

Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Spatial Sense		The UK			The Seven Continents
Year 2	Spatial Sense		The British Isles		Northern Europe	
Year 3	Asia: India and China		Rivers			Settlements
Year 4		UK Geography: Sheffield and Yorkshire Spatial Sense	Europe (core) Supplement with Mediterranean/ Italy regional focus			Asia- Japan
Year 5	Mountains, Earthquakes and Volcanoes		Africa		UK Geography: East Anglia, Midlands, Yorkshire, Humberside / Local Study	
Year 6		Spatial Sense South American Geography		New Zealand		Globalisation

Reception

Reception

<p>Understanding the world</p>	<p>Three and four year olds (prior learning) 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. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception 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.</p>
<p>Understanding the world- The natural world</p>	<p>ELG Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>
<p>Continuous Provision Opportunities</p>	<p>Continuous Provision opportunities Through all areas of continuous provision there should be opportunities for children to develop their sense of awe and wonder. Children should be encouraged to develop their own sense of spirituality and enjoyment of the environment around them. Recognise similarities and differences between life in this country and life in other countries.</p> <p>Reading- variety of texts linked to “around the world” including different countries and cultures and animals and habitats.</p> <p>Small world- Draw information from a simple map, explore the natural world around them. making observations, exploring contrasting environments, articulating their ideas & exploring the natural world through loose parts.</p> <p>Home corner- opportunities to act out their own home environment and talk about members of immediate family. Name and describe people who are familiar to them.</p> <p>Creative- art opportunities through enhanced provision, junk modelling of building and artefacts, etc. include seasonal opportunities e.g. leaves. Draw and label pictures of plants and animals.</p> <p>Computers- varied opportunities to explore directed tasks. Purple Mash geography topics. Making observations.</p> <p>Writing area- opportunities to write and draw inspired by books and stories shared and discussions. Opportunities for new vocabulary.</p> <p>Maths Area - using talk to help work out & explain how things work or why they might happen.</p> <p>Snack Table - Discussion on healthy eating. Different cultures and customs.</p>

Outside Area - developing geographical vocabulary, exploring and understanding the natural world, describing what they see, hear and feel while they are outside, planting & nurturing plants, tasting fruit grown, caring for plants, exploring & discussing seasonal change, using equipment for physical exercise, den building (habitats), water (introduce water cycle, puddles, wet clothes). Bikes/trikes - transport (human geography). Draw information from a simple map.

Year 1

	Spatial Sense	The UK	The Seven Continents
<p>Knowledge Goals</p> <p>These should be taken from the End Points section of the Unit Rationale or Specific Knowledge Goals on the final page of the Lesson Plans</p>	<ul style="list-style-type: none"> • To draw a map. • To know that maps give us information about places. • To understand maps are drawn from an aerial view 	<ul style="list-style-type: none"> • To be able to locate England, Scotland, Northern Ireland and Wales on a map of the UK. • To know England, Northern Ireland, Scotland and Wales form the United Kingdom. • To be able to describe some of the landscape of the UK including mountains, valleys and coastline. 	<ul style="list-style-type: none"> • There are seven continents on Earth: Asia, Europe, Africa, North America, South America, Australia and Antarctica. • We have five oceans on Earth; The Pacific Ocean, The Atlantic Ocean, The Indian Ocean, The Southern Ocean and the Arctic Ocean. • The North Pole is located at the most northern point on Earth and the South Pole is located at the most southern point on Earth. • The Equator is an imaginary line around the middle of the Earth. • Deserts, grassland and rainforest can be found in some continents around the world. • We live in the continent of Europe.
<p>Tier 2 vocabulary</p> <p>These should be taken from the Vocabulary section of any</p>	<ul style="list-style-type: none"> • Above • below • map • next to • near • far • behind • in front • left • right • forwards • backwards 	<ul style="list-style-type: none"> England Northern • Ireland • Scotland • Wales • union • United Kingdom • islands • daffodil • mountain • London • City • Countryside • Buckingham Palace • Houses of Parliament 	<ul style="list-style-type: none"> Earth • Globe • Asia • Pollution • Scientists • Diverse • Continent • Europe • North • South • East • West • mountain

Session plans
that include
one, but only
the Tier 2
should be
used.

Year 2

	Spatial Sense	The British Isles	Northern Europe
<p>Knowledge Goals</p> <p>These should be taken from the End Points section of the Unit Rationale or Specific Knowledge Goals on the final page of the Lesson Plans</p>	<ul style="list-style-type: none"> • To be able to read and gather information from a simple map • To be able to draw a simple map • To understand that maps and globes can show us different areas of the world • To understand that some maps show small areas and others can show large areas 	<p>To name locations within the British Isles on a map. • To use maps and atlases to identify locations within the British Isles. • To answer geographical questions such as ‘What is it like to live in this place?’</p>	<ul style="list-style-type: none"> • The location of northern Europe means it has quite warm summers and very cold winters. • Denmark, Norway and Sweden are Scandinavian countries. • People and animals have adapted to survive the cold winters in Northern Europe.
<p>Tier 2 vocabulary</p> <p>These should be taken from the Vocabulary section of any Session plans that include one, but only the Tier 2 should be used.</p>	<ul style="list-style-type: none"> • information key • symbol • location map • north • south • east and west • labels • compass • directions • left • right • continents • oceans • Europe 	<ul style="list-style-type: none"> • island • water • surround • England • Ireland • Scotland • Wales • Edinburgh • valley • Atlantic Ocean • coast, • southern, • western • Northern Ireland 	<ul style="list-style-type: none"> • Northern Europe • mountains • lakes • forest • valley • Capital city • weather • Atlantic • Pacific

Year 3

	Rivers	Asia: India and China	Settlements
<p>Knowledge Goals</p> <p>These should be taken from the End Points section of the Unit Rationale or Specific Knowledge Goals on the final page of the Lesson Plans</p>	<p>To recognise rivers of the world and how humans are connected to them.</p> <ul style="list-style-type: none"> To name, locate and describe key rivers in; Europe, Asia, North America, South America, Africa 	<ul style="list-style-type: none"> To know that many of the world's ancient civilisations started near a river. To know the physical and human features of India. To know the physical and human features of China. To compare India and China 	<ul style="list-style-type: none"> Settlements are where people live. There are four types of settlement: hamlet, village, town and city Rural areas have low population density. Urban areas have high population density. Large settlements today need good transport links and many services such as schools, shops and restaurants.
<p>Tier 2 vocabulary</p> <p>These should be taken from the Vocabulary section of any Session plans that include one, but only the Tier 2 should be used.</p>	<ul style="list-style-type: none"> river • flowing • transport • river • flowing • transport • Asia • North America • South America 	<ul style="list-style-type: none"> Asia • China • India • Continent • Country • Climates • Desert • Mountain • Jungle • Border 	<ul style="list-style-type: none"> town • city • transport • population • Construction • Energy

Year 4

	UK: Sheffield and Yorkshire	Europe (core)	Asia - Japan
<p>Knowledge Goals</p> <p>These should be taken from the End Points section of the Unit Rationale or Specific Knowledge Goals on the final page of the Lesson Plans</p>	<ul style="list-style-type: none"> • The South East is an area of England. • London is located in the South East of England. • People can change landscape with constructions such as bridges and viaducts. • The Giant’s Causeway is a landscape of rock columns in Northern Ireland. • The South West is an area of England known for its landscapes and beaches. • Human and physical geography can change over time. 	<ul style="list-style-type: none"> • Europe is a continent in the Northern Hemisphere, to its south is the Mediterranean Sea. • There are many countries in Europe including the UK, France, Germany and Spain. • Russia is a large country located both in Europe and in Asia. • In the northern hemisphere, countries experience a cooler climate than countries in the south. • Climate, food and farming are all connected. • A mountain range is a series of mountains or hills. • A plain is an area of flat grassland with few trees. 	<ul style="list-style-type: none"> • To know Japan has diverse human and physical geography • Japan is located in the Northern Hemisphere in the continent of Asia. • Japan is made up of four main islands and many smaller islands. • Japan has a varied climate, influenced by air masses from the continent and from the ocean. • Japan has many cities, including Tokyo and Kyoto. • In the past, Japan had a feudal system.
<p>Tier 2 vocabulary</p> <p>These should be taken from the Vocabulary section of any Session plans that include one, but only the Tier 2</p>	<p>eastern • region • county • city • London Volcano • Eruption • Legend • Giant • Western • Southern • county • city • climate • prehistoric • historic • modern</p>	<p>• Europe Continent • Country • Coastline • Atlantic • Northern/North • East/Eastern • South/Southern • West/Western • Climate • temperature • mountain range • volcano • settlement</p>	<p>• Japan • Weather • Climate • Volcano • Earthquake • Emperor</p>

should be used.			
-----------------	--	--	--

Year 5

	Mountains, Earthquakes and Volcanoes	Africa	UK Geography: Local Study
<p>Knowledge Goals</p> <p>These should be taken from the End Points section of the Unit Rationale or Specific Knowledge Goals on the final page of the Lesson Plans</p>	<ul style="list-style-type: none"> • To know that a mountain is a large landform that rises above surrounding land. • To know that earthquakes most frequently occur at plate boundaries and cause the ground to shake. • To know that volcanoes are openings in the Earth’s crust. • To know that experts study the Earth to understand its features and processes. 	<ul style="list-style-type: none"> • Africa is a diverse continent • Biomes located in Africa include; forests, desert, grasslands, savannah, and mangroves. • Desertification is a process that changes productive land into desert. <ul style="list-style-type: none"> • If people within a country cannot access nutritious food, the country is experiencing food insecurity. • Locust and other pest infestations can damage farmland and cause food insecurity. This unit contributes to children’s overall understanding of world geography through the study o 	<ul style="list-style-type: none"> • To use my knowledge from fieldwork to explain an important local issue. • To understand that geographers think about problems in local areas and suggest ways they can be solved. • To know a graph is a mathematical drawing that shows information using lines, shapes and colours.
<p>Tier 2 vocabulary</p> <p>These should be taken from the Vocabulary section of any Session plans</p>	<ul style="list-style-type: none"> • mountain • peak • range • summit • slope • valley • earthquake • friction • Turkey • Syria • Earth • crust 	<ul style="list-style-type: none"> • Resources • Productive • Nutritious • Poverty • Conflict 	<ul style="list-style-type: none"> • Location • Relationship • Scale • Geographer • Fieldwork Data • Information • Analyse • Mathematical • Graph • Visual • Annotate

that include one, but only the Tier 2 should be used.			
---	--	--	--

Year 6

	Spatial Sense South American Geography	New Zealand	Globalisation
Knowledge Goals These should be taken from the End Points section of the Unit Rationale or Specific Knowledge Goals on the final page of the Lesson Plans	<ul style="list-style-type: none"> To be able to read and understand how to use a range of maps <ul style="list-style-type: none"> Maps can help us to understand data about people, places and the environment. Within a time zone, people observe the same time as it is convenient for business, trade and communications. Quality of life and standards of living differ across the globe. To explain human and physical features of South America. <ul style="list-style-type: none"> Identify countries in South America. Identify the Andes Mountains Explain the significance of Machu Picchu. 	<ul style="list-style-type: none"> New Zealand is located in the South Pacific Ocean. New Zealand has volcanoes, geysers and can experience earthquakes. <ul style="list-style-type: none"> Scientists think Maori people came from Polynesia to New Zealand around 700 years ago. New Zealand has a temperate climate with lots of rainfall and sunshine. Melanesia, Micronesia and Polynesia are groups of islands in the Pacific Ocean. 	<ul style="list-style-type: none"> To know that globalisation is the process of interaction and integration among people, companies and governments worldwide, and that this process has changed the world. Globalisation is a process of interaction among people around the world. Global trade has seen companies move production to the locations where products can be produced cheaply. Advantages of globalisation in some cases can include global sharing of information, exchange of ideas, economic development. Disadvantages of globalisation in some cases can include; job losses,

	<ul style="list-style-type: none"> • Describe the challenges caused by human interaction with the Amazon Rainforest 		<p>low wages, unsafe working practices, environmental damage.</p> <ul style="list-style-type: none"> • The challenge for people around the world is to ensure the process of globalisation is fair for all.
<p>Tier 2 vocabulary</p> <p>These should be taken from the Vocabulary section of any Session plans that include one, but only the Tier 2 should be used.</p>	<p>Co-ordinates Arctic • Antarctic • Axis Rotate Wealth</p> <p>Emperor • Engineering • Government • Communication • Tectonic plate • Economy</p>	<ul style="list-style-type: none"> • Southern Hemisphere • Tectonic plate • Fault line • Friction • Plate boundary • Biome • Climate • Temperate 	<ul style="list-style-type: none"> • Industry • Goods • Trade • Economy/ Economic • Profit • Business • Wages • Labour • Politics • Social • Cultural • Identity • Popularity