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| **Year**  **Group** |  | **Autumn** |  | **Spring** |  | **Summer** |
| **EYFS** |  | Sequenced across Nursery and Reception, the EYFS curriculum has been formed from aspects focused on Understanding the World. These include sense of place, community and map skills for geography.  Understanding the World  ELG:  People, Culture and Communities: - Children at the expected level of development will,  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. | | | | |
| **1** | **Knowledge** | **Local Area – Why was The Dream** **created?**  **Geographical skills and fieldwork**  Use simple compass directions (N,S,E,W) and locational and directional language (near, far, left, right etc) to describe the location and features on a map.  Use aerial photographs and plan perspectives to recognise landmarks (The Dream) and basic human and physical features. Devise a simple map; and use and construct a basic symbols key. | **Knowledge** | **Weather – How does it affect our lives?**  **Human and Physical Geography**  Identify seasonal and daily weather patterns in the UK  The location of hot and cold areas of the world in relation to the equator and the North and South Poles. | **Knowledge** | **Countries and capitals (UK)**  **Locational Knowledge**  Name, locate and identify characteristics of the four countries of the UK and its surrounding seas |
| **Skills** | **Skills and Fieldwork**   * Use of aerial photographs and plans to recognise landmarks and basic human and physical features. Devise and use a simple map and use and construct basic symbols in a key. Visit to The Dream identifying human and physical features. | | | | |
| **Year**  **Group** |  | **Autumn** |  | **Spring** |  | **Summer** |
| **2** | **Knowledge** | **7 Continents and oceans**  **Locational knowledge**  Name and locate the world’s seven continents and five oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at KS1.  Vocab – sea, ocean, beach, coast, cliff. | **Knowledge** | **Similarities and differences – Uganda including weather patterns in relation to the equator.**  **Place knowledge**  **Human and physical geography**  Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (our local area) and a small area in a contrasting non-European country (Ntungamo Town in Uganda). Identify weather patterns in relation to the Equator.  Use fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.  Vocab – city, town, village, farm, house, Equator | **Knowledge** | **Field work local – The Dream, and the local area.**  **Geographical Skills and 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 simple compass directions and locational directional language to describe the location and features of routes on a map. |
| **Skills** | **Skills and fieldwork –** use maps, atlases and globes to identify the 7 continents and 5 oceans. Fieldwork visiting The Dream using skills learnt from Y1 making notes of what is around based on human and physical features. Studying photographs and aerial maps of local area and contracting areas. | | | | |

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| **Year**  **Group** |  | **Autumn** |  | | **Spring** | |  | | **Summer** | |
| **3** | **Knowledge** | **Looking at the region in the North-West.**  **Place Knowledge**  Understand geographical similarities and differences through the study of human and physical geography of the North West of the United Kingdom with a region in a European country.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied within the North-West region. | **Knowledge** | | **Regions of the UK- Counties and cities**  **Locational Knowledge**  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (incl coasts, hills, rivers and mountains and how they have changed over time.  Identify the position and significance of the Greenwich Meridian and time zone. | | **Knowledge** | | **Looking at Europe and countries on a map.**    **Locational Knowledge**  Locate counties using maps focus on Europe.  Names of cities and capitals. Significant human and physical features (famous landmarks in European cities).  Look at the difference in time zones. | |
| **Skills** | **Skills and fieldwork -** Use maps, atlases, globes and digital/computer mapping to locate countries and places. Use the eight points of a compass and six-figure grid references, symbols and key to build their knowledge of the UK and the wider world. | | | | | | | | |
| **Year**  **Group** |  | **Autumn** | |  | | **Spring** | |  | | **Summer** |
| **4** | **Knowledge** | **Mountains**  **Human and Physical Geography & Locational Knowledge**  Focus on The Alps and the Locate European countries. Physical geography, including: climate zones, biomes and vegetation belts. Topographical features including hills, mountains, coasts and rivers. | | **Knowledge** | | **Spain - Human and Physical features, major regions and cities**.  **Place Knowledge**  Understand geographical similarities and differences. Compare region of Spain to North West England (previously learnt in Y3). Include hills, mountains, rivers and coasts. | | **Knowledge** | | **Rivers in Europe and The Water Cycle.**  **Human and Physical Geography**  Describe and understand the key aspects of rivers.  Describe the main aspects of the water cycle. |
| **Skills** | **Human and physical geography**  **Geographical skills and fieldwork**  Use maps, atlases, globes to locate countries and rivers and describe features studied. | | | | | | | | |

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| **5** | **Knowledge** | **North America** – **comparing counties in the UK to states in the United States.**  **Place knowledge**  Understand geographical similarities and differences through the study of human and physical geography (Europe to North America)  Most significant human features (Grand Canyon)  **Locational Knowledge**  Identify the position and significance of latitude, longitude and Equator | **Knowledge** | **Volcanoes and earthquakes in North America**  **Locational Knowledge**  Locate North America – key physical and human characteristics, countries and major cities.  Physical Knowledge - Describe and understand key aspects of volcanoes and earthquakes. Human Geography – land use, economic activity.  **Human and Physical Knowledge**  Physical geography, including: climate zones, volcanoes and earthquakes. | **Knowledge** | **Sankey Valley local study.**  **Locational Knowledge**  **-**Land use  -sewage  -Routes  -Mapping  Know how land use changed over time. |
| **Skills** | **Skills and fieldwork-**  use maps, atlases, globed and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass as well as four-figure grid references (UK), symbols and key to build knowledge of the wider world. Observe, measure, record and present the human and physical features in the local areas using a range of methods including sketch maps, plans, graphs and digital technologies. Visit Sankey Valley for mapping. | | | | |

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| **6** | **Knowledge** | **UK Geography.**  **Human and Physical Geography**  Understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  Understand the Industrial Revolution from a Geographical point of view  -land use patterns  -Economic activity  -trade links  -Distribution of natural resources | **Knowledge** | **South America**  **-Brazil**  **Place Knowledge**  Understand geographical similarities and differences through the study of human and physical geography (Europe to North America)  -human/physical Geography  -Rainforests  -climate zones, biomes, vegetation belts, rivers  -Comparison to UK. | **Knowledge** | **Climate Change** -**Arctic and Antarctic Circle**  **Locational knowledge**  Identify the position and significance of latitude, longitude, Equator, hemispheres, tropics and arctic and Antarctic circle. |
| **Skills** | **Skills and Fieldwork**  Use 6-figure grid references to build knowledge of the wider world. Use maps, atlases, globes and digital/computer mapping. Observe, measure and present findings. Six-figure grid references (non-UK) | | | | |