	Reception	Year one	Year two	Year three	Year four
Locational knowledge	Children know	Sensational safari	Famous explorers	We are the United	Incredible India
	about similarities	To know what a	Name and locate the	<u>Kingdom</u>	Locate India, some of its
	and differences in	continent is and know	world's seven continents	To name and locate	major cities and
	relation to places.	that we live in Europe	and five oceans (when	countries and cities in	surrounding countries.
	They talk about	Wonderful weather	thinking about where	the UK. Identify key	All around the world
	the features of	Locate hot/ cold areas of	famous explorers	topographical features;	locate the world's
	their own environment	the world	travelled in the world)	hills, coasts, river etc.	countries, using maps to
	and how environments		Castles and knights	Learn about land use	focus on Europe
	vary from one to		Locate castles across the	over time and how this	(including the location of
	another. They do this		UK.	has changed.	Russia) and North and
	through discussion,		Name, locate and identify	Rivers	South America,
	observation, stories, non-		the UK, its countries,	How has land use near	concentrating on their
	fiction texts and maps		capital cities and	rivers changed over	environmental regions,
	(Understanding the		surrounding seas.	time?	key physical and human
	world- ELG: People,		Beside the sea	<u>Rainforests</u>	characteristics, countries,
	culture and communities)		Locate different seaside	Locate rainforests of the	and major cities
			resorts across the UK.	world.	To identify the position
					and significance of the
					Equator, Northern
					Hemisphere, Southern
					Hemisphere in the
					context of researching
					countries in different
					hemispheres.
					To identify the position
					and significance of
					latitude and longitude in
					the context of using co-
					ordinates to read maps.
					To identify the position
					and significance of the
					Arctic and the Antarctic
					Circle in the context of
					comparing polar regions
					to the UK
					To identify the position
					and significance of the
					Tropics of Cancer and

					Capricorn by comparing the climate of the tropics with that of the UK.
Place knowledge	Children 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. (Understanding the world: People, cultures and communities)	Sensational safari To name, locate and identify characteristics of a country within Africa. To compare characteristics of life of a child in Rural Kenya with their life.	Amazing Australia To compare Stanbridge to a non- European country looking at human/ physical features- geographical similarities/ differences	Around the world To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Leighton Buzzard-local) and a region in a European country (Coulommiers- France) Rainforests To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Rushmere country park-local) a region in South America (Amazon rainforest)	Water world Identify local bodies of water. Investigate and explore a local body of water. Incredible India Understand geographical differences between London and New Delhi In context of human/ physical geography. Water world Explore water usage in UK compared with water scarce countries e.g. Kenya.
Human and physical geography.	To 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 (Understanding the world- ELG: The natural world.	Pirates Compare and contrast Leighton Buzzard and Caribbean coastal town. Key vocabulary Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill,	Amazing Australia Location of hot and cold areas of the world in relation to the equator and the north and south poles Beside the sea Look at human and physical features at the coast (see key vocabulary)	Rivers The river Nile. Look at the human/ physical features of the Nile. Human geography: types of settlement and land use of the Nile, economic activity including trade links. Extreme weather Earthquakes and	Incredible India Investigate how mountains and mountain ranges are formed. Identify different types of mountains and explore six different Indian mountain ranges, describing their facts and features using appropriate geographical

important processes and changes in the natural world around them, including the seasons (Understanding the world) World-E.G.: The natural world) World H.G.: The natural world) World Seasonal changes and daily/ seasonal weather patterns in our locality/ another place we have studied. Our School Observe and describe simple human/ physical features in our school grounds. World Seasonal weather patterns in our locality/ another place we have studied. Our School Observe and describe simple human/ physical features in our school grounds. Geographical fieldwork and skills World around them. Including: village, town, farm, house, office, port, harbour and shop. World-E.G.: The natural world around them. Vorderful weather patterns in our locality/ show, office, port, harbour and shop. World-E.G.: The natural world around them. Vorderful weather patterns in our locality sincluding: village, town, farm, house, office, port, harbour and shop. World Seasonal weather patterns in our locality sincluding: village, fown, farm, house, office, port, harbour and shop. Wey vocabulary Use basic geographical vocabulary to refer to: world trough topics covered above must include by end of KS1; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Geographical fieldwork and skills To explore the natural world around them. Use world maps, atlases and globes to identify the world. Describe and understand Climate Pous Lisiade's twin town in France called Coulommiers. Compare How Yorld. France called Coulommiers. Compare World control treating to fore fer to: key aspects of human geography in the context of lindia's capital evocabulary to refer to: key aspects of so the world. Seasonal changes and describe stwin town in features through topics covered above must include by end of KS1; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Geographical fieldwork and or local text by or fer to: key vocabula
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To draw information countries, continents and oceans studied. Use simple studied. Use the eight points of a compass, four and
from a simple map. compass directions (North, South, East and West) and six-figure grid references, symbols and key (including
locational and directional language [for example, near the use of Ordnance Survey maps) to build their
and far; left and right] Describe the location of knowledge of the United Kingdom and the wider
features and routes on a map. Use aerial photographs, world. Use fieldwork to observe, measure, record
plans and maps to recognise landmarks and basic and present the human and physical features in the
human and physical features; devise a simple map; local area using a range of methods, including sketch
and use and construct basic symbols in a key. Use maps, plans and graphs, and digital technologies.
simple fieldwork and observational skills to study the
geography of our school and its grounds and the key
human and physical features of our surrounding
environment.

Examples of fieldwork and skills across year one and two:

Year One

Pirates

Treasure map work involving simple compass directions (N,S,E,W) and directional language.

Wonderful weather.

To be able to investigate and describe local weather using fieldwork skills and some appropriate vocabulary

Our school

Use simple fieldwork and observational skills (see below) to study the Geography of our school grounds **Sensational safari**

Use maps to locate UK, England, Africa and Kenya.

Year two

Stanbridge now and then.

Our local area- Make and use simple maps with routes, follow and give directions using directional language (paper and digital)

Use aerial images, plans and maps to describe what our local area is like and locate key physical/ human features.

Read, use and make simple symbols on maps.

Castles and knights

Use atlases and globes to name, locate and identify the UK, its countries, capital cities and surrounding seas in context of finding and naming castles in capital cities.

Beside the sea

Mapping skills- Find nearest seaside resort to Stanbridge using Google maps. Locate different seaside resorts across the UK using atlases.

Examples of fieldwork and skills across year three and four:

Year Three

Rainforests

Use maps, atlases, globes and digital/computer mapping to locate rainforests of the world

We are the United Kingdom

Mapping skills- Use a map/ atlas to locate areas of high ground in the UK.

Use a map to locate some of the counties of the UK Use a map to name and locate the main rivers and seas of the UK

Use the eight compass directions to describe the location of countries and cities of the UK.

Year Four

Water world

Investigate and explore a local body of water. Is it safe to drink? Do water quality test

Incredible India

Locate India, some of its major cities and surrounding countries using maps, globes, atlases and digital mapping.

Locate mountain ranges

All around the world

A focus on mapping skills (see objectives above)