



Geography		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	NC Aims
EYFS	Locational Knowledge							<p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different communities in this country, drawing on their experiences and what has been read in class.</p> <p>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> <p>The Natural World</p> <p>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.</p>
	Place Knowledge	Enchanted Woodlands	Tell Me a Story	To Infinity and Beyond	A Long, Long Time Ago	In the garden	The Sea	
	Human and Physical Geography	Physical features of the woodlands - Little Red Riding Hood	Bear hunt- physical features Rama and Sita – India Nativity Story – Bethlehem	Geographical location- America	Discussions about the earth and how dinosaurs lived on the earth before us. Fossils in the ground.	Provision can include soil and rocks. Children watch a caterpillar over time they will look at the type of habitat they live in.	Comparing British seaside to an overseas seaside location. Different sand sculptures and castles, with damp sand in a tuff spot tray encourage the children to make their own.	
	Geographical Skills and Fieldwork							



Geography		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	NC Aims
Y1		<p>What is it like here?</p> <p>Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</p>		<p>What is the weather like in the UK?</p> <p>Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.</p>		<p>What is it like to live in Shanghai?</p> <p>Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork. Lesson 1 involves fieldwork and may take longer than one hour.</p>		<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of</p>
Y2		<p>Would you prefer to live in a hot or cold place?</p> <p>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.</p>	<p>Why is our world wonderful?</p> <p>Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.</p>		<p>What is it like to live by the coast?</p> <p>Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.</p>			
Y3		<p>Why do people live near volcanoes?</p> <p>Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains,</p>	<p>Who lives in Antarctica?</p> <p>Learning about latitude and longitude and how this links to climate. Pupils consider the tilt of the Earth and how this impacts the Antarctic circle and global temperature. They explore the physical features of a polar region and how humans have adapted to working there, taking</p>		<p>Are all settlements the same?</p> <p>Exploring different types of settlements, land use, and the difference between urban and rural. They describe the different human and physical features in their local area and how it has changed over time. They make land use comparisons with India to find</p>			



Geography		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	NC Aims
		volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.		into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.		key similarities and differences between these contrasting areas.		geographical knowledge, understanding and skills to enhance their locational and place knowledge.
Y4			Why are rainforests important to us? Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.		Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.		What are rivers and how are they formed? Developing an understanding of the water cycle by investigating and recording different weather phenomena. Through mapping out the world's major rivers, children learn about the features and courses of a river. They study a local river as fieldwork and learn about ways in which humans interact with and use rivers locally and in a contrasting environment.	
Y5		What is life like in the Alps? Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.		Why do oceans matter? Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.		Would you like to live in the desert? Exploring biomes and their various characteristics, children study deserts, mapping those around the world but particularly focusing on those in North America. Children learn about the physical features of a desert and consider how humans interact with and have adapted to living in the desert.		



Geography		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	NC Aims
Y6			<p>Why does population change? Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.</p>		<p>Where does our energy come from? Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.</p>		<p>Can I carry out an independent fieldwork enquiry? Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings. Lesson 4 involves fieldwork and may take longer than one hour.local environment.</p>	
KS3	<p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Are competent in the geographical skills needed to:</p> <ul style="list-style-type: none"> § collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes § interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) § communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 							