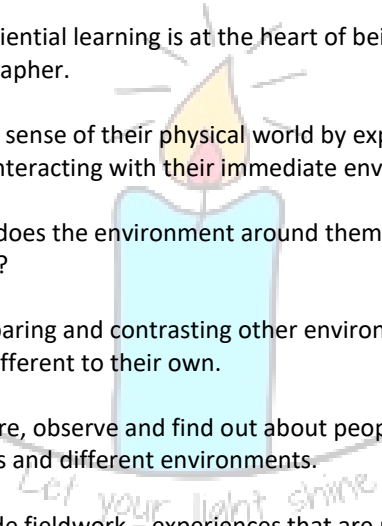


GEOGRAPHY COVERAGE

Age Phase	Year Group	Experiential learning incorporating enquiry, investigation and exploration. Links to Global Dimension where possible.	Main National Curriculum Focus (EYFS Outcomes)	Geography Concepts	Big Ideas
Early Years	Rec	<p>Where do I live?</p> <p>What happens on a farm?</p> <p>Where do different animals live in the world?</p>	<p>Understanding the World ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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; - 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 	<p>A sense of place.</p> <p>Experiential learning is at the heart of being a geographer.</p> <p>Make sense of their physical world by experiencing and interacting with their immediate environment.</p> <p>How does the environment around them influence them?</p> <p>Comparing and contrasting other environments that are different to their own.</p> <p>Explore, observe and find out about people, animals, places and different environments.</p> <p>Include fieldwork – experiences that are memorable and hands on will excite and inspire.</p> <p>Sustainability – reduce, reuse, recycle – how can we make a difference?</p>	<p>LOCATION</p> <p>DIVERSITY</p> <p>IMPACT</p>



Key Stage 1	Year 1	What changes take place when the season changes?	Human and physical geography.	<p>To include:-</p> <ul style="list-style-type: none"> - 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. - Use world maps, atlases, globes to identify UK and its countries, as well as the countries and continents and oceans studied at this key stage. - Use simple compass direction and locational directional language 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 school and its grounds and the key human and physical features of the environment. <p><i>Experiential learning is at the heart of our geography curriculum. Memorable moments come from first-hand experience of being a geographer. This should excite and inspire. Allow children to connect with a place, community or environment where possible. Global dimension links with human geography and focus on being responsible global citizens.</i></p>
		How do people live differently in different parts of the world?	Locational knowledge. Place knowledge.	
		What is life in the city like?	Locational knowledge. Place knowledge. Human and physical geography.	
	Year 2	How is the country where I live different to other countries?	Locational knowledge. Place knowledge. Human and physical geography.	
		What is life like in the Arctic?	Locational knowledge. Place knowledge. Human and physical geography.	
		What are maps and how are they used?	Locational knowledge. Human and physical geography.	

Lower Key Stage 2	Year 3	What do you know about the United Kingdom?	Locational knowledge. Human and physical geography. Geographical skills and fieldwork.	<p>Coverage in KS2 will include:-</p> <p>Study of environmental regions, key physical and human characteristics, countries, and major cities.</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 and time zones (including day and night).</p> <p>Describe and understand key aspects of physical geography (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle).</p>	<p>LOCATION</p> <p>DIVERSITY</p> <p>IMPACT</p>
		Who are our European neighbours?	Locational knowledge. Place knowledge. Human and physical geography. Geographical skills and fieldwork.		
	Year 4	What are the different countries of the world?	Locational knowledge. Place knowledge. Human and physical geography. Geographical skills and fieldwork.		
		What is amazing about volcanoes and earthquakes?	Locational knowledge. Place knowledge. Human and physical geography. Geographical skills and fieldwork.		
		Why is Italy an interesting place to discover?	Place knowledge. Human and physical geography. Geographical skills and fieldwork.		

Upper Key Stage 2	Year 5	How are rivers formed?	Human and physical geography.	
		What is life like in South America?	Locational knowledge. Human and physical geography. Geographical skills and fieldwork.	
		What is in our local area?	Location knowledge. Place knowledge. Geographical skills and fieldwork.	
	Year 6	What is the climate like in Scandinavia?	Locational knowledge. Place knowledge. Human and physical geography. Geographical skills and fieldwork.	
		How are canyons formed?	Locational knowledge. Place knowledge. Human and physical geography. Geographical skills and fieldwork.	