

| Geography p 144 | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------|--|--|--|---|---|--|---|---|
| Locational (Maps) | | | Map of world, Map of Britain. Name and locate countries and capital cities in UK (Year 1) Name seven continents and five oceans (Year 2) | | Map of UK and World – Human and Physical. Planet Earth Name and locate countries and cities in the UK, geographical regions and start to identify human and physical features (Year2) Locate world countries focus on Europe and North and South America concentrating on their environmental features. (Year3/4) Identify the position and significance of latitude, longitude, Equator, North Hemisphere, Southern Hemisphere (Year 5/6) | | | |
| | Location of areas in the classroom Where do I live? | Location of areas in the classroom and whole school. Where do I live? How do I get to school? Where do we come from? | Locate area Basic map plan perspectives. Start school move out. Follow directions (up, down, left, right, forward and backwards). Draw maps of local area Name four countries and capital cities in the UK. Introduce and identify some human and physical features of the | Local area then move out. Labelling map of Britain. Name seven continents and five oceans. Introduce NSEW Draw map of local area using symbols to make a simple key. N | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia. Field work to observe human and physical features of the local area, using sketch maps, plan. Use 4 compass points to follow directions. Understand why key is important use some | Locate and name continents on a world map. Understand the term ‘climate zones’ and identify some differing ones. Touch upon global warming and its implications. | Latitude Map of Britain including counties and cities. Land use | Longitude- Time-zones Identify the position and significance of latitude, longitude, Equator, North Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Human geography – land use changes over time and trade. |

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| | | | UK | | standard symbols. | | | |
| Place (Nature of places) | | | Contrast small area of UK with Similar non-European Introduce and identify human and physical geography (Year 1) Look at differences and similarities (Year2) | | Contrast Region of UK with region of Europe, (Year3) North America, South America 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 (Year 4) 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 and a region in North or South America (Year 5/6) | | | |
| | Features of immediate local environment. Local community visits (diversity project) Library, shop. Visits further afield | Features of immediate local environment. Local community visits (diversity project) Library, shop, café, doctors, postbox. Visits further afield | Understand geographical similarities and differences. Look at local area to understand human and physical geography. Contrast two different areas such as the beach and the town. | Understand geographical similarities and differences. Look at local area to understand human and physical geography. Contrast two different areas such as Newcastle and Fiji (example) | Compare a region of the UK with a region in Europe | Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country. | Study a region of South America. | Compare and contrast two different regions. North American region and British region. |
| Human and Physical | | | Seasons, weather, Equator and poles, Identify seasonal and daily weather patterns in UK(Year1) Locate hot and cold areas of the | | Climate, vegetation, rivers, mountains, volcanoes, earthquakes, and the water cycle. Settlement, land use, economic activity, trade links, natural resources. Identify physical and human geography including water cycle, mountains, volcanoes and climate zones (Year 3) | | | |

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| | | world in relation to the Equator and the North and South Poles (Year 2) | Identify physical and human geography including biomes and vegetation belts and climate zones (Year 3/4) Identify physical and human geography including land use, economic activity /trade links and distribution of natural resources.(Year 5/6) | | | | | |
| | Daily calendar – weather – basic vocab Animal habitats through story | Daily calendar – weather song – associated clothing and activities Animal habitats through story | Hot and cold weather. Recording daily weather using own weather symbols. Look at different seasons what you wear and what you do in the different seasons. Select seasonal colours for painting | Compare different weather patterns in hot and cold areas in the world. Talk about physical geography, different habitat and human features. | Identify and understand key physical geography. Looking at rivers, mountains and water cycle. Introduce volcanoes and earthquakes Human geography countries and major cities e. capitals, landmarks. | Types of settlements in modern Britain. Villages, towns and cities. Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate zones, biomes and vegetation belts | Physical geography- climate zones/biomes and vegetation belts. Start to link human and physical processes to features of places and environments. | Human geography – economic activity/trade links/distribution of national resources. Identify a range of human and physical processes and start to explain how these interact to produce the characteristics of places and environments. |
| Skills | | | Map skills and field work. Maps, atlases, globes, compass, aerial photos, plan perspective, make maps incl key. School grounds. | Map skills and local field work. Maps atlases, globes, digital mapping, compass, grid reference, os maps, | | | | |

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| | Noticing features of objects in environment; knowing where things belong. Comment and ask questions. | Comments and ask questions about aspects of familiar world such as pace they live or natural world. Talk about things they observe. Show care and concern of environment. Talk about similarities and differences (how environments vary) | Use field work to study the school and its grounds looking at basic key physical and human features. Use maps and atlases to identify the UK and its countries | Use simple compass directions (N, S, E, W) Use directions to locate features and routes on maps or features of the local environment. Use maps and atlases to identify countries, continents and oceans | Begin to draw a small sketch map from a high view point. Begin to identify points on a map Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs. Begin to use 4 point of a compass. | Draw a sketch map from a high view point. Identify significant places and environments. Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. Use 4 points of a compass. Begin to use 8 compass points. Locate features on map. | Eight points of a compass. Four figure grid references. OS symbols and keys for map reading with UK maps. Draw a sketch map using symbols and keys | Field work – observe, measure and record. Six figure grid references. |
| Vocabulary | Weather, seasons, temperature, beach, cliff, coast, forest, hill, mountain, sea, ocean river, soil, valley, vegetation, city, town, viage, factory, farm, house, office, port, harbour, shop. | | | | Climate, erosion, fertile, irrigation, meander, crop, trade, settlement, environment, abundance, scarcity, resources, population, immigration | | | |
| | Weather vocab (simple) Simple environmental vocab (related | Weather vocab (more complex). Names of buildings in environment, | Beach, cliff, coast, sea, ocean, river, season, weather, hill | Beach, cliff, coast, sea, ocean, river, season, weather, valley, | rivers, mountains, capitals, landmarks. | Settlement Environment Population Erosion Climate zones vegetation | Biomes Climate Deforestation Sustainability Ordnance Resources | Abundance Scarcity |

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| | to visits) Question words | town, village, road, path. Busy, quiet, pollution. Question words. | City, town, village, factory, farm, house, port, office, shop | vegetation, mountain City, town, village, factory, farm, house, port, office, shop, harbour | | | | |
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Vocabulary

| Reception | Year 1 | Year 2 | |
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| Street House School Church Under Above Forwards Backwards Flats bungalow around | Far Left Right Map, plan Globe Journey Travel Transport Summer Winter Autumn Spring Seasons Short wide Wind Snow Rain Hail | England Scotland | |

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| | Fog Wet Dry Hot cold | | |
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