

		Reception/ Y1	Y1/Y2
Theme titles.		<p>Where in the world do I live? What would it be like to live with the Inuit in the Arctic? Why don't penguins fly? Where in the world do real bears live? Out & about. A place called home</p> <p>A place called home Where in the world do I live? Let's explore the rainforest How does the weather affect our lives? Out & about. Why is the world so blue?</p>	<p>What is the geography of where I live? Why don't penguins fly? Comparing the geography of Kampong Ayer</p> <p>Why does it matter where our food comes from? How does the weather affect our lives? Island Life:</p>
Curriculum Coverage		<p>Rec: Use positional vocabulary and describe a familiar route. Know the layout of the school. Name the town/village where they live. Recognise features on simple maps for example, a map of the classroom and draw a simple map of the classroom or outdoor area. Use all their senses in hands-on exploration the natural world around gaining an understanding of important processes and changes, including the seasons. Begin to understand the need to respect and care for the natural environment and all living things. Use geographical vocabulary to describe their local environment and talk about some places of local interest. 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. Understand geographical similarities and differences in a small area of the UK and in contrasting non-European geographical regions (polar regions, jungles and oceans) The location of hot and cold areas of the world in relation to the Equator and the North and South Poles Name and locate four countries of the UK and the world's seven continents. Daily and seasonal weather patterns in the UK</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Name and locate the world's seven continents and five oceans Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. Daily and seasonal weather patterns in the UK The location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Pupils develop geographical knowledge of their locality, the UK and the wider world through identifying and selecting information from a variety of sources, using a number of geographical techniques, to describe, compare and suggest reasons for the physical and human features they observe and the interaction of people with them using basic subject-specific vocabulary.</p>
Essential vocabulary		<p>Positional Vocabulary: in front, behind, between, beside, next to, above, below, left, right Words to describe the weather: cloud, rain, sun, frost, snow, ice, wind Names of the seasons: spring, summer, autumn, winter Words to describe climate in a contrasting region: hot, cold, ice Geographical vocabulary: world, map, globe, near, far, polar, sea, ocean, land, Locational vocabulary: arctic, jungle, desert, city, town, village, countryside, Langham Geographical features: beach, hill, mountain, river, road, railway, building, homes, shops, school, church, castle, farm</p>	<p>Words to describe the weather: cloud, rain, sun, frost, snow, ice, wind, storm Names of the seasons: spring, summer, autumn, winter Words to describe climate in a contrasting region: hot, cold, ice, tropical, desert, polar Geographical vocabulary: north, south, east, west, island, hill, sea, ocean, beach, cliff, coast, river, stream, harbour, mountain, forest Locational vocabulary: Colchester, London, Country, England, Scotland, Wales, Northern Ireland, United Kingdom, Continent, Asia, Europe, South America, North America, Africa, Antarctica, Australasia, Pacific Ocean, Atlantic Ocean</p>
Essential skills		<p>Map work: Identify land/ sea on a globe and places on basic maps Draw simple map of classroom/ outdoor area Interpret an aerial view of the school See where their country is in the world in relation to others. Use positional vocabulary.</p> <p>Understanding places: Use essential vocabulary when describing places. 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. Draw maps of familiar/ imagined places.</p> <p>Understanding places: Use essential vocabulary when describing places. 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>
Coverage notes	<p>Continuous coverage of weather and seasons throughout the year : identify seasonal/daily weather patterns in UK Children have several opportunities to look for and identify geographical features in the immediate locality beyond school.</p>		

		Y3/Y4		Y5/Y6	
Theme titles.		What is the sunshine state really like? Why do so many people live in megacities? How can we live more sustainably?	Why do some earthquakes cause more damage than others? Why are jungles so wet and deserts so dry? Why and how is my local area changing?	How do Volcanoes affect the lives of people in Hiemaey? How is climate change affecting the world? What is a river?	Why are mountains so important? Why is Fairtrade fair? What are National parks for?
		<u>Locational & Place knowledge:</u> North America, South America, UK <u>Physical Geog:</u> climate zones, Biomes & vegetation belts, rivers & mountains <u>Human Geog:</u> Settlement, Economic activity, Land Use, Natural Resources	<u>Locational & place knowledge:</u> South America, UK <u>Physical Geog:</u> Earthquakes & volcanoes, Climate zones, Biomes & vegetation belts, water cycle <u>Human Geog:</u> Settlement, land use, Economic activity	<u>Locational & Place knowledge:</u> Europe, Lines of latitude & longitude, UK <u>Physical Geog:</u> Volcanoes, Climate zones, Biomes & vegetation belts, rivers & water cycle <u>Human Geog:</u> Economic activity, Trade & Natural resources, Settlement & land use,	<u>Locational & Place knowledge:</u> UK, Europe, North America, South America <u>Physical Geog:</u> Mountains, Vegetation belts, rivers <u>Human Geog:</u> Settlement & land use, Economic activity, Trade, Natural resources
Curriculum Coverage		<u>Locational Knowledge:</u> Locate world's countries, using maps to focus on Europe & North and South America, concentrating on their environmental regions, key physical & human characteristics, countries & major cities. Name & locate countries & cities of the UK, geographical regions and their identifying human & physical characteristics, key topographical features (incl. hills, mountains, coast & rivers) land-use patterns and understand how some of these aspects have changed over time. Identify the position & significance of latitude, longitude, Equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer & Capricorn, Arctic & Antarctic circle, the Prime/Greenwich Meridian and time zones (incl. night & day) <u>Place knowledge:</u> Understand geographical similarities & differences through the study of human & physical geography of a region of the UK, a region of a European country, and a region within North or South America. <u>Human & Physical Geography:</u> Describe & understand key aspects of Physical: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes & earthquakes, the water cycle. Human: types of settlement & land use, economic activity incl: trade links, distribution of natural resources incl energy, food, minerals & water.			
		Pupils develop a more detailed knowledge of their locality, the United Kingdom and the wider world through selecting and synthesising information from a range of sources, using more complex geographical techniques, to explain through more informed responses the physical and human features they observe and the interaction of people with them, using more sophisticated subject-specific vocabulary		Pupils generate more in-depth and nuanced knowledge of their locality, the United Kingdom and the wider world through selecting and synthesising information from a wide range of sources, using an extensive range of geographical techniques, to explain, evaluate and make informed and justified conclusions and judgements , about geographical processes and issues using increasing specialist vocabulary and technical terms .	
Essential vocabulary		Geographical vocabulary: city, town, village, rural, urban, climate, biome, tundra, rainforest, desert, grassland, deforestation, conservation, climate change, tourism, transport, agriculture, development Locational vocabulary: Continent, Equator, Northern Hemisphere, Southern Hemisphere, Arctic & Antarctic Circle, Country, Region, London, Cardiff, Edinburgh, Belfast, Lake District, Essex, Blackwater/ Colne Estuary, coordinates		Geographical vocabulary: earthquake, tsunami, volcano, eruption, avalanche, plate tectonics, disaster relief, crust, core, mantle, hazard, trade, import, export, fair trade, sustainability, industry, settlement, natural resources Locational vocabulary: Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer & Capricorn, the Prime/Greenwich Meridian and time zones, Longitude, latitude, compass bearings, co-ordinates,	
Essential skills		<u>Map work:</u> Use maps, atlases, globes & digital/computer mapping to locate countries & describe features studied. Identify places and other features on maps using coordinates Draw maps of familiar places using some conventions such as a key and symbols <u>Understanding places:</u> Use essential vocabulary when describing places. Make generalisations about places. Use language of comparison and contrast . <u>Fieldwork:</u> Conduct surveys of immediate locality (e.g. land use/ traffic)		<u>Map work:</u> Identify places and other features on maps using 8 points of a compass & 4 and 6 figure grid references on Ordinance Survey maps Draw maps of places based on satellite images . <u>Understanding places:</u> Use essential vocabulary when describing places. 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. <u>Fieldwork:</u> Draw maps and plans to scale .	
Coverage notes	Contrasting European country also studied as part of languages (German) curriculum. 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.				