

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<u>Local Area Walks</u> - Show more confidence in new social situations. Begin to understand the need to respect and care for the natural environment and all living things.	<u>Bonfire Night – Guy Fawkes</u> - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	<u>Children's lives from other countries</u> - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <u>Seasons Melting (changes states of matter)</u> - Talk about the differences between materials and changes they notice.			<u>Different environments</u> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Use a wider range of vocabulary. Explore how things work.
Reception	<u>Local Area Walks</u> - explore the natural world around them. Describe what they see, hear and feel whilst outside. <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</i> [ELG]. <u>Seasons</u> - Understand the effect of changing seasons on the natural world around them.	<u>Bonfire Night – Guy Fawkes</u> - <i>Understand the past through settings, characters and events encountered in books read in class and storytelling</i> [ELG].	<u>Maps</u> - draw information from a simple map <u>Children's lives from other countries</u> - recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which we live. 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] <u>Seasons</u> - Understand the effect of changing seasons on the natural world around them.			<u>Different environments</u> - recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which we live. <i>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</i> [ELG]
Year 1 and 2		Weather patterns of the UK <ul style="list-style-type: none"> 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. 	Continents and oceans Comparing local area to New York – physical and human features. Recognising landmarks using aerial photographs <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans 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 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 		The UK's surrounding seas Devise map and key. <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 	Castle locations on maps – describe features and routes using directional language. <ul style="list-style-type: none"> 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
Year 3 and 4		locate the world's countries, using maps to focus on Europe (including the location of Russia)		describe and understand key aspects of: physical geography,		describe and understand key aspects of physical geography, <ul style="list-style-type: none"> rivers

		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		<ul style="list-style-type: none"> • volcanoes, earthquakes 		
Year 5 and 6	Space 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)		Greece 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 within North or South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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		Vikings and South America-Mayans use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<u>Local Area Walks</u> - Show more confidence in new social situations. Begin to understand the need to respect and care for the natural environment and all living things.	<u>Bonfire Night – Guy Fawkes</u> - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	<u>Children's lives from other countries</u> - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <u>Seasons Melting (changes states of matter)</u> -Talk about the differences between materials and changes they notice.			<u>Different environments</u> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Use a wider range of vocabulary. Explore how things work.
Reception	<u>Local Area Walks</u> - explore the natural world around them. Describe what they see, hear and feel whilst outside. <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</i> [ELG]. <u>Seasons</u> - Understand the effect of changing seasons on the natural world around them.	<u>Bonfire Night – Guy Fawkes</u> - <i>Understand the past through settings, characters and events encountered in books read in class and storytelling</i> [ELG].	<u>Maps</u> - draw information from a simple map <u>Children's lives from other countries</u> - recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which we live. 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] <u>Seasons</u> - Understand the effect of changing seasons on the natural world around them.			<u>Different environments</u> - recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which we live. <i>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</i> [ELG]
Year 1 and 2	Field work – geography of school field. <ul style="list-style-type: none"> 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 simple fieldwork and observational skills to study the geography of their 	Weddings from around the World.	Capital cities of the UK – locate with Atlases. Key landmarks in the UK. London <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, 	Compass directions. <ul style="list-style-type: none"> 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 	Identify countries using globe. Location of hot and cold areas of the World in relation to the equator and North and South Poles. <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans 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 	Compare local area to non- EU country. -Africa to Bamsley. Habitats – label key physical features using key vocab from curriculum. <ul style="list-style-type: none"> 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

	school and its grounds and the key human and physical features of its surrounding environment.		continents and oceans studied at this key stage		<p>Poles</p> <ul style="list-style-type: none"> •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 	
Year 3 and 4			<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> <p>describe and understand key aspects of: physical geography</p> <ul style="list-style-type: none"> • water cycle 		<p>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>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 and the wider world</p> <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>	
Year 5 and 6	<p>WW2 - Allies and Axis</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</p>		<p>Rainforests under threat – the vanishing rainforest</p> <p>Biomes and Trade links – Fair trade</p> <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) Locational knowledge Locate the world's countries, using maps</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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>			