

Subject: Geography		Cycle: A			
<p>EYFS Characteristics of Effective Learning:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>Playing and Exploring Finding out and exploring; Using what they know in their play Be willing to have a go</p> </td> <td style="width: 33%; vertical-align: top;"> <p>Active Learning Being involved and concentrating Keeping on trying Enjoying and achieving what they set out to do</p> </td> <td style="width: 33%; vertical-align: top;"> <p>Creating and Thinking Critically Having their own ideas Using what they already know to learn new things Choosing ways to do things and finding new ways</p> </td> </tr> </table>			<p>Playing and Exploring Finding out and exploring; Using what they know in their play Be willing to have a go</p>	<p>Active Learning Being involved and concentrating Keeping on trying Enjoying and achieving what they set out to do</p>	<p>Creating and Thinking Critically Having their own ideas Using what they already know to learn new things Choosing ways to do things and finding new ways</p>
<p>Playing and Exploring Finding out and exploring; Using what they know in their play Be willing to have a go</p>	<p>Active Learning Being involved and concentrating Keeping on trying Enjoying and achieving what they set out to do</p>	<p>Creating and Thinking Critically Having their own ideas Using what they already know to learn new things Choosing ways to do things and finding new ways</p>			
<p>EYFS Early Learning Goals: Explore the natural world around them, making observations and drawing pictures of animals and plants; 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; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 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>EYFS Continuous Provision opportunities: Nature areas set up in outdoor area Seasonal Welly Walks in local area e.g. Glebe Field - Focus on looking at patterns/changes/environment – link with Science Tree Study Observing changes over time in plants decay and growth using outdoor area Opportunities for map work; fictitious and real – linked with stories eg. Little Red Riding Hood Water/ice play</p>					
<p>Vocabulary: See Vocabulary progression map</p>	<p>Resources: Maps of a range of types and scales, atlases, compasses, aerial photographs, beebots, globe, photographs, books – fiction and non-fiction</p>				

	Year 1/2	Year 3/4	Year 5/6
Autumn	<p>Antarctica – Hot and Cold Areas</p> <ul style="list-style-type: none"> • Name and locate Antarctica, Africa, Europe, Southern Ocean, Indian Ocean and Arctic Ocean • The location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use basic geographical vocabulary to refer to key physical features, including beach, forest, ocean, vegetation, weather • Use basic geographical vocabulary to refer to key human features, including farm, house, shop • Use world maps, atlases and globes to identify continents and oceans studied at this key stage • 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 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 • 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>UK Locational Knowledge</p> <ul style="list-style-type: none"> • 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 • 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 • Identify the position and significance of Equator, Northern Hemisphere, Arctic Circle, latitude, longitude. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass to build their knowledge of the United Kingdom • Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 	<p>Portsmouth – Economic Activity</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 • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • Human geography, including types of settlement and land use • Human geography, including economic activity • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the four points of a compass to build their knowledge of the wider world • Use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world • Use 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 & digital technologies

Spring	<p>My School</p> <ul style="list-style-type: none"> • Name, locate and identify the UK in the world and their local area in the UK • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom • Use basic geographical vocabulary to refer to key physical features, including forest, soil, vegetation. • Use basic geographical vocabulary to refer to key human features, including house, office, port, harbour & shop (delete as appropriate for your school and local area) • Use world maps, atlases and globes to identify the United Kingdom and its countries • 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 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 • 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>The Alps- European Study</p> <ul style="list-style-type: none"> • 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 • Identify the position and significance of Equator, Northern Hemisphere, Tropic of Cancer, Arctic Circle, Greenwich/Prime Meridian and time zones (including day and night) • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country • Physical geography, including biomes, climate zones • Human geography, including types of settlement and land use • Human geography, including economic activity • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the four (introduce eight) points of a compass to build their knowledge of the wider world • Use symbols and key to build their knowledge of 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 & digital technologies 	<p>Nepal – Mountains and Earthquakes</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Asia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Identify the position and significance of Equator, Northern Hemisphere, Prime/Greenwich Meridian and time zones (including day and night) • Physical geography, including mountains • Physical geography, including earthquakes • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass to build their knowledge of the wider world • Use four-figure grid references to build their knowledge of the wider world • Use symbols and key to build their knowledge of 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 & digital technologies
--------	--	---	---

Summer	<p>The UK – Weather and Seasons</p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of London, Edinburgh, Cardiff, Belfast (England, Scotland, Wales and N.Ireland) • Identify seasonal and daily weather patterns in the United Kingdom • Use basic geographical vocabulary to refer to key physical features, including beach, vegetation, season and weather • Use basic geographical vocabulary to refer to key human features, including city, town, house, shop • Use world maps, atlases and globes to identify the United Kingdom and its countries, • 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 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 • 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>Peru – Biomes and Climate Zones</p> <ul style="list-style-type: none"> • Locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Tropic of Cancer and Capricorn, latitude and longitude. • Physical geography: climate zones • Physical geography: biomes and vegetation belts • Physical geography: water cycle • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the four points of a compass to build their knowledge of the wider world • Use symbols and key to build their knowledge of 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 & digital technologies 	
--------	--	--	--

Subject: Geography		Cycle: B			
<p>EYFS Characteristics of Effective Learning:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Playing and Exploring Finding out and exploring; Using what they know in their play Be willing to have a go</p> </td> <td style="vertical-align: top;"> <p>Active Learning Being involved and concentrating Keeping on trying Enjoying and achieving what they set out to do</p> </td> <td style="vertical-align: top;"> <p>Creating and Thinking Critically Having their own ideas Using what they already know to learn new things Choosing ways to do things and finding new ways</p> </td> </tr> </table>			<p>Playing and Exploring Finding out and exploring; Using what they know in their play Be willing to have a go</p>	<p>Active Learning Being involved and concentrating Keeping on trying Enjoying and achieving what they set out to do</p>	<p>Creating and Thinking Critically Having their own ideas Using what they already know to learn new things Choosing ways to do things and finding new ways</p>
<p>Playing and Exploring Finding out and exploring; Using what they know in their play Be willing to have a go</p>	<p>Active Learning Being involved and concentrating Keeping on trying Enjoying and achieving what they set out to do</p>	<p>Creating and Thinking Critically Having their own ideas Using what they already know to learn new things Choosing ways to do things and finding new ways</p>			
<p>EYFS Early Learning Goals:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</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> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</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 religious and cultural 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>EYFS Continuous Provision opportunities:</p> <p>Nature areas set up in outdoor area</p> <p>Seasonal Welly Walks in local area e.g. Glebe Field - Focus on looking at patterns/changes/environment – link with Science Tree Study</p> <p>Observing changes over time in plants decay and growth using outdoor area</p> <p>Opportunities for map work; fictitious and real – linked with stories eg. Little Red Riding Hood</p> <p>Water/ice play</p>					
<p>Vocabulary: See vocabulary progression document</p>	<p>Resources: Maps of a range of types and scales, atlases, compasses, aerial photographs, beebots, globe, photographs, books – fiction and non-fiction</p>				

	Year 1/2	Year 3/4	Year 5/6
Autumn	<p><u>My Local Area</u></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 • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom • Use basic geographical vocabulary to refer to key physical features, including forest, vegetation • 3.2 Use basic geographical vocabulary to refer to key human features, including village, farm, house, shop • Use world maps, atlases and globes to identify the United Kingdom and its countries • 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 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 • 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><u>Natural Resources</u></p> <ul style="list-style-type: none"> • Locate the world's countries • Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer and Capricorn. • Human geography, including the distribution of natural resources including energy, minerals and water • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass to build their knowledge of the wider world • Use 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 & digital technologies 	<p><u>Rivers and Water Cycle – link to Nile</u></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 • Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, latitude, longitude, Tropic of Cancer and Capricorn • Physical geography, including rivers • Physical geography, including the water cycle • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass to build their knowledge of the United Kingdom • Use six-figure grid references to build their knowledge of the United Kingdom • Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom • 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 & digital technologies

Spring	<p><u>Resourceful Rivers</u></p> <ul style="list-style-type: none"> ● Name and locate the world's seven continents and five oceans **make specific to suit your planning** ● Name, locate and the four countries and capital cities of the United Kingdom and its surrounding seas **make specific to suit your planning** ● Use basic geographical vocabulary to refer to: key physical features, including river, beach, cliff, coast, hill, mountain, sea, valley. ● Use basic geographical vocabulary to refer to: key human features, including city, town, village, factory, farm, port. ● Use world maps, atlases and globes to identify the United Kingdom and its countries ● 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 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 ● 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><u>Volcanoes – DRC- could compare with Pompeii</u></p> <ul style="list-style-type: none"> ● Locate the world's countries, using maps to focus on Africa, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ● Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere ● Physical geography, including volcanoes ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● Use the four points of a compass to build their knowledge of the wider world ● Use six-figure grid references to build their knowledge of the wider world ● Use symbols and key to build their knowledge of 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 & digital technologies 	<p><u>Economic Activity – Chocolate & The Ivory Coast (could use as model for Honey & Greece)</u></p> <ul style="list-style-type: none"> ● Locate the world's countries, using maps to focus on Asia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ● Identify the position and significance of Equator, Northern Hemisphere, Tropic of Cancer, Prime/Greenwich Meridian and time zones (including day and night) ● Physical geography: climate zones ● Physical geography: biomes and vegetation belts ● Human geography: the distribution of natural resources including food and water ● Human geography: economic activity including trade links ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● Use the four points of a compass to build their knowledge of the wider world ● Use symbols and key to build their knowledge of 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 & digital technologies
---------------	---	--	---

Summer	<p><u>New York – Comparative Small Area</u></p> <ul style="list-style-type: none"> • Name and locate North America, South America, Europe, Atlantic Ocean • Understand geographical similarities and differences through studying the human and physical geography of a small area of a small area in a contrasting non-European country • Use basic geographical vocabulary to refer to: key physical features, including: forest, weather, coast, vegetation, ocean • Use basic geographical vocabulary to refer to: key human features, including: city, village, farm, house, shop, office, harbour, port • Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage • Use simple compass directions (North, South, East and West) and locational and directional languages [for example, near and far; left and right] to describe the location of features and routes on a map • 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 • 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><u>Local Study – Settlement and Land Use</u></p> <ul style="list-style-type: none"> • Locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • 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 • Identify the position and significance of Equator, Northern Hemisphere, latitude, longitude, Prime/Greenwich Meridian and time zones (including day and night) • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • Human geography: types of settlement and land use • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the four points of a compass to build their knowledge of the United Kingdom • Use four-figure grid references to build their knowledge of the United Kingdom and the wider world • Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom • 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 & digital technologies 	<p><u>British Columbia – North America</u></p> <ul style="list-style-type: none"> • Locate the world’s countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Identify the position and significance of Equator, Northern Hemisphere, Tropic of Capricorn, latitude and longitude, Greenwich/Prime Meridian and time zones (including day and night) • Understand geographical similarities and differences through the study of human and physical geography of a region within North America • Physical geography, including climate zones • Physical geography, including biomes and vegetation belts • Human geography, including types of settlement and land use • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass to build their knowledge of the wider world • Use symbols and key to build their knowledge of 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 & digital technologies
--------	--	--	---