

Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.</p> <p><i>Talk about their immediate community/ locality. E.g. village, street, town etc</i></p>		<p>Cold Places: What is it like at the North and South Poles?</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles.</p>	<p>Climate zones: what are they and why do they matter?</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Physical geography: climate zones.</p>	<p>Climate zones: what are they and why do they matter?</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Physical geography: climate zones.</p>		
<p>Talk about how some environments are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural</p>		<p>The UK – What kind of place is it?</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge</p> <p>To use basic geographical vocabulary to refer to key physical features – beach, cliff, coast, mountain, hill, sea, valley</p>	<p>The UK: Who are we?</p> <p>Name and locate counties 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</p> <p>Human geography, including: types of settlement and land</p>	<p>The UK: Who are we?</p> <p>Name and locate counties 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</p> <p>Human geography, including: types of settlement and land</p>		

world around them.			use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.		<p>Hot Places: Where are they and what are they like?</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles.</p>	<p>Mountains and Volcanoes – what, where and why?</p> <p>Describe and understand key aspects of: mountains, volcanoes and earthquakes Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Mountains and Volcanoes – what, where and why?</p> <p>Describe and understand key aspects of: mountains, volcanoes and earthquakes Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		
<p>Describe and compare different settings and environments based on personal experiences and information gathered from stories and texts.</p> <p>Know that there are different countries in the world and talk about the difference they have</p>		<p>Local area: Why is Longnor Special?</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>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.</p> <p>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.</p>	<p>Local area: how is it changing?</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Local area: how is it changing?</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		

experience or seen in photos.						
Can talk about some similarities and differences between life in this country and life in other countries. Draw information on a simple map.			The Water Cycle – why is it important? Describe and understand key aspects of the water cycle.	The Water Cycle – why is it important? Describe and understand key aspects of the water cycle.		
Talk about the similarities and differences of two different environments/ locations. Understand the effect of changing seasons in a contrasting environment.		What is it like to live in Tanzania? Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography.				

Geography Curriculum 24/5

Oak Class

Geography Curriculum 25/6

Oak Class

Reception	Y1	Y2	Y3	Y4	Y5	Y6
	Local area: Where do we go to school?		Europe: What is it like to live in Northern Italy?	Europe: What is it like to live in Northern Italy?		
	Local area: Where do we live?		Land use: How diverse are local and UK landscapes?	Land use: How diverse are local and UK landscapes?		
	Continents and oceans: what can we find out about the world?		Rivers: What's special about them?	Rivers: What's special about them?		
	Seasons: How does the weather change through the year?		Local area – what needs changing?	Local area – what needs changing?		
	Local area: How do we use maps and plan routes?				South America – why does the Amazon matter?	
	Local to global: How can we identify special places?					

