



Community		Christianity		Aspirations		Perseverance	
Substantive Content	Locational knowledge, place knowledge, human and physical geography & geographical skills and fieldwork						
Disciplinary Content	Children can develop a deeper understanding of geography and how it relates to the world around them. Think like a Geographer, work like a Geographer, how to make use of Geography.						
EYFS Intent/Themes (A)	Getting to know me.	Space	Traditional Tales	Springtime & Growth	Food & Farming	The Seaside	
EYFS	EYFS Statutory Framework: Understanding the World ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 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. ELG: The Natural World 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.						
Reception	Enhanced Learning: Garden Area – Observing & Describing Seasonal Changes and the Weather – signs of Autumn/Winter/Spring/Summer Asking questions & using secondary sources including books & the internet to answer questions Naming & Describing the material objects are made from Explore the natural world around them, welly walks, garden afternoons, local walk Make observations of the weather and how it affects the environment Notice and talk about some similarities and differences between some of the man-made and natural features of their environment Talking about the human and physical features they can see at school and at home Talk about and compare contrasting environments either experienced or read about including the weather and the plants and animals that live there Enhanced and Continuous Provision: Explore the natural world around them, talking about the human and physical features they can see at school and at home Make observations of the weather and how it affects the environment Notice and talk about some similarities and differences between some of the man-made and natural features of their environment and contrasting environments including the weather and the plants and animals that live there.						

EYFS Key Knowledge & Skills

Talk about members of their immediate family and community Know the name of their street and that they live in Pilling etc Describe their immediate environment using knowledge from observation, discussion, fiction and non-fiction texts.	Recognise and discuss some similarities and differences between different religious and cultural communities in this country, drawing on their own experiences and what has been said in class.	To be able to talk about the seasons and the changes in the weather drawing on their own experiences and what has been said in class.	Draw a simple map based on a story – e.g. The Gruffalo	To be able to talk about the seasons and the changes in the weather drawing on their own experiences and what has been said in class.	Recognise and talk about similarities and differences between the natural world around them and contrasting environments, including the weather • Recognise and talk about similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate, maps
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Knowledge & Skills (A)	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Locational Knowledge	-Identify the four main countries making up the United Kingdom. -Name the capital cities of England, Wales, Scotland and Ireland. -Name other major cities of England, Wales, Scotland and Ireland. -Find where they live on a map of the United Kingdom. -Point out where the equator, north pole and south pole are on a globe or atlas. -Name the seven continents of the world and find them in an atlas. -Name the world's five oceans and find them in an atlas.	-Know the countries that make up the continent of Europe. -Name and locate the capital cities of neighbouring European countries. -Name up to six cities in the UK and locate them on a map. -Name some of the counties of England and locate them on a map. -Name a number of countries in the Southern hemisphere. -Name a number of countries in the northern hemisphere. -Name and locate many of the world's most significant rivers. -Name and locate some of the UK's largest mountains.	-Identify and name lines of latitude and longitude: the Tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime Meridian. -Explain how time zones work. -Begin to recognise the climate of a given area according to its location on the map. - Name and locate the main countries in North and South America on a world map and atlas. -Name and locate many of the world's most famous mountain ranges on maps.
Place Knowledge	-Make simple comparisons between human and physical features of a small area of the UK and a contrasting non-European country.	-Describe geographical similarities and differences between human and physical features of a region of the United Kingdom	-Describe geographical similarities and differences between human and physical features of a region of North or South America.

		-Describe geographical similarities and differences between human and physical features of a region in a European country.	
Human Geography	use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Describe the key features of rivers and explain how they are formed. Explain the water cycle. Describe how mountains, volcanoes and earthquakes are formed.	Describe the different climate zones, biomes and vegetation belts.
Physical Geography	Identify seasonal and daily weather patterns in the United Kingdom Identify 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, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Describe types of settlement and land use.	Describe economic activity and trade links. Describe the distribution of natural resources including energy, food, minerals and water.
Geographical Skills	-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 countries, continents and oceans -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 the eight points of a compass, symbols and key to build knowledge of the UK and the wider world. -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use four figure grid references, symbols and key (including the use of ordnance survey maps) to build knowledge of the UK and the wider world.	-Use four and six figure grid references, symbols and key (including the use of ordnance survey maps) to build knowledge of the UK and the wider world. -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Fieldwork	-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 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	-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.
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