

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
EYFS		<p>Tell Me a Story</p> <p>Retelling stories characters and events</p> <p>To know some similarities and differences between themselves and their friends.</p>	<p>To know what a festival is and explore how some are celebrated</p> <p>To know the similarities and differences between Christmas traditions</p>	<p>Chinese New Year</p> <p>Differences between countries and other cultures</p> <p>Respecting other cultures different to our own</p> <p>To know how to dress for the winter weather</p> <p>To know how to stay safe in the winter</p>	<p>A Long, Long Time Ago</p> <p>To know the different types of environments described in the story and compare them</p>	<p>To explore gardens and gardening – to consider jobs and hobbies linked to them as well as activities.</p> <p>To know how to use senses to make observations of the natural world</p>	<p>To explore similarities and differences between the UK seaside and a contrasting coast i.e. Maldives etc.</p> <p>To explore under the sea and compare and contrast different sea creatures.</p>	<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>
KS1 Y1	Locational Knowledge Place Knowledge	<p>This Is Me GEOG</p> <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> <p>Geographical Skills and Fieldwork 4.4</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>	<p>Enchanted Woodland GEOG</p> <p>Human and Physical Geography 3.1</p> <p>Identify seasonal and daily weather patterns in the United Kingdom – Autumn, Winter</p> <p>Geographical Skills and Fieldwork 4.2</p> <p>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</p>			<p>How is life different in China?</p> <p>Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Beijing using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Beijing to features in the local area and make a simple map using data collected through fieldwork.</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>
KS1/KS2 Y2	Human and Physical Geography Geographical Skills and Fieldwork					<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>	
KS2 Y3						<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 into account that there is no permanent population. Pupils study Shackleton’s expedition before planning their own, using mapping skills learnt so far.</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 key similarities and differences between these contrasting areas.</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 geographical knowledge, understanding and skills to enhance their locational and place knowledge</p>
KS2 Y4			<p>Chocolate Factory GEOG</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography a region within South America</p> <p>Locational Knowledge 1.3</p> <p>Identify the position and significance of latitude, longitude, Equator</p> <p>Where chocolate comes from, Brazil/Ghana, Fairtrade, rainforests and deforestation</p>		<p>Why are rainforests important to us?</p> <p>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.</p>		<p>Where does our food come from?</p> <p>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.</p>	

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KS2 Y5		<p>Save our Planet GEOG</p> <p>Human and Physical Geography 3.1, including: climate zones, biomes and vegetation belts, types of pollution, causes and effects of pollution, investigating plastic pollution. Understand how humans affect the environment over time.</p>	<p>Travelling Fairs GEOG</p> <p>Locational Knowledge 1.2 Recap countries of the UK including capital cities.</p> <p>Geographical skills and fieldwork 4.1 & 4.2</p> <p>Reading of maps (rivers, mountain ranges, seas) 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 Using a map to plot a journey home. Debate about Zappo's and the environmental impact</p>		<p>Why do oceans matter?</p> <p>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.</p>		<p>Would you like to live in the desert?</p> <p>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.</p>	
KS2 Y6				<p>Place Knowledge GEOG</p> <p>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</p> <p>Locational Knowledge 1.3</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)</p>		<p>Where does our energy come from?</p> <p>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>		
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.</p> <p>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.</p> <p>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. 							