

Geography Subject coverage – Nursery & Reception

	Autumn	Spring	Summer
Year A	<p><u>Ourselves / Me and my family</u></p> <ul style="list-style-type: none"> (N) Continue to develop positive attitudes about the differences between people. (N) Talk about what they see, using a wide vocabulary. (R) Talk about members of their immediate family and community. (R) Name and describe people who are familiar to them. (R) Recognise some environments that are different to the one in which they live. <p><u>Homes</u></p> <ul style="list-style-type: none"> (N) Talk about what they see, using a wide vocabulary (R) Draw information from a simple map. (R) Recognise some similarities and differences between life in this country and life in other countries. (R) Recognise some environments that are different to the one in which they live. <p><u>Autumn</u></p> <ul style="list-style-type: none"> (N) Show interest in different occupations (N) Talk about what they see, using a wide vocabulary (R) Explore the natural world around them. (R) Understand the effects of changing seasons on the natural world around them. <p><u>Light and Dark</u></p> <ul style="list-style-type: none"> (N) Talk about what they see, using a wide vocabulary (R) Explore the natural world around them. <p><u>Celebrations and festivals</u></p> <ul style="list-style-type: none"> (N) continue to develop positive attitudes about the differences between people. (N) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (R) Understand that some places are special to members of their community. (R) Draw information from a simple map. <p><u>Christmas and Winter Traditions</u></p>	<p><u>Winter and Dark Nights</u></p> <ul style="list-style-type: none"> (N) Talk about what they see, using a wide vocabulary. (R) Explore the natural world around them. (R) Understand the effects of changing seasons on the natural world around them. <p><u>Spring into Spring</u></p> <ul style="list-style-type: none"> (N) Begin to understand the need to respect and care for the natural environment and all living things. (R) Explore the natural world around them. (R) Understand the effects of changing seasons on the natural world around them. <p><u>Snow and Ice</u></p> <ul style="list-style-type: none"> (N) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (R) Recognise some environments that are different to the one in which they live. (R) Recognise some similarities and differences between life in this country and life in other countries. (R) Draw information from a simple map. <p><u>Knights and Castles</u></p> <ul style="list-style-type: none"> (R) Draw information from a simple map. <p><u>Dragons and Chinese New Year</u></p> <ul style="list-style-type: none"> (N) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (N) Continue to develop positive attitudes about the differences between people. (R) Recognise some similarities and differences between life in this country and life in other countries. (R) Understand that some places are special to members of their community. (R) Draw information from a simple map. <p><u>Celebrations and Festivals</u></p> <ul style="list-style-type: none"> (N) Continue to develop positive attitudes about the differences between people. (N) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<p><u>Summer</u></p> <ul style="list-style-type: none"> (N) Talk about what they see, using a wide vocabulary. (R) Explore the natural world around them. (R) Understand the effects of changing seasons on the natural world around them. (R) Describe what they see, hear and feel whilst outside. (R) Recognise some environments that are different to the one in which they live. <p><u>People Who Help Up</u></p> <ul style="list-style-type: none"> (N) Show interest in different occupations. (R) Name and describe people who are familiar to them. <p><u>Growing</u></p> <ul style="list-style-type: none"> (N) Begin to understand the need to respect and care for the natural environment and all living things. (N) Continue to develop positive attitudes about the differences between people. (R) Explore the natural world around them. <p><u>Celebrations and Festivals</u></p> <ul style="list-style-type: none"> (N) Continue to develop positive attitudes about the differences between people. (N) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (R) Recognise some similarities and differences between life in this country and life in other countries. (R) Understand that some places are special to members of their community. <p><u>Under The Sea</u></p> <ul style="list-style-type: none"> (R) Draw information from a simple map.

	<ul style="list-style-type: none"> (N) continue to develop positive attitudes about the differences between people. (N) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (R) Understand that some places are special to members of their community. (R) Recognise some similarities and differences between life in their country and life in other countries. 	<ul style="list-style-type: none"> (R) Recognise some similarities and differences between life in this country and life in other countries. (R) Understand that some places are special to members of their community. <p><u>Our Wonderful World</u></p> <ul style="list-style-type: none"> (N) Explore collections of materials with similar and/or different properties. (N) Use all their sense in hands – on exploration of natural materials. (N) Talk about what they see, using a wide vocabulary. (N) Begin to understand the need to respect and care for the natural environment and all living things. (R) Explore the natural world around them. (R) Describe what they see, hear and feel whilst outside. (R) Understand the effects of changing seasons on the natural world around them. 	
Year B	<p><u>Ourselves / Me and my family</u></p> <ul style="list-style-type: none"> (N) Continue to develop positive attitudes about the differences between people. (N) Talk about what they see, using a wide vocabulary. (R) Talk about members of their immediate family and community. (R) Name and describe people who are familiar to them. (R) Recognise some environments that are different to the one in which they live. <p><u>Autumn</u></p> <ul style="list-style-type: none"> (N) Show interest in different occupations (N) Talk about what they see, using a wide vocabulary (R) Explore the natural world around them. (R) Understand the effects of changing seasons on the natural world around them. <p><u>Light and Dark</u></p> <ul style="list-style-type: none"> (N) Talk about what they see, using a wide vocabulary (R) Explore the natural world around them. <p><u>Celebrations and festivals</u></p> <ul style="list-style-type: none"> (N) continue to develop positive attitudes about the differences between people. (N) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (R) Understand that some places are special to members of their community. (R) Draw information from a simple map. 	<p><u>Winter and Dark Nights</u></p> <ul style="list-style-type: none"> (N) Talk about what they see, using a wide vocabulary. (R) Explore the natural world around them. (R) Understand the effects of changing seasons on the natural world around them. <p><u>Hot, Hot Hot, Jungles and Safari</u></p> <ul style="list-style-type: none"> (N) Talk about what they see, using a wide vocabulary. (N) Know that there are different countries in the world and talk about the differences they have experiences or seen in photos. (R) Understand the effects of changing seasons on the natural world around them. (R) Draw information from a simple map. (R) Recognise some similarities and differences between life in this country and life in other countries. (R) Recognise some environments that are different to the one in which they live. <p><u>Celebrations and Festivals</u></p> <ul style="list-style-type: none"> (N) Continue to develop positive attitudes about the differences between people. (N) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (R) Recognise some similarities and differences between life in this country and life in other countries. (R) Understand that some places are special to members of their community. <p><u>Spring into Spring</u></p>	<p><u>Summer</u></p> <ul style="list-style-type: none"> (N) Talk about what they see, using a wide vocabulary. (R) Explore the natural world around them. (R) Understand the effects of changing seasons on the natural world around them. (R) Describe what they see, hear and feel whilst outside. (R) Recognise some environments that are different to the one in which they live. <p><u>Growing</u></p> <ul style="list-style-type: none"> (N) Begin to understand the need to respect and care for the natural environment and all living things. (N) Continue to develop positive attitudes about the differences between people. (R) Explore the natural world around them. <p><u>Celebrations and Festivals</u></p> <ul style="list-style-type: none"> (N) Continue to develop positive attitudes about the differences between people. (N) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (R) Recognise some similarities and differences between life in this country and life in other countries. (R) Understand that some places are special to members of their community. <p><u>Transport and Travel</u></p> <ul style="list-style-type: none"> (N) Talk about what they see, using a wide vocabulary. (N) Show interest in different occupations.

Christmas and Winter Traditions

- (N) continue to develop positive attitudes about the differences between people.
- (N) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- (R) Understand that some places are special to members of their community.
- (R) Recognise some similarities and differences between life in their country and life in other countries.

- (N) Begin to understand the need to respect and care for the natural environment and all living things.
- (R) Explore the natural world around them.
- (R) Understand the effects of changing seasons on the natural world around them.

Buildings around the World

- (N) Use all their sense in hands – on exploration of natural materials.
- (N) Continue to develop positive attitudes about the differences between people.
- (N) Explore collections of materials with similar and/or different properties.
- (R) Explore the natural world around them.
- (R) Understand that some places are special to members of their community.
- (R) Draw information from a simple map.

Our Wonderful World

- (N) Explore collections of materials with similar and/or different properties.
- (N) Talk about what they see, using a wide vocabulary.
- (N) Use all their sense in hands – on exploration of natural materials.
- (N) Begin to understand the need to respect and care for the natural environment and all living things.
- (R) Explore the natural world around them.
- (R) Describe what they see, hear and feel whilst outside.
- (R) Understand the effects of changing seasons on the natural world around them.
- (R) Draw information from a simple map.

- (N) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
- (R) Draw in formation from a simple map.
- (R) Recognise some similarities and differences between life in this country and life in other countries.

Holidays

- (N) Talk about what they see, using a wide vocabulary.
- (N) Show interest in different occupations.
- (N) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
- (R) Draw in formation from a simple map.
- (R) Recognise some similarities and differences between life in this country and life in other countries.

Geography Subject coverage – KS 1

Locational Knowledge		Place Knowledge	Human Physical Geography		Geographical Skills and Fieldwork
Name, locate & identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Name and locate the world's 7 continents and 5 oceans.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.	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.	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather. City, town, village, factory, farm, house, office, port, harbour & shop 	<ul style="list-style-type: none"> Use world maps, atlases and the globe to locate the four countries of the UK and the seven continents as well as other countries studied at this stage. Use simple compass directions (N, S, E & W & locational language (e.g near, far, left & right) To use aerial photographs to recognise landmarks and basic human/ physical geographical features. Use simple fieldwork and observational skills to study the geography of their school and it's grounds.
Y e a r A			<u>Whatever the Weather</u> <ul style="list-style-type: none"> Spot the differences between the seasons (<i>YR 2 Describe the differences</i>). Find clues to describe which season we are in. (<i>YR 2 use evidence to explain which season we are in</i>) Identify the types of clothing worn in different weather (<i>YR 2 explain why</i>). Identify types of weather we have in the UK and record the daily weather in our area. (<i>YR 2 compare weather with another area of the UK</i>) Link to locational knowledge and Geographical skills and fieldwork Review weather diary and reflect on the impact the weather has on our activities (<i>YR 2 extended writing</i>). <p>Key words: Time, winter, month, spring, summer, season, autumn, clothing, rain, snow, hot, cold, lightning, temperature, wind, thermometer</p>		<u>Whatever the Weather</u> Identify types of weather we have in the UK and record the daily weather in our area.
	<u>Ready for Anything (Hot and Cold Places)</u> Identify hot and cold places and locate them on a map (<i>YR 2 locate Equator and N/S Poles</i>)		<u>Ready for Anything (Hot and Cold Places)</u> <ul style="list-style-type: none"> Identify hot and cold places and locate them on a map (<i>YR 2 locate Equator and N/S Poles</i>) (Link to locational knowledge and Geographical skills and fieldwork) Recognise features of a hot and a cold place (<i>YR2 contrast features</i>). Identify animals that live in hot and cold places and recognise how they adapt (<i>YR 2 explain in detail how animals adapt</i>). 	<u>Ready for Anything (Hot and Cold Places)</u> Identify hot and cold places and locate them on a map.	

		<ul style="list-style-type: none"> Describe what I would see in a hot or cold place (<i>YR 2 compare to home area</i>). <p>Key words: weather, temperature, hot, arctic, antarctica, cold, world, equator, North Pole, South Pole, iceberg, desert, habitat, rainforest, environment</p>	
		<p><u>When I was at School</u> Explore and record the features on our local area. (<i>YR 2 use compass directions</i>)</p>	<p><u>When I was at School</u></p> <ul style="list-style-type: none"> Spot the differences between rural and urban areas and know what type of settlement I live in (<i>YR 2 contrast in detail</i>). Explore and record the features of our school grounds (<i>YR 2 compare with another area in the UK</i>). Explore and record the features on our local area. (<i>YR 2 use compass directions</i>) Link to human and physical geography. Recognise the symbols used on an OS map. Create a map of my local area. (<i>YR 2 label physical and human features</i>) <p>Key words: aerial, map, settlement, city, town, village</p>
Y e a r B	<p><u>The United Kingdom</u></p> <ul style="list-style-type: none"> Locate 4 countries of UK on a map (<i>YR2 locate other countries and islands nearby</i>). Identify 4 capital cities and surrounding seas of the UK. (<i>YR 2 locate other main cities</i>) Link to locational knowledge and Geographical skills and fieldwork. See Human and Physical Geography <p>Key words: map, world, Europe, country, Scotland, Wales, England, Northern Ireland, Union Jack, capital, London, Cardiff, Edinburgh, Belfast</p>	<p><u>The United Kingdom</u></p> <ul style="list-style-type: none"> Explain differences between human and physical features. Describe human and physical features of one of the UK's capital cities. <i>YR 2 explain how the features of the UK countries differ.</i> See locational knowledge 	<p><u>The United Kingdom</u></p> <ul style="list-style-type: none"> Locate 4 countries of UK on a map. Identify 4 capital cities and surrounding seas of the UK.
	<p><u>Ready For Anything (Continents and Oceans)</u></p> <ul style="list-style-type: none"> Understand where I am in the world (<i>YR 2 locate village, county, country and continent on a map</i>) Link to Geographical skills and fieldwork. 	<p><u>Ready For Anything (Continents and Oceans)</u></p> <ul style="list-style-type: none"> Spot the physical and human features of a continent. (<i>YR 2 record these on a map</i>) <i>YR 2 describe differences between human and physical features.</i> Compare and contrast features in different continents. 	<p><u>Ready For Anything (Continents and Oceans)</u> Understand where I am in the world</p>

<ul style="list-style-type: none"> Describe where different continents and oceans are located (<i>YR 2 use directional language</i>). Spot the physical and human features of a continent Link to Human and Physical Geography <p>Key words: map, country, village, town, city, continent, land, north, south, east, west, direction, atlas, ocean, features, human, physical.</p>			
	<p>Mugurameno Village, Zambia</p> <ul style="list-style-type: none"> Explore Zambia's physical and human features and locate it. (<i>YR2 contrast with our locality</i>) Link to Human and Physical Geography Locate the village of Mugurameno. Link to Geographical skills and fieldwork. Compare how people of M use the River Zambezi with the ways we use rivers near us. (<i>YR2 extended writing</i>) Explain how the people of M protect themselves and their homes from wild animals. (<i>YR 2 compare this to UK</i>) Use photos and information texts to help imagine daily life in M. (<i>YR 2 compare and contrast housing and schooling with UK</i>) <p>Key Words: Mugurameno, Zambia, village, flood, farm, nshima, wildlife</p>	<p>Mugurameno Village, Zambia</p> <p>Explore Zambia's physical and human features and locate it.</p>	<p>Mugurameno Village, Zambia</p> <p>Locate the village of Mugurameno</p>

Geography Subject coverage – KS 2

Locational Knowledge		Place knowledge	
Locate the worlds' countries, using maps to focus on Europe (including Russia) & N & S	Name & locate counties & cities of the UK, geographical regions & their identifying human and physical characteristics (hills,	Identify the position and significance of latitude, longitude, Equator, N Hemisphere, S. Hemisphere,	Understand Geographical similarities and differences through the study of human & physical geography of a region of the UK, a region in a European country & a region within N or S America.

	America, focusing on regions & key physical/human geography. Countries & major cities.	mountains, coast & rivers) & land use patterns and understand how some of these have changed over time.	Tropics of Cancer & Capricorn, Arctic & Antarctic Circle. Greenwich Meridian & time zones.	
Y e a r A	<p><u>Around The World (North America)</u></p> <ul style="list-style-type: none"> Locate North America on world map and explore landscape. (YR 4 explains what happens in landscapes at different latitude and longitude) Identify countries within North America and US states (YR 4 explain difference between states and countries) Explore physical geography of the Rockies. (Yr 4 use map references) Describe physical geography of Mount St Helens (YR 4 describe impact on surrounding area) Compare landscape of US states Compare New York and where I live. (YR 4 extended writing). 		<p><u>Rainforests and Climate Zones</u></p> <ul style="list-style-type: none"> Recognise what a rainforest is and locate them on a map (see Human and Physical Geography) (YR 4 describe pattern based on location of rainforests) Identify lines of latitude and explain how latitude is linked to climate (Yr 4 explain their significance) Locate different climate zones and explain differences between N and S Hemispheres. Compare temperature and tropical climates (YR 4 investigate how differences affect landscape and vegetation). Explore weather patterns within a climate zone. YR4 investigate which climate zone might have similar weather at the same time. <p><u>Around The World (North America)</u></p> <ul style="list-style-type: none"> Locate North America on world map and explore landscape. 	<p><u>Around the World (North America)</u></p> <p>Compare New York and where I live.</p>
Y e a r B	<p><u>Where in the World (Brazil)</u></p> <ul style="list-style-type: none"> Locate South America on a world map and identify physical and human features. Locate countries and capital cities of South America. Compare key facts about Brazil with UK. YR 4 explain why we have time zones. 	<p><u>Bird's Eye View</u></p> <ul style="list-style-type: none"> Compare and contrast the different countries of the UK Identify where I live in the UK and locate major cities. Identify physical characteristics of the UK Understand how people have affected the UK's landscape. 	<p><u>Where in the World (Brazil)</u></p> <ul style="list-style-type: none"> Locate South America on a world map and identify physical and human features. Compare Brazil with the UK. (YR 4 independent research) Yr 4 compare the Brazilian east coast with the country's interior. Locate countries and capital cities of South America. 	<p><u>Where in the World (Brazil)</u></p> <ul style="list-style-type: none"> Compare key facts about Brazil with UK. Use photos and information texts to imagine daily life in Rio. Identify how my life is linked to Rio and the South-East of Brazil (YR 4 identify trade routes on maps).

Geography Subject coverage – KS 2

Human and Physical		Geographical skills and fieldwork	
Describe and understand key aspects of physical geography: Climate zones, biomes & vegetation belts, rivers, mountains, volcanoes, earthquakes & the water cycle.	Describe and understand key aspects from human geography: types of settlement & land use, economic activity including trade links, the distribution of resources including food, minerals, water & energy.	Use maps, atlases, globes & digital/ computer mapping to locate countries & describe features studied.	Use the 8 points of a compass, four & six figure grid references, symbols & keys (OS Maps) to build up their knowledge of the UK & the wider world. Use fieldwork to observe, record & present the human & physical features in the local area using a range of methods including sketch maps, plans, graphs & digital technology.

Year 4	<p>Rainforests and Climate Zones</p> <ul style="list-style-type: none"> Recognise what a rainforest is and locate them on a map. Link to locational knowledge Recognise different layers of rainforests (<i>YR 4 compare and contrast</i>). Describe the features of a rainforest biome. Describe key features of the Congo. (<i>Yr 4 explain how it is changing</i>) Describe and explain impact of deforestation. Explain importance of Amazon Rainforest. <p>Key words: Amazon, Equator, continent, emergent, canopy, understory, logging, biome, tribe, nomadic, indigenous, fell, ecosystem, oxygen, manaus</p> <p>Around The World (North America)</p> <ul style="list-style-type: none"> Explore physical geography of the Rockies. Describe physical geography of Mount St Helens Compare landscape of US states 	<p>Rainforests and Climate Zones</p> <ul style="list-style-type: none"> Describe and explain impact of deforestation. Explain importance of Amazon Rainforest. Locate different climate zones and explain differences between N and S Hemispheres. Compare temperature and tropical climates. Explore weather patterns within a climate zone. <p>Around The World (North America)</p> <ul style="list-style-type: none"> Compare landscape of US states Compare New York and where I live. 	<p>Around The World (North America)</p> <ul style="list-style-type: none"> Locate North America on world map and explore landscape. Identify countries within North America and US states 	
Year 5	<p>Extreme Earth</p> <ul style="list-style-type: none"> Find out about the structure of the Earth and label a diagram Describe what happens at the boundaries between the Earth's plates. Describe and explain the key features of a volcano. (<i>YR 4 investigate whether all volcanoes erupt</i>) Locate a range of famous volcanoes and find out some key facts. (<i>YR 4 independent research</i>) <i>YR 4 compare famous volcanic eruptions.</i> Report of the effects of a volcanic eruption. Evaluate the advantages and disadvantages of living near a volcano. 		<p>Bird's Eye View</p> <ul style="list-style-type: none"> Compare and contrast the different countries of the UK Identify where I live in the UK and locate major cities. Identify physical characteristics of the UK Understand how people have affected the UK's landscape. Use aerial images to describe features Use OS map top identify local landmarks and features Make sketch map of local area Understand how the area has changed over time <i>YR 4 use geographical language to describe places at different scales.</i> <i>YR 4 compare different perspectives on the local area.</i> <i>YR 4 show possible future changes on map.</i> <p>Extreme Earth</p> <ul style="list-style-type: none"> Find out about the structure of the Earth and label a diagram Locate a range of famous volcanoes and find out some key facts. <p>Where in the World (Brazil)</p>	<p>Bird's Eye View</p> <ul style="list-style-type: none"> Compare and contrast the different countries of the UK Identify where I live in the UK and locate major cities. Identify physical characteristics of the UK Understand how people have affected the UK's landscape. Use aerial images to describe features Use OS map top identify local landmarks and features Make sketch map of local area Understand how the area has changed over time

			<ul style="list-style-type: none">• Locate countries and capital cities of South America.• Compare key facts about Brazil with UK.	
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