

Reception/ Y1		Y1/Y2		Y3/Y4		Y5/Y6								
Around the World with Penguin Small/ Three little pigs	Rumble in The Jungle/ Commotion in the ocean	Festival	Island Life	Scooby Doo Mystery Tour	Amazon Adventure	It's a Disaster	Hidden Treasure							
Curriculum Coverage	<p>Rec: Use positional vocabulary and describe a familiar route. Know the layout of the school.</p> <p>Name the town/village where they live.</p> <p>Recognise features on simple maps for example, a map of the classroom and draw a simple map of the classroom or outdoor area.</p> <p>Use all their senses in hands-on exploration the natural world around gaining an understanding of important processes and changes, including the seasons.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Use geographical vocabulary to describe their local environment and talk about some places of local interest.</p> <p>Recognise some environments that are different to the one in which they live. Know that there are different countries in the world and talk about the differences in what it is like there and what people do. Explore maps of the world and a globe.</p> <p>Yr 1: Use geographical vocabulary to refer to physical and human features of local and contrasting environments. Geographical similarities and differences in contrasting non-European geographical regions (polar regions) (jungles and oceans)</p> <p>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Name and locate four countries of the UK and the world's seven continents</p>		<p>Name and locate the world's seven continents and five oceans</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</p>		<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p>		<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Know that Colchester is in Essex and identify other county names.</p> <p>Key topographical features (including hills, mountains, coasts & rivers) through a tour of a coastal region, a city and an upland region.</p> <p>Fieldwork in local area including land use survey and drawing or annotating maps of the locality around school.</p>		<p>Locate the world's countries (North & South America) with a focus on environmental regions (rainforests), physical and human characteristics, countries and cities.</p> <p>Physical features of a rainforest area.</p> <p>Impact of humans on deforestation and efforts to reverse the process.</p>		<p>Locate the world's countries (countries surrounding the Pacific ring of fire) with a focus on environmental regions physical and human characteristics countries and cities.</p> <p>Physical features of volcanic regions and human response to the threat of natural disasters.</p>		<p>Mapping skills including 6 fig grid references, OS map symbols.</p> <p>Study of the Caribbean and exploration of fair trade.</p>	
	Essential vocabulary	<p>Positional Vocabulary: in front, behind, between, beside, next to, above, below, left, right</p> <p>Words to describe the weather: cloud, rain, sun, frost, snow, ice, wind</p> <p>Names of the seasons: spring, summer, autumn, winter</p> <p>Words to describe climate in a contrasting region: hot, cold, ice</p> <p>Geographical vocabulary: world, map, globe, near, far, polar, sea, land</p> <p>Locational vocabulary: arctic, jungle, desert, city, town, village, Langham</p> <p>Geographical features: beach, hill, mountain, river, road, railway, building, homes, shops, school, church, castle,</p>		<p>Words to describe the weather: cloud, rain, sun, frost, snow, ice, wind</p> <p>Names of the seasons: spring, summer, autumn, winter</p> <p>Words to describe climate in a contrasting region: hot, cold, ice</p> <p>Geographical vocabulary: north, south, east, west, island, hill, sea, ocean, beach, cliff, coast, river, stream, harbour, mountain</p> <p>Locational vocabulary: Colchester, London, England, Scotland, Wales, Northern Ireland, United Kingdom, Asia, Europe, South America, North America, Africa, Antarctica, Australasia, Pacific Ocean, Atlantic Ocean</p>		<p>Geographical vocabulary: city, town, village, rural, urban, coordinates</p> <p>Locational vocabulary: London, Cardiff, Edinburgh, Belfast, Lake District, Essex, Blackwater/ Colne Estuary</p>		<p>Geographical vocabulary: climate, biome, tundra, rainforest, desert, grassland, deforestation, climate change</p> <p>Locational vocabulary: equator, northern hemisphere, southern hemisphere, Amazon, Brazil</p>		<p>Geographical vocabulary: earthquake, tsunami, volcano, eruption, avalanche, plate tectonics, disaster relief, crust, core, mantle</p> <p>Locational vocabulary: equator, northern hemisphere, southern hemisphere, New Zealand, Japan, Aleutian Islands, Mexico, Chile</p>		<p>Geographical vocabulary: trade, import, export, fair trade</p> <p>Locational vocabulary: Longitude, latitude, compass bearings, co-ordinates, Caribbean</p>		
Essential skills	<p>Map work: Identify land/ sea on a globe and places on basic maps</p> <p>Draw simple map of classroom/ outdoor area</p> <p>Interpret an aerial view of the school</p> <p>See where their country is in the world in relation to others.</p> <p>Use positional vocabulary.</p> <p>Understanding places: Use essential vocabulary when describing places.</p> <p>Express opinions about places (e.g. would you like to go there?)</p> <p>Fieldwork: Look for and identify geographical features in the immediate locality beyond school</p>		<p>Map work: Identify and label continents and countries on basic maps.</p> <p>Draw maps of familiar/ imagined places.</p> <p>Understanding places: Use essential vocabulary when describing places.</p> <p>Express opinions about places (e.g. would this be a good place for a holiday?) with evidence to justify response.</p> <p>Fieldwork: Look for and identify geographical features in the immediate locality beyond school</p>		<p>Map work: Identify places and other features on maps using coordinates</p> <p>Draw maps of familiar places using some conventions such as a key and symbols</p> <p>Understanding places: Use essential vocabulary when describing places.</p> <p>Make generalisations about places. Use language of comparison and contrast.</p> <p>Fieldwork: Conduct surveys of immediate locality (e.g. land use/ traffic)</p>		<p>Map work: Identify places and other features on maps using 4 and 6 figure grid references on Ordnance Survey maps</p> <p>Draw maps of places based on satellite images.</p> <p>Understanding places: Use essential vocabulary when describing places.</p> <p>Describe how human impact on the environment creates contrasting opinions, Form questions that can lead to geographical enquiry and use a range of sources to find answers.</p> <p>Fieldwork: Draw maps and plans to scale.</p>							
Coverage notes	<p>Continuous coverage of weather and seasons throughout the year : identify seasonal/daily weather patterns in UK</p> <p>Children have several opportunities to look for and identify geographical features in the immediate locality beyond school.</p>			<p>Contrasting European country studied as part of languages (German) curriculum.</p> <p>Climate change, pollution, migration and other geographical and social issues covered as continuous provision (Eco Team/ assemblies/ English / What's in the news?) and in science topic about evolution and adaptation.</p>										