Subject: Geography **Cycle: A**

EYFS Early Learning Goals:

Understanding of the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

EYFS continuous provision opportunities

- Asking questions about their familiar world e.g. where they live or the natural world
- Learning their address
- Seasonal walks in school grounds and local area e.g. church. Focus on looking at patterns/changes/environment
- Observing changes over time in animals' growth and plants decay and growth
- Opportunities for map work; fictitious and real

Knowledge:	**Skills:**	**Vocabulary:**	**Resources:**
• To understand directions up, down, left & right. • Name and locate the UK • Understand where England is located in the UK. • To identify and name basic geographical and environmental features. • To understand what people can do to change the environment.	• Use own symbols on imaginary maps. • Use relative vocabulary, bigger, smaller, like/unlike • Model layouts, draw around objects to make a plan • Extract information and add to picture maps. • Draw picture maps of imaginary places from stories. • Talk about picture maps. • Use world maps and globes. • To develop maze skills- developing 'way finding'	Beach Forest Mountain Sea River Season Weather Land Ocean/sea City Village Farm House Shop Map Direction	Beebots Google Earth Directional cards World map Globe UK map Comparative resources- non-fiction books Artefacts

Year Group	**Yr 1/2**	**Yr 3/4**	**Yr 5/6**
Areas to revisit	Retrieval practice of: • Name the 7 continents and 5 oceans • Map of UK, countries and capital cities	Retrieval practice of: • Name the 7 continents and 5 oceans, countries (named) • Map of UK, countries and capital cities, counties (named)	Retrieval practice of: • Name the 7 continents and 5 oceans, countries (named) • Map of UK, countries and capital cities, counties (named)

Autumn 1			
Autumn 2			
Spring 1	**Locational knowledge** • name and locate the world's seven continents and five oceans **Geographical skills and fieldwork** • 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 **Key vocabulary to teach:** Forest, hill, mountain, river, soil, valley, vegetation • Can ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place? • Can use simple electronic globes/maps. • Can use a range of maps and globes (including picture maps) at different scales.		

	• Can use vocabulary such as bigger/smaller, near/far. • Know that maps give information about places in the world (where/what?). • Can locate land and sea on maps. • Can use large scale maps and aerial photos.		
Spring 2		**Locational knowledge** • 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 • 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) **Place Knowledge:** • understand geographical similarities and differences through the study of human and physical geography of South America • Can ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes	**Human and physical geography:** • 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 **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Locational knowledge** • locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Can 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

		Human and physical geography • describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers • Can make comparisons with their own lives and their own situation. • Can show increasing empathy and describe similarities as well as differences. **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Can use geographical language relating to the physical and human processes detailed in the PoS e.g. special features of a rainforest.	Meridian and time zones (including day and night). **Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in South America • Can use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Can relate different maps to each other and to aerial photos. • Can begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. • Can choose the most appropriate map/globe for a specific purpose. • Can follow routes on maps describing what can be seen. • Can interpret and use thematic maps. • Can understand that purpose, scale, symbols and style are related. • Can recognise different map projections. • Can identify, describe and interpret relief features on OS maps.
Summer 1	**Place knowledge** • 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 • Small area of the United Kingdom (Curdridge) • Small area in a contrasting non-European country (to be decided) **Human and physical geography** • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	**Geographical skills and fieldwork** • 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. • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) • Can label maps with titles to show their purpose. • Can recognise that contours show height and slope.	

	• Can use maps and other images to talk about everyday life e.g. where we live, journey to school etc. **Geographical skills and fieldwork** • 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 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. • Can devise a simple map; and use and construct basic symbols in a key • Can use large scale maps and aerial photos of the school and local area. • Can recognise simple features on maps e.g. buildings, roads and fields. • Can follow a route on a map starting with a picture map of the school. • Can recognise that maps need titles. • Can recognise landmarks and basic human features on aerial photos. • Know which direction is North on an OS map. • Can draw a simple map e.g. of a garden, route map, place in a story • Can use and construct basic symbols in a map key.	• Can use 4 figure coordinates to locate features on maps. • Can create maps of small areas with features in the correct place. • Can use plan views. • Can recognise some standard OS symbols. • Can link features on maps to photos and aerial views. • Can make a simple scaled drawing e.g. of the classroom. • Can use a scale bar to calculate some distances. • Can relate measurement on large scale map to measurements outside. • Can use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. **Human and physical geography** • describe and understand key aspects of: rivers and the water cycle **Locational Knowledge** • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	

	• Know that symbols mean something on maps. • Can find a given OS symbol on a map with support. • Can begin to realise why maps need a key. • Can look down on objects and make a plan e.g. of the classroom or playground. • Can use a postcode to find a place on a digital map.	• Can express opinions and personal views about what they like and don't like about specific geographical features and situations	
Summer 2			**Geographical skills and fieldwork** • 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 (to be taught before visiting East Dene) • 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 • key topographical features- coasts • Can create sketch maps using symbols and a key. • Can use a wider range of OS symbols including 1:50K symbols.

			• Can know that different scale OS maps use some different symbols. Can use models and maps to discuss land shape i.e. contours and slopes. • Can use the scale bar on maps. • Can read and compare map scales. • Can draw measured plans. • Can ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? (land and coastal erosion)