

AGE PHASE	YEAR GROUP	AUTUMN		SPRING		SUMMER	
EYFS	N/YR	Planning in EYFS is fluid, following the needs and interests of the children, but addresses geographical skills and concepts through the following statements from Development Matters curriculum guidance: <u>Nursery</u> <ul style="list-style-type: none">to know there are different countries in the world <u>Reception</u> <ul style="list-style-type: none">draw information from a simple mapSimilarities and differences between life in this country and other countries (depending on the interests of the children)Describe what they see, hear and feel whilst outsideRecognise some environments are different to the ones in which they liveUnderstand the effect of changing seasons on the natural world around them					
KS1	1 Learning Env: N,S,E,W World map with North & South Pole, Equator, oceans, continents, seasons	Throughout the year: Use basic geographical vocabulary to refer to: <div><input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</div> <div><input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</div>		Weather & Seasons Identify seasonal and daily weather patterns in the United Kingdom.	Using maps- North, South, East and West 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 a simple picture map to move around the school.	Oceans & Continents Name and locate the world's seven continents and five oceans, North & South Poles, Equator Use world maps, atlases and globes to identify the United Kingdom as well as the continents and oceans	UK and Australia Hot and cold areas 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 (Australia) Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

	<p>2</p> <p>Learning Env:</p> <p>N,S,E,W</p> <p>World map with North & South Pole, Equator, oceans, continents, UK map</p>	<p>Throughout the year:</p> <p>Use basic geographical vocabulary to refer to:</p> <p>□ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>□ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>All about me</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>.</p>	<p>Explorers (History focus, but opportunity for geography)</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (reinforce from Y1)</p>	<p>Who lives here?</p> <p>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: (one from each of the 5 continents, expanding on work from Y1:</p> <p>Inuits (N. America)</p> <p>Yanomani (S. America)</p> <p>Mongolia (Asia)</p> <p>Masai (Africa)</p> <p>+ Tunisia (Europe)</p>		<p>Travel and Transport</p> <p>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 (Equador)</p> <p>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. (reinforcement of Y1 work)</p> <p>Follow a route on a map. Use a plan view. Use a simple atlas to locate places.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map; use and construct basic symbols in a key.</p>
LKS2	<p>3</p> <p>Learning Env:</p> <p>N,S,E,W</p> <p>World map with North & South Pole, Equator, Tropics of Cancer & Capricorn, Arctic, Antarctic circles</p>		<p>Mountains and volcanoes</p> <p>Identify highest mountains in the world. Compare with UK.</p> <p>Describe and understand key aspects of: Physical geography including mountains, Volcanoes and earthquakes (linking to Science:rock types.)</p>	<p>Countries of the world</p> <p>Locate and name the continents on a World Map (revision)</p> <p>Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,</p> <p>Locate the main countries of the world</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Rainforests</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Describe and understand key aspects of: Physical geography including climate zones.</p>		<p>On-going:</p> <p>Use the four points of the compass and letter/number co-ordinates to locate features on a map (opportunities in Countries of the World topic – using atlases)</p> <p>Follow a route on a map (eg. whilst orienteering round school grounds)</p>

	<p>4</p> <p>Learning Env: N,S,E,W, NW, NE, SW, SE World map with North & South Pole, Equator, Tropics of Cancer & Capricorn Map of Europe</p>	<p>Local area (with map skills focus)</p> <p>Learn the eight points of a compass, four-figure grid references. symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use OS map to find local information</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Europe</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>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 – Paris</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Locate places on large scale maps (eg countries, rivers, mountains)</p>		<p>Rivers and the water cycle</p> <p>*Map work linked to main rivers in the world</p> <p>*Features of a river</p> <p>Identify longest rivers in the world, Compare with UK.</p> <p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (within context of a river study).</p>		
UKS2	<p>5</p> <p>Learning Env: N,S,E,W, NW, NE, SW, SE World map with North & South Pole, Equator, Tropics of Cancer & Capricorn</p>	<p>UK Topic</p> <p>Locate and name the main 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</p>				<p>Climate around the world (Africa focus)</p> <p>Describe and understand key aspects of : Physical geography including climate zones, biomes and vegetation belts.</p> <p>Economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p>	

	<p>Greenwich Meridian, UK map Biomes map</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Locate places on large scale maps (eg countries, rivers, mountains)</p> <p>Use the eight points of a compass</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p> <p>Select a map for a specific purpose, eg OS map to find local information, atlas for locating countries and regions.</p> <p>Economic activity including the distribution of natural resources including energy, food, minerals and water</p>				<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of Africa (Bwyale Link)</p>
<p>6</p> <p>Learning Env: N,S,E,W, NW, NE, SW, SE World map with North & South Pole, Equator, Tropics of Cancer & Capricorn Greenwich Meridian, UK map</p>			<p>North and South America</p> <p>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 (revision)</p> <p>and time zones (including day and night)</p> <p>Locate the main countries in North and South America. Locate and name principal cities. Identify their main environmental regions, key physical and human</p>	<p>N & S America cont. (trade links)</p> <p>Lancaster (History focus, but opportunity for geography)</p> <p>Linking with History, compare land use maps (including ordnance survey maps) of Lancaster from past with the present, focusing on land use.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>The Lake District (including OS map skills)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (lake district) and a North American national park.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p>(Extend to 6 figure grid references with teaching of latitude and longitude in depth.)</p> <p>Follow a short route on an OS map. Describe features shown on an OS map. Use atlases to find out about other features of places eg mountain regions, weather patterns.</p>

				<p>characteristics, and major cities.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p>		<p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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Geography Overview: 2021-22