

EYFS – Understanding The World — Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.

ELG: **People, Culture and Communities** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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.

ELG: **The Natural World** • 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

Locational Knowledge	Place Knowledge	Human and Physical Geography	Mapping Skills
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Draw information from a simple map.
 Recognise some similarities and differences between life in this country and life in other countries.
 Explore the natural world around them.
 Recognise some environments that are different to the one in which they live.

Fieldwork enquiry and practical skills

Provide a basic map of the outside area; can children find the different places on the map shown.
 Seasonal walks collecting things that are associated with the different seasons and describing changes.
 Observing different foods from different countries or clothes that people might wear.
 Children creating their own map using paints, chalks, crayons or other resources based on a picture, a story or an actual outside walk/area.
 Walk around the school grounds identifying things that are natural or not.

Year 1		
Autumn Term	Spring Term	Summer Term
<p>HOT & COLD PLACES Builds on: EYFS Recognise some environments that are different to the one in which they live.</p> <p>To locate hot and cold areas of the world in relation to the North and South Poles.</p> <p>To use atlases, maps and globes.</p> <p>Fieldwork, investigations & enquires: Survey of plants children have at home (homework) could be pics of cactus, palms, fern, orchids, cheese plant – look at where these plants originate from.</p>	<p>OUR SCHOOL Builds on: EYFS Draw information from a simple map</p> <p>To use basic subject specific vocabulary relating to human and physical geography.</p> <p>To begin to use geographical skills to enhance locational awareness.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks & basic human and physical features.</p> <p>To show north, east, west and south on a map.</p> <p>To know the main differences between a city, a town and a village.</p> <p>To devise simple maps and construct basic keys.</p> <p>To use simple fieldwork and observational skills.</p> <p>Fieldwork, investigations & enquires: Devise questionnaire to ask people about their jobs in school or arrange for admin to be interviewed. Create listening poem of school (sound mapping) or different texture mapping.</p>	<p>WEATHER & SEASONS Builds on: EYFS. Explore the natural world around them.</p> <p>To identify seasonal & daily weather patterns in the UK.</p> <p>To know the four countries that make up the UK</p> <p>To use simple fieldwork and observational skills</p> <p>Fieldwork, investigations & enquires: Take photograph of same scene during a term/year (start in autumn) e.g. a tree (can create a short time lapse movie)</p>
	<p>ROUTES AND JOURNEYS</p> <p>To be able to map out a walk.</p> <p>To identify basic physical and human features.</p>	

Year 2		
Autumn Term	Spring Term	Summer Term
<p>CONTINENTS AND OCEANS Builds on: Year 1 Hot and cold places.</p> <p>To name the seven continents and the five oceans, and show where they are on a world map, in atlases and globes.</p> <p>Fieldwork, investigations & enquires: Look at images of the Earth using Google Earth to promote discussion and understanding about the Earth's surface.</p>	<p>MOUNTAINS, RIVERS & COASTS Builds on: Year 1 basic physical and human features.</p> <p>To use basic geographical vocabulary to refer to physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.</p> <p>Fieldwork, investigations & enquires: Look at stream or river nearby – take photos or sketch features found there. Determine direction of river flow & direction to the sea and source. Note plants you can see. How do people use the river (link to Zambia)</p>	<p>LEARNING ABOUT ZAMBIA Builds on: Year 1 Hot and cold places.</p> <p>To understand geographical similarities and differences through studying human and physical geography of a small area in a contrasting non- European country.</p>
<p>THE UNITED KINGDOM Builds on: Year 1 Knowing the name of the 4 countries of the UK.</p> <p>To name, locate & identify characteristics of the four countries and capital cities of the UK.</p> <p>To identify the surrounding seas of the UK.</p> <p>I can use simple compass directions (N, S, and E, W) and locational / directional language.</p> <p>Fieldwork, investigations & enquires: Which countries are closest to the UK? Look at an atlas to make a list – could add photographs to show photos of places.</p>	<p>VILLAGES, TOWNS & CITIES Builds on: Year 1 knowing the difference between a village, town and city.</p> <p>To use basic geographical vocabulary to refer to human features including: city, town, village, factory, farm, house, office, port, harbour, shops.</p> <p>To use simple fieldwork and observational skills to study key human and physical features of the school and it's surrounding environment.</p> <p>To draw a simple map with a key.</p> <p>I can use simple compass directions (N, S, E, W) and locational / directional language</p> <p>Fieldwork, investigations & enquires: School trip to beach – mapping, identifying coastal plants and coastal features (human and physical) Make and complete Journey books (sound mapping, drawing map, collecting, feeling map, people or boat counting</p>	<p>WHERE WE LIVE Builds on: Year 1 Our school.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks & basic human and physical features.</p> <p>To use simple fieldwork and observational skills to study the geography of the school and it's key human and physical features of the surrounding area.</p> <p>Fieldwork, investigations & enquires: Local walk identifying features and taking pics of interesting features, sound mapping and/or teddy draping or empathy glasses activity - Tweetmaps (see book) or local walk and messy mapping using photos to help recreate?</p>

Year 3		
Autumn Term	Spring Term	Summer Term
<p>USING & MAKING MAPS Builds on: Year 1 and 2 Basic mapping and reading maps.</p> <p>To use eight-points of the compass.</p> <p>To use four-figure grid referencing.</p> <p>To know and use symbols and keys (including use of Ordnance Survey maps) to build knowledge of the UK and wider world.</p>	<p>EUROPE Builds on: Year 2 comparison of a non-European country and the UK</p> <p>To locate the world's countries (Europe)</p> <p>To understand geographical similarities & differences through a study of human and physical geography of a region of the UK and a region of in a European country</p> <p>To use fieldwork techniques to observe measure record and present the human & physical features in the local area using a range of methods</p>	<p>VOLCANOES Builds on: Year 2 physical features.</p> <p>To know the key aspects of physical geography – Volcanoes</p> <p>To locate the world's countries</p>
<p>UK CITIES & COUNTIES Builds on: Year 2 Four countries of the UK and capital cities.</p> <p>To name & locate some counties and cities of the United Kingdom, and show where they are on a map.</p> <p>To use maps, atlases and globes, digital mapping.</p> <p>Fieldwork, investigations & enquires: Take children on a straight line journey through UK linking cities and landscapes – start at London travel to Cardiff then to Lake District up to Edinburgh and John O'Groats – linking 3 capital cities, the highest mountain area in England. Ask children to draw a diagram to show the route.</p>	<p>Fieldwork, investigations & enquires: Arrange visit to a specialist Polish shop to see range to products, look at labels and consider geographical significance. Ask for Polish parent to come in and talk about Poland with children planning questions specifically geography related e.g. landscape, weather, economical life, social life and changes.</p>	<p>EARTHQUAKES & TSUNAMIS Builds on Year 2 physical features</p> <p>To know the key aspects of physical geography – earthquakes and tsunamis.</p> <p>To locate the world's countries</p> <p>Fieldwork, investigations & enquires: Investigate criteria for safe earthquake proof buildings and then investigate buildings in the locality rating them for safety in the event of an earthquake.</p>

Year 4		
Autumn Term	Spring Term	Summer Term
<p>USING & MAKING MAPS Builds on: Year 3 mapping skills.</p> <p>To use eight-points of the compass.</p> <p>To use six-figure grid referencing.</p> <p>To know and use symbols and keys (including use of ordnance survey maps) to build knowledge of the UK and wider world.</p> <p>To draw a detailed sketch map, using symbols for geographical features.</p>	<p>REGIONS Builds on: Year 2 countries of the UK , Year 3 counties</p> <p>.</p> <p>To locate & name geographical regions of the UK & their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns and how some of these aspects have changed over time.</p> <p>To use maps, atlases, globes and digital mapping.</p> <p>To use 8 points of a compass</p> <p>To use fieldwork techniques to observe measure record and present the human & physical features in the local area using a range of methods</p> <p>Fieldwork, investigations & enquires: Local walk looking at boundaries and describing environment either side. Repeat at different locations – what does it say about local land use? Are some ways of managing land better for plants and wildlife than others?</p>	<p>WATER & THE WATER CYCLE Builds on: Year 2 and Year 3 physical features</p> <p>To know the key aspects of physical geography – water cycle</p> <p>Fieldwork, investigations & enquires: Could arrange visit from local water company.</p>
<p>THE SHAPE OF THE LAND Builds on: Year 2 and Year 3 physical features</p> <p>To know the key aspects of physical geography – Landscapes and physical geography (mountains and rivers)</p> <p>To use fieldwork techniques to observe measure record and present the physical features in the local area using a range of methods</p> <p>Fieldwork, investigations & enquires: Walk to see different aspects of local physical geography.</p>	<p>LAKE DISTRICT Builds on: Year 3 Geographical similarities & differences between UK and another European country.</p> <p>To name and locate geographical regions and their identifying human and physical features, key topographical features (including hills, mountains, coasts and rivers).</p> <p>To use maps, atlases, globes and digital mapping.</p>	<p>CELEBRATING OUR WORLD Builds on: KS1 and Year 3 human and physical features, Year 2 continents.</p> <p>To know the location and characteristics of a range of the world's most significant human and physical features.</p> <p>To develop geographical knowledge, understanding and skills to enhance locational and place knowledge.</p>

Year 5		
Autumn Term	Spring Term	Summer Term
<p>MAPPING THE WORLD</p> <p>Builds on: Year 3 and Year 4 mapping skills.</p> <p>To identify the position & significance of latitude and longitude, equator, northern and southern hemisphere.</p> <p>To use maps, atlases, globes and digital mapping.</p>	<p>WORLD COUNTRIES & CAPITALS</p> <p>Builds on: Year 2 continents</p> <p>To locate the world's countries including a focus on main cities & key human characteristics (European Union, The Commonwealth & United Nations</p> <p>To use the eight points of the compass in relation to a given map.</p> <p>To use 4-figure & 6-figure grid references to locate features on a map.</p> <p>Fieldwork, investigations & enquires: Look at images of cities at night – discuss shape & structure of different cities & features that can be seen. Look at night image of UK and neighbouring cities. What can pupils see?</p>	<p>SETTLEMENT & MIGRATION</p> <p>Builds on: Year 4 regions and shape of the land.</p> <p>To describe and understand key aspects of human geography including types of settlement (settlement, migration, refugees)</p> <p>Fieldwork, investigations & enquires: Discuss what people need to survive – water, warmth, food, fresh air and waste disposal are some of the most important considerations. Ask pupils to design a survival capsule for sustainable living – how will their capsule protect from extreme conditions & how can it make use of recycling.</p>
<p>THE EARTH IN SPACE</p> <p>Builds on: Year 2 continents, Year 3 and 4 mapping skills.</p> <p>To identify the position & significance of the tropics of cancer & Capricorn, Arctic & Antarctic Circle.</p> <p>To identify the position & significance of the prime/Greenwich meridian & time zones.</p> <p>To use maps, atlases, globes and digital mapping.</p> <p>Fieldwork, investigations & enquires: Take a blow up globe and magnetic compass and align the globe so that the axis points north-south in reality. Should now be able to see the way the Sun moves across the Earth and the divide between day and night – try at different times of day and note the changes.</p>		<p>TRADE & ECONOMIC ACTIVITY</p> <p>Builds on: Year 4 regions.</p> <p>To describe and understand key aspects of human geography including: economic activity including trade links</p> <p>To use fieldwork techniques to observe measure record and present the human features in the local area using a range of methods.</p> <p>Fieldwork, investigations & enquires: Visit local high street recording types of shops create bar chart showing range of shops is there a pattern or obvious gaps create a large scale map of area studied colour coding types of shops does map reveal any other info about range of shops.</p>

Year 6		
Autumn Term	Spring Term	Summer Term
<p>NORTH AMERICA Builds on: Year 4 regions, Year 5 countries and capitals, Year 3 and 4 physical features.</p> <p>To locate the world's countries, using maps to focus on North and South America.</p> <p>To know the environmental regions, key physical and human characteristics, countries and major cities.</p> <p>To use maps, atlases, globes and digital mapping</p> <p>To use 6-figure grid references to locate features on a map.</p> <p>Fieldwork, investigations & enquires: Take pupils outside and establish with compass which direction the wind is blowing. Back in class establish where the wind might have originated. The Caribbean lies directly south west of British isles and winds from there often carry warm and moist tropical air to our shores.</p>	<p>BIOMES & VEGETATION BELTS Builds on: Year 5 mapping the world, the world in space.</p> <p>To know the key aspects of physical geography – biomes and vegetation belts</p> <p>To use maps, atlases, globes and digital mapping to locate countries and described features.</p> <p>To know about climate zones</p> <p>To use a range of fieldwork techniques, including digital technologies, to observe, measure, record and present the human and physical features in the local area.</p> <p>Fieldwork, investigations & enquires: Discuss climate zones and look at rainfall maps to confirm.</p> <p>Find examples of desert and rainforest plants at home – pupils could research different examples.</p>	<p>NATURAL RESOURCES Builds on: Year 5 settlements and migration, trade and economic activity.</p> <p>To know the key aspects of physical geography including: the distribution of natural resources including food, energy, minerals and water.</p> <p>To use fieldwork techniques to observe measure record and present the human features in the local area using a range of methods.</p> <p>Fieldwork, investigations & enquires: Local area – study houses and materials used – make simple field sketches and/or photographs – print & mount photos in centre of large sheet & add notes about natural resources around the edge</p>
<p>SOUTH AMERICA Builds on: Year 4 regions, Year 5 countries and capitals, Year 3 and 4 physical features.</p> <p>To locate the world's countries, using maps to focus on North and South America.</p> <p>To know the environmental regions, key physical and human characteristics, countries and major cities.</p> <p>To use maps, atlases, globes and digital mapping</p> <p>To use 6-figure grid references to locate features on a map.</p>		

