



## Reception

### Where am I?



To draw information from a simple map – UW3

- 3a I can talk about my environment using the right words.
- 3b I know the name of the road, town and city school is in.
- 3c I can look at aerial views of school and talk about what I can see.
- 3d I can draw my own simple map from a story.
- 3e I can draw my own simple map of a familiar area.

### Who can help?



UTW1 –To talk about members of their immediate family and community.

- I can talk about my family.
- I can ask questions about my friend's family.
- I can share a picture of my family.
- I know that there are many different types of family.

UTW2 – To name and describe people who are familiar to them.

- I can talk about people who help us such as police, fire service, doctors and teachers.

### Our World



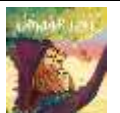
W4 – To recognise some similarities and differences between life in this country and life in other countries.

- 4a I can find out about countries that are very different to where I live.
- 4b I can use new words to talk about the countries and locations.
- 4c I can say how children's lives in those countries are the same.
- 4d I can say how children's lives in those countries are different.

UW11 - To recognise some environments that are different to the ones in which they live.

- 11a I can talk about an environment different to where I live.
- 11b I can use the new vocabulary to talk about an environment.

### Out in the Garden





To explore the natural world.

- I can talk about how to care for the natural world.
- I can draw pictures of the natural world (including plants and animals.)
- I can observe and talk about natural processes such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and boat floating water.



To understand the effect of changing seasons on the natural world around them.

- I can name the seasons.
- I can name different types of weather.
- I can record/ makes notes what the weather is like.
- I can observe seasonal changes.
- I can talk about seasonal changes.

# Year One

<b>My Locality</b>	Geographical Skills & Field Work
	<p>Children will use their understanding of human and physical features and maps, to communicate <b>what their 'ideal' local area would look like in the form of a map with a key.</b></p> <ul style="list-style-type: none"> <li>To use aerial photos 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.</li> <li>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
	<p style="text-align: center;"><b>The United Kingdom</b></p> <p style="text-align: center;">Locational Knowledge Geographical skills &amp; fieldwork</p>
	<p>Children will use their understanding of locations around the UK to present a factual report on an area of the UK.</p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>Use simple compass directions (north, south, east, west) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map</li> </ul>

# Year Two

<b>The Weather</b>	Locational Knowledge Human & Physical Geography
	<p>Children will use their understanding of season and daily weather patterns and hot and cold locations to independently predict what a counties weather will be like according to its location.</p> <ul style="list-style-type: none"> <li>To name and locate the world's seven continents (and seven oceans.)</li> <li>Revise – To name and locate and identify characteristics of the four countries and capital cities of the United Kingdom.</li> <li>To 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 North and South poles.</li> <li>To use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features: beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> <li>Revise - To use simple directions (North, South, East and West.)</li> </ul>
	<p style="text-align: center;"><b>Kenya</b></p> <p style="text-align: center;">Locational Knowledge, Place Knowledge, Human &amp; Physical Geography, Geographical Skills &amp; Fieldwork</p>
	<p>Children will explore human and physical geographical similarities and differences of the UK and Kenya will communicate their findings.</p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (Y1 revision – vertical link)</li> <li>To understand geographical similarities and differences through studying the human and physical of a small area of the UK and a small area in a contrasting non-European country.</li> <li>Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>-key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>-Key human features including: city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul> </li> <li>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</li> </ul>
	<p>Chocolate Chip: African Drumming Workshop</p>

## Year Three

### A Local Area Study

Locational Knowledge, Place Knowledge,  
Human & Physical Geography, Geographical Skills & Fieldwork



- Children will carry out geographical investigation into the local area using fieldwork skills and communicate their findings in an appropriate manner.**
- To 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).
  - To 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 within North or South America.
  - To describe and understand the aspects of:
    - Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
    - Human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
  - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
  - To use eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
  - To 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.

### A UK Study

Locational Knowledge  
Place Knowledge



- To understand human and physical geography in the UK and compare the similarities and differences**
- To name and locate 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
  - To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

## Year Four

### Investigating Scandinavia

Locational Knowledge, Place Knowledge,  
Human & Physical Geography, Geographical Skills & Fieldwork



- Children will apply their knowledge and skills to an independent geographical investigation comparing a region of the UK to Scandinavia and communicate their findings appropriately.**
- To locate the world's countries, using maps to focus on Europe (including Russia) and North and South America concentrating on their environment region, key physical and human characteristics, countries and major cities
  - To 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.)
  - To 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 within North or South America.
  - To describe and understand the aspects of:
    - Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
    - Human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
  - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
  - To use eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

### Natural Disasters

Locational Knowledge, Place Knowledge,  
Human & Physical Geography, Geographical Skills & Fieldwork



- Children will apply their knowledge and skills to an independent geographical investigation into a natural disaster in Birmingham and communicate their findings in an appropriate manner.**
- To locate the world's countries, using maps to focus on Europe (including Russia) and North and South America concentrating on their environment region, key physical and human characteristics, countries and major cities
  - To 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 within North or South America.
  - To describe and understand the aspects of:
    - Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
    - Human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
  - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

# Year Five

## Investigating Rivers

Locational Knowledge, Place Knowledge,  
Human & Physical Geography, Geographical Skills & Fieldwork

Children will apply their knowledge and skills to an independent geographical investigation comparing the River Thames and River Nile and communicate their findings in an appropriate manner.



- To locate the world's countries, using maps to focus on Europe (including Russia) and North and South America concentrating on their environment region, key physical and human characteristics, countries and major cities
- To name and locate countries and cities of the United Kingdom, geographical region 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 overtime.
- To 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).
- To 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 within North or South America.
- To describe and understand the aspects of:
  - Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
  - Human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To use eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- To 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.

Chocolate Chip: Educational Visit to Sarehole Mill and the River Cole

## Investigating Brazil

Locational Knowledge, Place Knowledge,  
Human & Physical Geography, Geographical Skills & Fieldwork

Children will apply their knowledge and skills to an independent geographical investigation comparing a region of the UK (Birmingham) to a region of South America (Rio de Janero.)



- To locate the world's countries, using maps to focus on Europe (including Russia) and North and South America concentrating on their environment region, key physical and human characteristics, countries and major cities
- To 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).
- To 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 within North or South America.
- To describe and understand the aspects of:
  - Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
  - Human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To use eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

# Year Six

## Investigating North America

Locational Knowledge, Place Knowledge,  
Human & Physical Geography, Geographical Skills & Fieldwork

Children will apply their knowledge and skills to an independent geographical investigation comparing a region of the UK to California and communicate their findings in an appropriate manner.



- To locate the world's countries, using maps to focus on Europe (including Russia) and North and South America concentrating on their environment region, key physical and human characteristics, countries and major cities
- To 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).
- To 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 within North or South America.
- To describe and understand the aspects of:
  - Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
  - Human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To use eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

## Natural Resources and Trade

Human & Physical Geography



Children will apply their knowledge and skills to an independent geographical investigation about Fairtrade to answer the question 'Should we pay more for our products?'

- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.