Geography in EYFS The skills taught will not change however the context may change due to the children's interests and cohort.		
Autumn Community and diversity of local area Begin to use maps of school grounds and local area Geography of the school grounds Weather relating to seasons Positional language *Understanding geography through stories: Rosie's walk by Pat Hutchins* *We're going on a bear hunt by Michael Rosen,* My Map Book by Sarah Fanelli	**Spring** Compare hot and cold environments around the world Draw a plan of a familiar environment Using a range of maps Weather relating to seasons Positional language *Understanding geography through stories:* Welcome by Barroux, The Snail and the Whale by Julia Donaldson, Blown away by Rob Biddulph	**Summer** Use simple maps to locate land and sea Drawing maps Compare life in this country to life in another country Weather relating to seasons Positional language *Understanding geography through stories:* Winnie at the Seaside by Valerie Thomas and Korgi Paul, What the ladybird heard at the beach & sharing a shell by Julia Donaldson,
Vocabulary Community Home Local Map School Shop House job	Vocabulary Hot Cold World Map Ocean Travel	Vocabulary Sea Ocean Land Country

KS1 **Year 1**	**<u>Our school within its locality.</u>** **Key question:** What's around our school and Chorley?	**<u>The United Kingdom</u>** **Key question:** What is the geography of the United Kingdom?	**<u>Field work</u>** Coasts – "Oh I do love to be beside the seaside…"
National curriculum coverage	• 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. • use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.	• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas, • use simple compass directions (North, South, East and West) and locational and directional language 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 studied at this key stage.	• to understand what key features are found in a coastal location, • to analyse the factors that create either erosional or depositional landforms, • to consider the value and management of the stretch of coastline, and make conclusions about the land use, • to understand the need for sea defences and consider their effectiveness and aesthetic appeal. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.
Disciplinary knowledge	Make observations. Describe using geographical terms.	Use world maps, atlases, and globes.	
Substantive concepts	Space Place	Scale	

KS1 **Year 2**	**<u>Hot and cold areas of the world</u>** **Key question:** What is the climate like around the world?	**<u>UK and India</u>** **Key question:** How does Chorley compare to Chembakolli?	**<u>Fieldwork</u>** Map skills – "Where am I going?"
National curriculum coverage	• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, • name and locate the world's seven continents and five oceans,	• 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, • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	• to understand what elements are integral to a map, • to understand spatiality, scale and direction. • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.
Disciplinary knowledge	Collect analyse and communicate with a range of data.	Interpret a range of sources	
Substantive concepts	Environmental interaction and sustainable development. Physical and human processes.	Cultural understanding and diversity. Interdependence (fair trade)	

KS2 **Year 3**	**<u>The UK</u>** **Key question:** What are the human and physical features of the UK?	**<u>Extreme earth</u>** **Key question:** What causes volcanoes and earthquakes?	**<u>Fieldwork</u>** Biomes/Ecosystems – "Thinking like Norton the elephant…"
National curriculum coverage	• 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, • 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.	• describe and understand key aspects of physical geography including: volcanoes and earthquakes.	• to consider factors that create an ecosystem. • to consider how humans or other factors have interrupted or altered the natural progression of the ecosystem. • to acknowledge the management and effectiveness of an environment, • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.
Disciplinary knowledge	Make links between features observed in the environment to those on maps and aerial photos.	Describe and understand key aspects of human and physical geography.	
Substantive concepts	Place Space	Physical and human processes.	

KS2 **Year 4**	**<u>All around the world</u>** **Key question:** What is cultural diversity?	**<u>Rivers and the water cycle</u>** **Key question:** How is a river formed?	**<u>Fieldwork</u>** Rivers – "Water, water, everywhere…"
National curriculum coverage	• 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), • Physical geography including; climate zones • Human geography including; trade links • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, • use the 8 points of a compass, 4- and 6-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, • 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. • Physical geography including: rivers and the water cycle.	• To acknowledge the importance of water in our daily lives. • To consider the impact water can have if there is too much or too little of it in an area. • To understand and use geographical terminology to describe features of a river. • To demonstrate an awareness of factors/processes which impact a river along its course. • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.
Disciplinary knowledge	Use maps and diagrams from a range of publication.	Observe, measure and record human and physical features	
Substantive concepts	Diverse places	Physical and human processes	

KS2 Year 5	**European contrast study twinned town with Chorley.(Szekesfehervar)** **Key question:** What makes a place appealing to tourists?	**Mountains** **Key question:** What is a mountain?	**Local study (Chorley Market)** **Key question:** How could our locality be more sustainable?	**Fieldwork** Settlement – "Where do I live?" (Local study)
National curriculum coverage	• 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. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	• describe and understand key aspects of physical geography including biomes and vegetation belts and mountains. • use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-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 • 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.	• To understand the spatiality and location of the local area. • To consider key geographical elements regarding the area. • To analyse data and make key conclusions regarding the land use. • To draw links between land use management and the Environmental Quality • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.
Disciplinary knowledge	Understand geographical similarities and differences	Describe and understand key aspects of physical Geography.	Use fieldwork to observe, measure record and present.	
Substantive concepts	Place Space Interdependence	Physical processes.	Sustainable development.	

KS2 **Year 6**	**<u>America</u>** **Key question:** How do humans cause environmental damage?	**<u>Our changing world</u>** **Key question:** How is climate change impacting our environment?	**<u>Fieldwork</u>** Weather and Climate "Sunny with a chance of…."
National curriculum coverage	• 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 • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in **North** or South America.	• 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 • 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	• To understand how different elements of the weather are measured. • To analyse how surrounding factors effect each element. • To consider the impact weather has on our daily lives. • To acknowledge the differences between weather and climate
Disciplinary knowledge	Communicate geographical information in a variety of different ways.	Collect, analyse and communicate with a range of data.	
Substantive concepts	Cultural understanding and diversity Interdependence Environmental action	Physical processes	