



(19 weeks)

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none"> - Understand position through words alone. For example, "The bag is under the table," – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Use all their senses in hands-on exploration of natural materials. - Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> - Draw information from a simple map. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Recognise some environments that are different to the one in which they live. - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> - Locate the school on a map. - Locate the Arctic Circle on a map and name the countries that are a part of it. - Name and locate the countries of the UK and their capital cities. - Name and locate the seas around the UK. 	<ul style="list-style-type: none"> - Name and locate the world's continents and oceans. - Locate key features on globes, maps and plans. - Review the continents, oceans, countries and capitals of the UK. - Create a map of Paddington's journey from Peru to the UK and describe his journey. 	<ul style="list-style-type: none"> - Locate Greece on a map. - Locate Africa and identify its largest countries. - Locate countries and cities in the UK 		<ul style="list-style-type: none"> - Identify the location of the Roman Empire and how it relates to modern countries. - Name and locate countries in North and Central America and name some states in the USA. 	<ul style="list-style-type: none"> - Identify the location of current wars around the world. - Name and locate mountains and mountain ranges in the UK and around the world (include use of grid references).
Place Knowledge	<ul style="list-style-type: none"> - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> - 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. - Know some similarities and differences between 	<ul style="list-style-type: none"> - Look at the geography of the school and create a bird's eye view map. - Recognise a local environmental issue and suggest ways to help. - Explore and discover the interesting features of the local environment. - Describe the climate in the Arctic Circle. - Compare the 	<ul style="list-style-type: none"> - Compare and contrast London and Lima. - Create a map of London and describe Paddington's tour, using compass directions. 	<ul style="list-style-type: none"> - Identify and locate physical features of Benin. - Research culture in Benin - Explore places with different climate zones. - Describe significant places located in the wider world. - Compare two places in the UK, finding similarities and differences and giving 	<ul style="list-style-type: none"> - Research the traditions and customs of Brazil. - Research conservation issues Brazil is facing. 	<ul style="list-style-type: none"> - Understand the different climates of North and Central America. - Understand why people choose to move to the USA. - Create a map of Rayleigh, including local landmarks. - Research local landmarks and their importance to the local area. 	<ul style="list-style-type: none"> - To understand why earthquakes happen (link to position of the tectonic plates).

		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 around them, including the seasons.	climate of the Arctic Circle with the UK.		reasons for this. - Explore the rainforest environment.			
Human and Physical geography			<ul style="list-style-type: none"> - To know about the key human features in our local area. - To know about the key physical features in our local area. - Recognise and observe main human and physical features. - Learn about the Inuits. - Learn about the Aurora Borealis. 	<ul style="list-style-type: none"> - Name and identify key physical features by creating their own map. 	<ul style="list-style-type: none"> - Investigate key aspects of human and physical geography. - Identify key human and physical features of an area of the UK. 	<ul style="list-style-type: none"> - Identify physical features of Brazil. - Identify human features of Brazil. - Compare and contrast Brazil to a region of the UK. 	<ul style="list-style-type: none"> - Create a map of Egypt. - Identify some human and physical features of North America. 	<ul style="list-style-type: none"> - To understand how volcanoes are formed and how they erupt. - To know the difference between a tornado, hurricane and cyclone. - To learn about water pollution and its effects on the environment. - To learn about air pollution and its effects on the environment. - To understand what happens to our waste and research ways to reduce the waste that humans produce.
Geography Skills and Fieldwork			<ul style="list-style-type: none"> - Use simple field work skills. - Use globes, maps and plans. - Communicate in different ways using simple geographical information and vocabulary. - Express their own views about features of the environment. - To understand and know how to use compass points. - To create a plan for the classroom, including a key. 	<ul style="list-style-type: none"> - Use compass directions to locate features on a map. - Recognise, observe, describe and record physical and human features. - Use simple compass directions. - Make simple maps and plans. 	<ul style="list-style-type: none"> - Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans. - Use appropriate geographical vocabulary to communicate their findings. - Use ICT to help in geographical investigations. - Complete fieldwork in the local area (traffic or shop survey for example). - Describe the 	<ul style="list-style-type: none"> - Use appropriate geographical vocabulary to communicate their findings. 	<ul style="list-style-type: none"> - Use atlases, globes, maps and digital /computer mapping at a range of scales. - Draw plans and maps at a variety of scales. 	<ul style="list-style-type: none"> - Use atlases, globes, maps and digital /computer mapping at a range of scales.

					location of cities using eight points of a compass. - Use a key and grid references to create a map.			
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