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| **NURSERY** | **Autumn** | **Spring** | **Summer** |
| **Enquiry** |  |  |  |
| **Knowledge** | People and Communities | The World | People and Communities | The World | People and Communities | The World |
| **Skills** | * Is curious about people and shows interest in stories about themselves and their family
* Enjoys pictures and stories about themselves, their families and other people.
 | * Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.
* Remembers where objects belong.
* Matches parts of objects that fit together.
 | * Has a sense of own immediate family and relations.
* Beginning to have their own friends
 | * Enjoys playing with small-world models such as a farm, a garage, or a train track.
* Notices detailed features of objects in their environment.
 | * Shows interest in the lives of people who are familiar to them.
* Remembers and talks about significant events in their own experience
 | * Comments and asks questions about aspects of their familiar world such as the place where they live.
* Can talk about some of the things they have observed.
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| **RECEPTION** | **Autumn** | **Spring** | **Summer** |
| **Enquiry** |  |  |  |
| **Knowledge** | People and Communities | The World | People and Communities | The World | People and Communities | The World |
| **Skills** | * Shows interest in the lives of people who are familiar to them.
* Remembers and talks about significant events in their own experience
 | * Comments and asks questions about aspects of their familiar world such as the place where they live.
* Can talk about some of the things they have observed
 | * Enjoys joining in with family customs and routines.
 | * Looks closely at similarities, differences, patterns and change
 | * Children talk about past and present events in their own lives and in the lives of family members.
* They know that other children don’t always enjoy the same things and are sensitive to this
* They know about similarities and differences between themselves and others, and among families, communities and traditions
 | * Children know about similarities and differences in relation to places, objects, materials and living things.
* They talk about the features of their own immediate environment and how environments might vary from one another
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|  | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **AUTUMN****TERM** | **Enquiry** | What is the weather like today? | What would Traction Man the explorer find exciting about our town? | What makes the Earth angry? | Where would you choose to build a city? | Why is Brazil in the news again?  | I'm a year 6 pupil, can you get me out of here? |
| **NC link** | Identify seasonal and daily weather patterns in the United Kingdom. | 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. | Understand: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  | Settlements, land use, economic activity, including natural resources, especially energy and water supplies  | Locate the world’s countries, using maps, to focus on South America and concentrating on their key physical and human characteristics, countries, and major cities.  | Use the eight points of a compass, four-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 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. |
| Knowledge | * Explain how the weather changes with each season.
* Explain why they would wear different clothes at different times of the year.
* Know what happens to leaves as the seasons change.
* Understand the weather can affect people's activities and lifestyles.
 | * Describe some physical features of their town.
* Explain what makes their town special.
* Describe places which are not near the school e.g. the seaside.
* Know how a map and a key works and why they are helpful.
* Explain some of the advantages and disadvantages of living in a city or village.
* Know their own and the school’s post code.
 | * Describe how volcanoes have an impact on people’s lives.
* Describe human features in a locality.
* Locate and name some of the world’s most famous volcanoes.
* Pupils should know what causes a volcano to erupt
* Pupils should know what a Tsunami is and what causes one
* Know how an earthquake occurs and what an aftershock is
* Pupils should know why there is extreme weather in the UK.
 | * Describe the main features of cities and villages.
* Differences between cities and villages.
* Explain how a locality has changed over time/
* Find different views about an environmental issue.
* Know that most of the major cities of the world are located close to a river.
* Know about the unique transport systems in some major cities.
* Know why many cities have high rise flats or skyscraper buildings.
 | * Understand the natural features and resources that are present in Brazil.
* Pupils should know why Brazil has a potentially thriving economy
* Pupils should know the features of Brazil, including its capital, population and dominant language and issues such as the street children in Brazil
* Pupils should know about the climate of Brazil and how it compares to the
* Pupils should know information about other South American countries.
 | * Give an extended description of the physical features of different places around the world.
* Describe how some places are similar and others are different in relation to their human and physical features.
* Explain how the immediate locality would like from a bird's eye view and on an OS map.
* Explain the origins of the local area, & how you would find your way there from 50 miles away.
* Know how to plan a trip to a European city and how to cost this.
 |
| Skills | * Using different resources, such as books, the internet and atlases.
* Predicting people's clothing based on their location.
 | * Find out about their town by using different sources of evidence.
* Find out about their town by asking some relevant questions.
* Find where they live on a map of the UK.
* Know which is N, E, S and W on a compass
* Know how to use a simple map.
 | * Use correct geographical words to describe a place and the things that happen there.
* Be able to label a volcano
* Identify key features of a locality by using a map.
* Make accurate measurement of distances within 100Km.
* Use maps and atlases appropriately by using contents and indices.
 | * Survey to discover features of cities and villages.
* Find the same place on a globe and in an atlas.
* Label the same features on an aerial photograph as on a map.
* Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.).
 | * Locate and name the main countries in South America on a world map and atlas.
* Recognise the climate of a given country according to its location on a map.
* Use a graph to record temperature and rainfall.
 | * Recognise key symbols used on ordnance survey maps.
* Use a 4 figure grid references.
* Explain scale and use maps with a range of scales.
* Choose the best way to collect information needed and decide the most appropriate units of measure.
* Use OS maps to answer questions.
* Use maps, aerial photos, plans and web resources to describe what a locality might be like.
 |
| Vocabulary | Weather, Seasons, Change, Dependent | Human features, Physical Features, Maps, Post code, Local, Compass, North, South, East, West, Left, Right  | Tectonic plates, Volcano, Earthquake, Tsunami, Magma, Lava, Erupt | Settlement, village, city, facilities, aerial, globe, atlas, population, ethnicity | Brazil, South America, Climate, River, City, Natural resources, Tourist, Christ the Redeemer, Carnival, Amazon | Bird's eye view, Immediate area, OS map, Compass, North, South, East, West, Urban, Rural |

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|  | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **SPRING****TERM** | **Enquiry** | Why can’t a meerkat live in the South Pole?  | Where would you prefer to live: England or Kenya? | Why do so many people go to the Mediterranean on their holidays? | Why is London such a cool place to live? | What is so special about the USA? | Will you ever see the water you drink again? |
| **NC link** | 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 | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of 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. | Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region or area in a European country | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land use patterns; and understand how some of these aspects have changed over time.  | Locate the world’s countries, using maps to focus on North America and concentrating on their key physical and human characteristics, countries, and major cities. | Understand the water cycle, with reference to local water and its uses. Research different countries and look at their use of water, then compare it to our own.  |
| Knowledge | * Point out where the equator, North Pole and south pole are on a globe or atlas.
* Explain the main features of a hot and cold place. Explain why they would wear different clothes at different times of the year.
* How animals are adapted to their environments.
* Pupils should know why people tend to like hot places for their holidays
 | * Explain what makes Kenya special.
* Describe a place outside Europe using geographical words.
* Know where Kenya is in the world.
* Explain how the jobs people do may be different in different parts of the world.
* Understand how people effect their environment.

• Pupils should know that their life is different to so many other children in the world• Pupils should know that the climate, plants and wild animals is different in different parts of the world | * Describe physical and human features in a locality.
* Explain why a place is like it is.
* Explain how the lives of people living in the Mediterranean would be different from their own.
* Name some well-known European countries.
* Name and locate the capital cities of neighbouring European countries.
* Awareness of different weather in different parts of the world, especially Europe.
* Explain how the lives of people living in the Mediterranean would be different from their own
* Aware of different weather in different parts of the world, especially Europe
 | * Explain how a locality has changed over time with reference to physical features.
* Explain how people are trying to manage their environment.
* Explain how a locality has changed over time with reference to human features.
* Know why we have capital cities.
* Understand the difference between a major city and a town or village
* Know the names and purpose of many of London’s famous buildings and what a monarchy is.
* Pupils should know why most significant cities are situated next to a river.
 | * Understand that the government and lifestyles differ in different countries.
* Know key differences between living in the UK and in a country in North America
* Pupils should know why the USA has a thriving economy
* Pupils should know the features of the USA, including its capital, population, climate and languages
* Pupils should know about issues such as immigration in the USA
* Pupils should know what natural resources the USA has.
 | * Explain the uses of water in the local area, and where it comes from.
* Understand how rain water is formed and reused.
* Understand why some countries are in drought and some have flooding. How water can be used for energy.
* How hydraulics can be used.
* Understand the term ‘sustainable development’.
* Explain how human activity has caused an environment to change.
* Analyse population data on two settlements and report on findings and questions raised.
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| Skills | * Using different resources; books, internet and atlases.
* Predicting people's clothing based on their location.
* Pupils should recognise some of the more familiar weather symbols.
 | * Compare different localities using sources of evidence.
* Name the continents of the world and find them in an atlas.
* Name the world’s oceans and find them in an atlas.
 | * Use maps to locate European countries and capitals.
* Identify key features of a locality by using a map
 | * Give accurate measurements between 2 given places within the UK.
* Name the counties that make up the home counties of London.
* Name other European capitals
 | * Locate the USA and Canada on a world map and atlas.
* Research a particular aspect of a country.
* Know how to use graphs to record features such as temperature or rainfall across the world
 | * Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles.
* Name and locate the main canals that link different continents.
* Name the main lines of latitude and meridian of longitude.
 |
| Vocabulary | Weather, North, South, East, West, North Pole, Equator, South Pole, Globe, Atlas | Atlas, Africa, Kenya, Continent, Ocean, Globe, Features, Compare, Environment | Europe, Mediterranean, Equator, Climate, Temperate, Tropical, Polar, Region  | United Kingdom, Capital city, Population, Monument, Reconstruct, Urban | President, Andy Warhol, New York, American, Silent movie, Empire State Building, Statue of Liberty, Native | Drought. Flood, Water cycle, Hydraulics, Sustainable development, Climate change, Tropics of Cancer and Capricorn, Arctic and Antarctic circles. |

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|  | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **SUMMER****TERM** | **Enquiry** | Where do and did the wheels on the bus go? | Why do we love to be beside the seaside? | Why is planet Earth in danger?  | Why are so many of the world's important cities next to a river? | Why should the rainforest be important to us at all? | What are the natural wonders of the world and how can they be found? |
| **NC link** | Use world maps, atlases and globes to identify the United Kingdom and its countries. Pupils should begin to develop an awareness of the past | Identify seasonal and daily weather patterns in the United Kingdom ― human and physical features of a small area of the United Kingdom  | Describe and understand key aspects of 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  | Settlements, land use, economic activity, including natural resources, especially energy and water supplies | Locate the world’s countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics.  | Understand where and how the seven wonders of the world have been found. Using maps to find their location. Exploring the human and physical features of the seven wonders.  |
| Knowledge | * Understand that their locality is made up of different facilities.
* How we can travel around our locality and country.
* Pupils should know the names of at least six cities in the United Kingdom
* Pupils should know about what happens at an airport and train station
* Pupils should know the names of famous buildings in London
* Pupils should know that London is the capital of the United Kingdom
 | * Describe the key features of a place.
* Explain what facilities a town or village might need.
* Know what they could find in a rock pool.
* Begin to recognise the type of work that a seaside resort brings.
* Know that British seaside resorts were busier in the past.
* Know what a lighthouse is for
* Know why some seaside resorts have lifeboats
 | * Know what global warming is and how to protect that planet
* Pupils should know why it is important to recycle
* Pupils should know about the potential damage caused by plastic waste
* Pupils should know why the rainforests and animals are in danger
* Pupils should appreciate how important electricity is
 | • Know the name of and locate a number of the world’s longest rivers• Explain the features of a water cycle • Pupils should know the difference between the upper, middle and lower courses of a river • Pupils should know how waterfalls are formed • Pupils should know what an oxbow lake is • Pupils should know what erosion and deposition are in relation to rivers  | * Know the main features and environmental influences of rainforests.
* Know where the main rainforests in the world are located.
* Understand the term of endangered animals and what that means.
* Know what is meant by biomes and what are the features of a specific biome
* Pupils should know about deforestation and the arguments for and against deforestation
* Pupils should know about the people that live in the Amazon rainforest and about some of the unique plants there
 | * Name the Seven Wonders of the World.
* Define and explain what each of the seven wonders are famous for.
* List the continents of the Seven Wonders of the World as well as the countries they are found in.
* Identify when the seven wonders of the world were built and why. (Links with History).
* Pupils should be able to suggest why the seven wonders of the world were chosen and what makes them so important.
* Pupils should also be able to name other wonders of the world that are not found on the list.
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| Skills | * Tell someone their address including their postcode
* Describe a locality using words and pictures.
* Name key features associated with a town or village, e.g., church, farm, shop, house.
* Pupils should know how to read a simple street map
 | * Name the major cities of England, Wales, Scotland and Ireland.
* Find where they live on a map of the UK.
* Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach
* Explain some of the advantages and disadvantages of living in a city or village.
 | * Explain how to look after the planet
* Decide which energy sources to use
* Be able to reduce waste of resources and electricity.
 | * Pupils should know the names and location of many famous rivers in the UK and the world
* Label the features of a river
 | * Name and locate many of the world’s major rivers, rainforests and mountains on maps.
* Locate and name the main countries in South America on a world map and atlas.
* Recognise the climate of a given country according to its location on the map
* Label the layers of a rainforest
 | * Name and locate the Seven Wonders of the World.
* Recognise they key human and physical features of the Seven Wonders of the World.
* Research other wonders of the world using Ipads and Books.
 |
| Vocabulary | City, Town, Village, Factory, Farm, House, Office, and Shop | Valley, Forest, Coast, Seaside, Village, Town, City, Mountain, Lake, Island, River, Cliff | Environment, Climate, Climate change, Endangered, Rainforest, Global warming, Fossil Fuels | River, Nile, Thames, Mouth, Estuary, Meander, Tributary, Oxbow lake, Erosion, Deposition  | Rainforest, Climate change, Environment, Endangered, Emergent, Canopy , Layer , Understory, Forest Floor | Seven wonders of the world, Memorial, Monument, Continent, Climate Zones, Longitude, Latitude, Conservation, Pollution |