

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	To ensure that our children are year 1 ready by the end of EYFS, we have created a set of curriculum goals to achieve by the end of reception. The curriculum goals run alongside the ELGs and take into account where children need to be to start year 1. Please see the EYFS Long Term plan.					
Year 1 and 2		<p><u>Weather and climate (Odizzi)</u> -Identify seasonal and daily weather patterns in the United Kingdom</p>		<p><u>Continents and oceans</u> -Name and locate the world's seven continents and five oceans - 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 -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 world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans</p>		<p><u>Hot and cold places</u> -Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p>
Year 3 and 4		<p><u>Mountains* (fieldwork opportunity)</u> -Describe and understand key aspects of physical geography, including: mountains - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -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 -Name and locate key topographical features of the UK (including mountains)</p>		<p><u>Volcanoes and earthquakes (NB: this is a longer Scheme)</u> -Describe and understand key aspects of physical geography, including: volcanoes and earthquakes - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<ul style="list-style-type: none"> <u>Rivers* (fieldwork opportunity)</u> - Describe and understand key aspects of physical geography, including: rivers and the water cycle - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -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 -Name and locate key topographical features of the UK (including rivers) and land-use patterns
Year 5 and 6		<p><u>North America</u> -Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities - Identify the position and significance of latitude, longitude, and time zones (including day and night) - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p><u>Rio and South East Brazil</u> -Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Identify the position and significance of the Equator</p>		<p><u>Local area and region - Upper KS2* (integrates fieldwork)</u></p>

		<p>- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <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>-Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>-Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America</p>		
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EYFS	To ensure that our children are year 1 ready by the end of EYFS, we have created a set of curriculum goals to achieve by the end of reception. The curriculum goals run alongside the ELGs and take into account where children need to be to start year 1. Please see the EYFS Long Term plan.					
Year 1 and 2		<p>Local area (Odizzi)</p> <ul style="list-style-type: none"> -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 -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 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 -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>United Kingdom (Oddizz)</p> <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, continents and oceans studied at this key stage -Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - 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>Mugumareno Village, Zambia</p> <ul style="list-style-type: none"> -Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country - use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - 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 - Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage
Year 3 and 4		<p>Climate zones</p> <ul style="list-style-type: none"> -Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle - Describe and understand key aspects of: physical geography, including: climate zones 		<p>European region (medium-term plan) – Greece</p> <ul style="list-style-type: none"> -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. 		
Year 5 and 6		<p>United Kingdom</p> <ul style="list-style-type: none"> -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 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		<p>Rainforests</p> <ul style="list-style-type: none"> -Describe and understand key aspects of physical geography, including: <ul style="list-style-type: none"> -climate zones, biomes and vegetation belts - Identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn 		<p>South America – The Amazon</p> <ul style="list-style-type: none"> -Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Identify the position and significance of the Equator

		<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>-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>-Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) -Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America</p>
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