</i></p> <ul style="list-style-type: none"> Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations and its influence on people. 	<p><u>What is human and physical geography?</u></p> <p>Location Knowledge <i>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.</i></p> <p>Human and Physical Geography Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.</p> <ul style="list-style-type: none"> Ask questions: What is this landscape like? How has it changed? What made it change? How is it changing? Explain how the climate of a country or continent is linked to the distribution of natural resources and tourism. Name and locate the world's major rivers on a map. Name and locate the world's most famous mountain regions on maps. <p><i>Describe and understand key aspects of 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.</i></p> <ul style="list-style-type: none"> Explain how a location fits into its wider geographical location with reference to human and economical features. <p>Geographical Skills and Fieldwork Use fieldwork to observe, measure, record and present the human and physical features in the</p>	<p><u>Where is the Northern and Southern Hemisphere?</u></p> <p>Location Knowledge 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> <ul style="list-style-type: none"> Locate and explain the significance of the equator, Northern and Southern hemispheres, the Tropics to a range of countries across the world. <p>Place Knowledge 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, and a region in North or South America.</p> <ul style="list-style-type: none"> Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations and its influence on people. Name and locate the world's major rivers on a map. Name and locate the world's most famous mountain regions on maps. <p>Geographical Skills and Fieldwork <i>Use the 8 points of a compass, 4 and 6-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</i></p> <ul style="list-style-type: none"> Locate and name geographical features on an Ordnance Survey map. Understand and use 4 and 6 figure grid references. Use some basic OS map symbols. Use 8 points of a compass to describe the
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Curriculum Overview

Geography



		<p>local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> • Draw accurate sketch maps using standardised symbols and key. • Annotate their sketch with descriptive and explanatory labels. • Add title, location and direction to sketch. • Collect and record evidence- show results from a questionnaire in simple chart or colour coded maps which demonstrate patterns e.g. hotels by the seaside. • Measure and collect information e.g. rainfall, temperature, wind speed, noise levels. 	<p>location of a country/ geographical feature.</p> <ul style="list-style-type: none"> • Describe route and direction using 8 compass points.
<p>Y5</p> <p>(Link to History – Greeks, Egyptians and Early Civilization)</p>	<p><u>Can we make a difference to an environment?</u></p> <p>Geographical Skills and Fieldwork</p> <p><i>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.</i></p> <ul style="list-style-type: none"> • Design and use questionnaires to obtain views of the local community in subject. • Collect, record and analyse statistics and other information about the location/evidence. • Conduct a land use survey. • Field sketches should show understanding of pattern, movement and change. • Draw in scale – locate information, place with speed, use a key to make deductions about landscape/industry/features etc. • Evaluate their sketch against criteria and improve it • Describe route, direction, location linking 8 - 16 points on a compass to degrees on compass. Use OS maps to answer questions 	<p><u>How do landscapes change?</u></p> <p>Human and Physical Geography</p> <p><i>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.</i></p> <ul style="list-style-type: none"> • Ask questions: What is this landscape like? How has it changed? What made it change? How is it changing? • Explain how the climate of a country or continent is linked to the distribution of natural resources and tourism. • Name and locate many of the world's major rivers on a map. • Name and locate many of the world's most famous mountain regions on maps. <p>Describe and understand key aspects of 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><u>Why is Mexico hot and Alaska cold?</u></p> <p>Geographical Skills and Fieldwork</p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p> <ul style="list-style-type: none"> • Name and locate the countries of North and South America and identify their main physical and human characteristics. • Name and locate the USA and Canada on a world map and atlas. • Locate and name the main countries in South America on a world map and atlas. • Use maps, aerial photos, plans and web sources to describe what a locality might be like. <p><i>Use the 8 points of a compass, 4 and 6-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.</i></p>

Curriculum Overview

Geography



	<ul style="list-style-type: none"> Recognise key symbols used on ordnance survey maps <p><i>Use the 8 points of a compass, 4 and 6-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.</i></p> <ul style="list-style-type: none"> Describe route direction and location, linking points of a compass to degrees on a compass. Use more complex ordnance survey maps, symbols and keys to build my knowledge of the United Kingdom. 	<ul style="list-style-type: none"> Explain how a location fits into its wider geographical location with reference to human and economical features. Link words to theme e.g. settlement, rural, urban, land use, sustainability, rivers, confluence, tributary. Describe how some places are similar/different in relation to physical features. Ask questions: <i>What is this landscape like? How is it changing? What patterns can you see/how has the pattern changed? Why could this have happened?</i> Look for patterns and explain reasons behind them. Give an extended description of the human features of different places around the world. 	<ul style="list-style-type: none"> Describe route, direction, location linking 8-16 points on a compass to degrees on compass. Use OS maps to answer questions Recognise key symbols used on ordnance survey maps <p>Human and Physical Geography <i>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle</i></p> <ul style="list-style-type: none"> Ask questions: <i>What is this landscape like? How has it changed? What made it change? How is it changing?</i> Explain how the climate of a country or continent is linked to the distribution of natural resources and tourism. Name and locate many of the world's major rivers on a map. Name and locate many of the world's most famous mountain regions on maps. <p>Describe and understand key aspects of 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> <ul style="list-style-type: none"> Explain how a location fits into its wider geographical location with reference to human and economical features. <p>Place Knowledge <i>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, and a region in North or South America.</i></p> <ul style="list-style-type: none"> Give an extended description of the human features of different places around the world.
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Curriculum Overview

Geography



<p>Y6</p> <p>(Link to History – Stone Age to Iron Age; Battle of Britain)</p>	<p><u>How is the earth divided and affected over-time?</u></p> <p>Location Knowledge <i>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).</i></p> <ul style="list-style-type: none"> Locate and explain the significance of the equator, Northern and Southern hemispheres, the Tropics to a range of countries across the world. <p><i>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.</i></p> <ul style="list-style-type: none"> Compare the human and physical geography, similarities and differences in the north and south of the UK. <p>Place Knowledge 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, and a region in North or South America.</p> <ul style="list-style-type: none"> Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations and its influence on people. <p>Geographical Skills and Fieldwork 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><u>Where are we and what time is it?</u></p> <p>Locational Knowledge <i>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.</i></p> <ul style="list-style-type: none"> Locate information/place with speed and accuracy. Use key to make deductions about landscape, industry, features etc. <p><i>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.</i></p> <ul style="list-style-type: none"> Know the common countries that make up the European Union. Name and locate continents and main countries of the world. <p>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> <ul style="list-style-type: none"> Explain how time zones work. Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles. <p>Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>SATS and Y6 Summer Project</p>
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Curriculum Overview

Geography



	<ul style="list-style-type: none"> Field maps/sketches should show understanding of pattern, movement and change. Annotate map/sketches to describe and explain geographical processes and identifying patterns (such as: land use, climate zones, population densities, height of land). Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use and temperature. 	<ul style="list-style-type: none"> Name and locate the countries of North and South America and identify their main physical and human characteristics. Name and locate the USA and Canada on a world map and atlas. Locate and name the main countries in South America on a world map and atlas. Use maps, aerial photos, plans and web sources to describe what a locality might be like. 	
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We want our pupils to know about places, through their geographical knowledge, understanding and skills so they can transfer what they have learnt to other subjects, including their history curriculum content. They may visit places of historical interest and carry out geographical enquiry and fieldwork to build their learning.

Knowledge and Vocabulary will be shared on progressive Knowledge Organisers.

Vocabulary (Key stage 1)

North, east, south, west, compass, near, far, left, right, locality, continent, country, city, town, village, factory, farm, house, office, port, harbour, shop, capital, United Kingdom, Europe, similar, different, season, weather, Equator, North and South Pole, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, map, atlas, globe, aerial, photo, landmark, symbol

Vocabulary (Key stage 2)

Human, physical, Russia, North and South America, environment, region, topographical, hill, mountain, cost, river, 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), similarity, difference, climate zones, biomes and vegetation belts, volcano, earthquake, the water cycle, trade, settlement, economy, energy, mineral, observe, measure,

Additional vocabulary

Climate, weather, temperature, erosion, fertile, irrigation, meander, crop, trade, settlement, environment, abundance, scarcity, resources, habitat, adaptation, population, predator, prey, immigration