



St Michaels First School Geography Whole School Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Autumn/ Animals/ colours/ Nursery Rhymes | Festivals/ Families/ Nursery Rhymes | Winter/ Chinese New Year | Spring/ growing things/Easter/ Farm animals | Traditional Stories/ Nursery Rhyme | Seaside & Holidays |
| Nursery Half termly topic walks to observe and describe seasonal change | All about our school - exploring nursery and our school buildings and grounds How do we travel to school? | Where do we live? Where does Father Christmas live? Find these places on the globe Exploring woodland/ forest school area | Develop our vocabulary to describe our school grounds/ surroundings Chinese New Year - where is China? Antarctica- where do penguins live? | Farms and animals Trips to the zoo - and other family experiences | Where do we live - home address. Describe homes (linked to the 3 little pigs/ story mapping) and paint pictures Explore different homes/ habitats - mini beast hunting | Transport/ vehicles and developing vocabulary Travel to holiday destinations Exploring our new classroom - transition |
| | Marvellous me and my family tree | Celebrations | People who help us | Nocturnal animals | Growing and hatching | Shiver me timbers! |
| Reception Termly topic walks to observe and describe seasonal change | Where do we live? Where are we from? Exploring our classroom, school building and the school grounds | Where do we live? Where does Father Christmas live? Compare hot and cold areas and life in this country compared to polar regions. Cannock Forest visit | Aerial photos of stone and surrounding areas Google maps - find school, our homes and describe our route from home to school Begin to draw simple maps to show routes. Look at symbols and find places in our local area where we go if we need help. | Beebots - directional and locational language including left, right, forwards and backwards, while programming Beebots. Seasonal change - Percy the Park keeper Link to: Half termly/ termly topic walks in our school grounds related to the seasons and weather | Explore different habitats in our school grounds. Where might we find tadpoles? Where do we find caterpillars? Where might we find bats? Wolseley centre visit | Begin to explore the similarities and differences between life in this country and other countries. Where have we been on holiday? Where might our pirate ship take us? |
| | Fun on the Farm | Let's Celebrate! Christmas, Diwali, Hanukah | Polar places | Once upon a time... Knights, Castles and Dragons | Where in the World... Safari Explorer's | Fun at the Seaside... |
| Year 1 Half termly: one Rising Stars lesson on seasonal change including day length (sun rise, sun set) | My school in its grounds - build on work in Early Years and nursery to study the geography of our school and grounds. Develop fieldwork and observational skills, identify some of the key human and physical features of the environment - river, canal, train track, motorway, farms, | Identify seasonal and daily weather patterns in the UK | Name and locate the world's seven continents and five oceans People and communities - (Innuits) Where do polar bears live? Build on the work in Early Years identifying the hot and cold areas of the world on a globe. Discuss this in relation to the equator and poles. | My local area - using aerial photographs and plan perspectives to recognise landmarks and human/ physical features in the local area and beyond. Devise a simple map. Use and construct basic symbols in a key Animals and habitats Stafford Castle visit | Name and locate the world's seven continents and five oceans (recap) Recap the location of hot and cold areas - can we remember where they are and what they are called? People and communities | Begin to name, locate and identify characteristics of the four countries and the capital cities of the UK and its surrounding seas Human and physical features of the coastline. |

| | The Great Fire of London | Blast from the Past | Fabulous Fairy tales | Crazy Crayons | Awesome Authors | Animal Antics |
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| Year 2 | Build on work in summer term of year 1 - locate and name the four countries and capital cities in the UK Can we remember any characteristics? | | We are Geographers - developing geographical skills: Recap oceans and continents Focusing on the local area, who can remember what sources we can use to look at aerial view of stone and the surrounding locality? Find areas of interest in our local community and plan/ draw routes to travel to those places Develop atlas skills - how do we use an atlas. Build on understanding of using keys/ symbols. | | Build on the work in Year 1: Coast to coast - human and physical features of the UK coastline. Compare and contrast with a seaside location in a non-European country. Fieldwork- trip to church and local library Link back to map work based on routes to places of interest in the local area | |
| | Prehistoric Britain | European Adventure | The Romans in Britain | Chocolate | Maps | Rivers Go With The Flow |
| Year 3 | | Understand the physical and human geography of Modern Europe. Create a map of Europe (including Russia) Investigate key European physical features. Research a European capital city for a display and examine the weather from each of Europe's climate zones. Country Focus - France - Linked to learning French. Study the geographical similarities and differences between these regions (human and physical) Children can name and locate the oceans and continents of the world | Map work Where the Romans came from. Roman Britain - examining place times and landscape features that influenced settlement. | | Building map skills: Establish orienteering link to develop orienteering within the school grounds Look at local area maps and identify/ find given symbols from a key Use 4 figure grid references Use 8 point compass directions Follow and create routes using a compass and directions. Develop knowledge of UK counties, county towns and borders. | Rivers Understand the journey of a river from the source to the sea. Understand the water cycle. Name and locate local rivers and other main rivers in the UK Rivers and People Find out about the importance of rivers in settlements, travel and farming. Investigate bridges, irrigation, and the industrial use of rivers. River studies visit to Wolseley Bridge (River Trent) |

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| | Anglo-Saxons & Vikings | | | | Chocolate | | | Ancient Egyptians | | | | |
| Year 4 | <p>Viking Journeys Locate the world's countries using maps to focus on Europe</p> | | <p>Local area and transport links Map work using google maps and locally produced maps</p> <p>Fieldwork - walk in the local area to identify human and physical features.</p> <p>Walk along the canal and discuss features, and how use of canals has changed over time</p> | | <p>'Somewhere to settle' Looking at human and physical characteristics of the landscape and how this impacts on settlements.</p> <p>Reinforce UK map work</p> <p>Finding places on a map.</p> <p>Laches Wood visit.</p> | | <p>Location and transport of chocolate.</p> <p>Focus on the location of the tropics and cancer and Capricorn and the area between</p> <p>West Africa (Nigeria, Ghana) Asia</p> <p>Central America (Brazil and Ecuador)</p> <p>Cadbury World Visit</p> | | <p>Biomes of the world</p> <p>Islands of East Asia</p> <p>Continents and Oceans</p> <p>Climate zones</p> <p>Tropic of cancer/ Capricorn</p> <p>Vegetation belts</p> <p>Chester Zoo visit</p> | | <p>Kenya/ Egypt (linked to transition topic with middle school)</p> <p>Map work</p> <p>Comparison between local area and an area in Kenya/ Egypt.</p> <p>Lichfield Cathedral visit</p> | |
| Year 5 Middle School | <u>Christchurch</u> | <u>Walton</u> | <u>Christchurch</u> | <u>Walton</u> | <u>Christchurch</u> | <u>Walton</u> | <u>Christchurch</u> | <u>Walton</u> | <u>Christchurch</u> | <u>Walton</u> | <u>Christchurch</u> | <u>Walton</u> |
| | Where are we in the World? | A study of North America and map skills | Where are we in the World? | A study of North America and map skills | Mountains | A study of North Africa/Egypt | Amazing Americas | OS map skills | World's Amazing places | OS map skills | Sustainability | The Amazon rainforest |
| Year 6 Middle School | <u>Christchurch</u> | <u>Walton</u> | <u>Christchurch</u> | <u>Walton</u> | <u>Christchurch</u> | <u>Walton</u> | <u>Christchurch</u> | <u>Walton</u> | <u>Christchurch</u> | <u>Walton</u> | <u>Christchurch</u> | <u>Walton</u> |
| | Flooding LIC (Bangladesh) | Human geography - the growth of cities in the UK | Flooding HIC (Bocastle) | Human geography - the growth of cities in the UK | India | Map skills - UK | Map Skills | Planet - Earth - mountain ranges | Tourism | Planet - Earth - mountain ranges | Tourism | Local area study - geography |

Purpose of Study (National Curriculum)

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims (National Curriculum)

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Early Years Foundation Stage Curriculum

The most relevant statements for geography are taken from 'Mathematics' and 'Understanding the World'

Three and four year olds

- 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.

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.

ELG

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons.

| | Early Years | Key Stage 1 | Key Stage 2 |
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| | <p>Locational knowledge</p> <p><u>Three and four year olds</u></p> <ul style="list-style-type: none"> Understand position through words alone. For example, "The bag is under the table," - with no pointing. (see also <i>GSF</i>) Use all their senses in hands-on exploration of natural materials (see also <i>GSF</i>) <p><u>Reception</u></p> <ul style="list-style-type: none"> Explore the natural world around them. (see also <i>GSF</i>) <p><u>ELG</u></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (see also <i>GSF</i>) <p>Place Knowledge</p> <p>Three and four year olds</p> <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p><u>Reception</u></p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live <p><u>ELG</u></p> <ul style="list-style-type: none"> 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. 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>Human and physical geography</p> <p>Three and Four year olds</p> <ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things. <p><u>Reception</u></p> <ul style="list-style-type: none"> Recognise some environments that are | <p>Key stage 1</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> | <p>Key Stage 2</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities 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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement |

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| | <p>different to the one in which they live</p> <p>ELG</p> <p>Understand some important processes and changes in the natural world around them, including the seasons</p> <p>Geographical skills and fieldwork</p> <p>Three and Four year olds</p> <ul style="list-style-type: none"> • 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. <p>Reception</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Explore the natural world around them. <p>ELG</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (see also GSF) | <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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 • 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 • 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>and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • 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. |
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Assessment & Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study..

At St Michael's we assess Geography at the end of each topic.

| | Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical skills and fieldwork | Vocabulary | Enquiry Questions |
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| Nursery Reception | <p>Develop concept of place over the school year:</p> <p>Exploring the classroom: Where do we find..? Where do we put..?</p> <p>Exploring the school buildings: What other rooms/ places do we visit? What do we do there? What other classrooms are there in school (R)? Transition visits to next classroom</p> <p>Exploring the school grounds: Half termly/termly topic walks around grounds Weekly forest school session</p> <p>Exploring where we live: Where is our house? Where is our school? Do we live in Stone? How do we get to school? What do we see on our way to school? What do we see around Stone? Use Google maps, ICT globe and blow up globes Find school/ home on google maps (R) Identify Stone, Great Britain and begin to</p> | <p>Begin to compare where we live, to other areas in the world through our topics. Mainly focus on physical similarities and differences</p> <p>China - Chinese New Year</p> <p>Polar regions, particular reference to North Pole</p> <p>Where does Father Christmas live? Where do penguins live? Where do polar bears live?</p> <p>Seasides and other holiday destinations in the UK and abroad- Where have we been on holiday? How did we get there? What was it like? How was it similar/ different to where we live?</p> <p>Do we have family/ friends that live in different countries? Can we find these on a map? Where are they in</p> | <p>Half termly/ termly topic walks in our school grounds related to the seasons and weather</p> <p>What season is it? What seasonal changes can we see? What is the weather like?</p> <p>Weather charts - what is the weather today (N)</p> <p>Vocabulary linked to the human and physical features of seaside locations</p> <p>Vocabulary linked to human and physical features of a farm/ farmland/ countryside (around Stone) during Harvest/ Farming topics</p> <p>N - compare a farm to a zoo? What animals do we see on farm? What animals do we see at the zoo? Do we know what country these animals came from?</p> <p>Autumn 2nd - trip to Cannock Forest (R) Spr 2nd - trip to Wolesley centre (R)</p> <p>Habitats within the school grounds</p> | <p>Use of simple atlases, globes and Google maps (aerial and map): Locate Stone and features around Stone (e.g. St Michael's Church and school, our houses, firestation, post office, supermarket)</p> <p>Locate England, Great Britain and other localities that are mentioned during topic work (e.g. China, seaside/ holiday localities)</p> <p>Creating our own maps linked to people who help us and where we live/ routes to school</p> <p>Creating story maps e.g. Three Little pigs, Rosie's Walk</p> <p>Use of car and other mats to reinforce ariel view and travelling around a map</p> <p>PE/ maths/ Use of prepositions and directional language</p> <p>Topic work: Easter egg hunts - prepositions, creating and following simple maps Pirate treasure maps, Where will our pirate ship</p> | <p><u>School:</u> School, classroom, library, hall, kitchen, corridor, office, school grounds, playing fields, trim trail, playground, rules, woodland area, + Reception Computer room, club room, key stage 1, key stage 2, mobiles, Year1,2,3,4, next to, behind, across etc to describe position in school grounds/ in relation to other places</p> <p><u>Weather:</u> Ice, fog, snowflake, windy, cloudy, slippery, frozen, frosty, showers, warm, cold, sunny, melt, + Reception Vocab linking different weather to different seasons and comparing weather as we move through the seasons, change, warmer, colder, wetter, drier</p> <p><u>Chinese New Year</u> China, Kung Hei Fat Choy, chopsticks, dragon/ lion dance, dumplings, fortune cookies, lucky red money envelopes, lanterns, ribbons, fireworks, animal names + Reception China, Asia, flag, country, animal positions and ordinal numbers, river, cross, travel, direction,</p> | <p>Where do we find..? Where do we put..? What other rooms/ places do we visit? What do we do there? What other classrooms are there in school?</p> <p>Where is our house? Where is our school? Do we live in Stone? How do we get to school? What do we see on our way to school? What do we see around Stone? What places can we go to in Stone to find people who help us?</p> <p>Where have we been on holiday? Where are we going on holiday? Can we find these on the map? How did we get there? What was it like? How was it similar/ different to where we live? Do we have family/ friends that live in different countries? Can we find these on a map? Where are they in relation to England? Where will our pirate ship</p> |

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| | <p>compare to other areas e.g.the North Pole, China Learn our address Learn school's address (R) Post a letter home (R)</p> <p>Polar places - North pole Post a letter to Father Christmas</p> <p>Seaside/ holidays: find places we have been on holiday on the map Vocabulary related to the beach</p> <p>Begin to learn the name of the seven continents (R) - ongoing</p> <p>Begin to learn the names of the five oceans (R) - ongoing</p> | <p>relation to England?</p> <p>Exploring different habitats: Where do nocturnal animals live? Where do hibernating animals live? What is it like where they live?</p> | <p>(minibeasts/ nocturnal animals) Where would we find the frogspawn? Where would we find the caterpillars? Where would we find the bats?</p> | <p>take us? What will we see on the way? Following and making our own maps</p> <p>ICT - beebots</p> <p>Where are we going on holiday? Where have we visited? Can we find these on the map?</p> | <p><u>Arctic/ Antartic</u> Passport, cold, ice, snow, travel, + Reception North Pole, South Pole, ocean,</p> <p><u>Holidays</u> Passport, travel, plane, boat, car, hotel, camp site, caravan, holiday, weather, beach, sea, sand + Reception Country, continent, sea, ocean, harbour, lighthouse, cliff, pier, port, rocks, human, physical</p> <p><u>Maps:</u> Aerial, satellite, street view, symbol, key, village, town, city, countryside, river, canal, road, church, train station, country, sea, ocean, continents, Stone, Stafford, England, united Kingdom,</p> <p>Five oceans - Arctic, Atlantic, Pacific, Southern, Indian, Pacific</p> <p>Seven continents - Asia, Africa, North and South America, Antartica, Europe, Oceania</p> | <p>take us? What will we see on the way?</p> <p>Where do nocturnal animals live? Where do hibernating animals live? What is it like where they live?</p> <p>What season is it? What seasonal changes can we see? What is the weather like?</p> <p>Where does Father Christmas live? Where do penguins live? Where do polar bears live?</p> <p>What animals do we see on farm? What animals do we see at the zoo? Do we know what country these animals came from?</p> |
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| <p>Year 1</p> | <p>Name and locate the seven continents/ five oceans (Spr 1/Sum 1)</p> <p>Polar places (spr 1) The location of hot and cold areas in the world in relation to the equator</p> <p>Safari Explorers (sum 1) Recap the location of hot and cold areas in the world in relation to the equator</p> <p>Fun at the seaside (sum 2) Name, locate and identify the characteristics of the four countries and capital cities of the UK, and the surrounding seas</p> | <p>Study a contrasting non-European country</p> <p>Spr 1 - polar places - Arctic and Antarctic</p> <p>Sum 1 - Safari explorer - Africa</p> | <p>1 lesson per half term from 'Rising Stars' - seasonal changes</p> <p>Identify seasonal and daily weather patterns in the UK in relation to the Equator and polar regions - linked to Polar Places and Safari Explorers</p> <p>Vocabulary related to the human and physical features seen on: Farm visit Stafford castle visit</p> <p>Seaside locations: physical feature human feature, sea, ocean, beach, lighthouse, cliff, pier, arcades, shops, hotels, camp sites, promenade, sand dunes</p> | <p>Find and study the location of farm visit and Stafford castle in relation to school.</p> <p>Find these on google maps, look at aerial pictures and maps to recognise local landmarks and basic human and physical features</p> <p>Route to farm and castle, directional language e.g. North, South, East and West, basic map symbols, create own map</p> <p>Use maps/ atlases to locate great Britain, capital cities, seas around Great Britain, 7 continents and 5 oceans</p> <p>Locate polar regions - Polar Places</p> <p>Locate continent of Africa - Safari explorers and begin to name some of the countries in Africa</p> | <p>Direction: North, South, East, West, turn, full turn, half turn, quarter turn, left, right</p> <p>Physical/ human features <u>Farm</u> - field, lane, road, shed, farm house <u>Stafford castle</u>- car park, Stafford, town, castle, hill, woodland, fields, <u>Polar regions</u> - Arctic circle, Arctic Ocean, Antarctica, Southern Ocean, ice, iceberg, glacier, snow, polar regions, continent, Inuit, tundra, ice sheet <u>Africa</u>, continent, countries, hot, equator, city, desert, rivers, mountains, savannah, wildlife, people, communities, safari, weather, climate, grassland, rainforest,</p> <p>United kingdom, countries, capital cities, England, London, Wales, Cardiff, Scotland, Edinburgh, Northern Ireland, Belfast,</p> <p>Seasons, names, months, vocabulary to describe weather/ changes in weather, temperature and day length</p> <p>Oceans - Arctic, Atlantic, Pacific, Southern, Indian, Pacific Continents - Asia, Africa, North and South America, Antarctica, Europe, Oceania</p> | <p>Where is the farm? Where is Stafford Castle? How do we get there? What human and physical features can we see? Can you find these places on a map? Can you show a route of how to get there? Can you create your own map? Can you use symbols and a key?</p> <p>Where is our nearest seaside? What human and physical features do you see at the seaside?</p> <p>How do innuits live/why? How does the environment affect how they live? Could you live in Antarctica? What is the Arctic? What is Antarctica?</p> <p>Is Africa a continent or a country? Can you find it on a map? What rivers are in Africa? What are the highest mountains in Africa? Is it ever cold in Africa?</p> <p>What is the weather like in different seasons How does it change? How does the length of the day change with the seasons? Why? How do the trees around school change with the seasons?</p> |
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| <p>Year 2</p> | <p>Locate and name the capital cities in the UK (Aut 1)</p> <p>Recap oceans and continents (Spr 1)</p> <p>Human and physical features of coastal regions of the UK (Sum 2)</p> | <p>Compare a seaside town in the UK with a seaside town in a non European country (Sum 2)</p> | <p>Develop understanding of geographical vocabulary to describe the human and physical features of coastal UK regions (Sum 1)</p> | <p>Develop children's map skills (Spr 1)</p> <p>Learn skills to help children use an atlas for research</p> <p>Look at and draw own aerial pictures of our school grounds and the surrounding area (what features can we see e.g. shop, factory, house)</p> <p>Draw a route to places of interest in the local area</p> <p>Look at and develop own keys and symbols</p> <p>Fieldwork - walk to the library/ church (Sum 1)</p> | <p>Sketch, map, key, symbol, title, aerial view, compass, compass rose, north, south, east, west, direction,</p> <p>route, local area, near, far, distance, units of measure,</p> <p>atlas, key, symbol, index, contents, cartographer,</p> <p>physical feature, human feature, country, continent, sea, ocean, salt water, shop, factory, house, office, beach, lighthouse, cliff, pier, arcades, shops, hotels, camp sites, harbour, estuary, sand, sand dunes,</p> <p>United kingdom, countries, capital cities, England, London, Wales, Cardiff, Scotland, Edinburgh, Northern Ireland, Belfast, North Sea, Irish Sea, English Channel,</p> <p>Five oceans - Arctic, Atlantic, Pacific, Southern, Indian, Pacific</p> <p>Seven continents - Asia, Africa, North and South America, Antartica, Europe, Oceania</p> | <p>What are the capital cities in the UK? Can you find them on a map? Can you describe what you would see here?</p> <p>What are the five oceans called? Where are they on a map?</p> <p>What are the names of the seas around the United Kingdom?</p> <p>What are the seven continents called? Where are they on a map?</p> <p>How do you use an Atlas? What are the four points on a compass? What is an aerial map? Can you find different human and physical features on a map? Can you draw and describe a route on a map?</p> <p>What is the difference between a physical and Human feature?</p> <p>What physical and human features do you see at the seaside in the UK?</p> <p>Are any of these features the same as at seaside localities in other areas of the world?</p> <p>Which features are different? Can you explain why?</p> |
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| <p>Year 3</p> | <p>Understand the physical and human geography of Modern Europe (Aut 2)</p> <p>Recap continents and oceans - discuss in relation to Northern and Southern hemisphere</p> <p>What countries are in Europe?</p> <p>Begin to look at some of the capital cities of European countries.</p> <p>Begin to identify and locate some key physical features of Europe</p> | <p>Compare the human and physical geography of London and Paris (Aut 2)</p> <p>Understand the geographical similarities and differences between the human and physical geography in England and France</p> | <p>Roman Britain - examining landscape features that influenced settlement (Spr 1)</p> <p>River study: Understand the journey of the river from the source to the sea (sum 2) Understand the water cycle (sum 2)</p> <p>Find out about the importance of rivers in settlements, travel and farming</p> <p>Investigate bridges, irrigation, and the industrial use of rivers</p> | <p>Locate and create a map of Europe (Aut 2) Examine keys and grid references (Sum 1) Understand how to use a compass (sum 1) Mapping land use (sum 1)</p> <p>Fieldwork - Wolseley Bridge River visit (sum 2)</p> <p>Map and compass skills in the school grounds/ orienteering (Sum 1)</p> | <p>Five oceans - Arctic, Atlantic, Pacific, Southern, Indian, Pacific</p> <p>Seven continents - Asia, Africa, North and South America, Antarctica, Europe, Oceania</p> <p>Northern hemisphere, southern hemisphere,</p> <p>Rivers: Drainage basin, long profile, cross profile, source, mouth, estuary, tributaries, erosion, deposition, transport, valley, meander, floodplain, river bed, river bank, channel, meander, waterfall, reservoir, coast, mountain, hill</p> <p>Counties, border, county towns</p> <p>Map, OS map, symbols, key, 4 figure grid reference, compass, 8 point,</p> | <p>What do we know about rivers? What rivers do you know in the UK? What county are they in? Do any cross counties or countries? What other rivers do you know in the world? How are they similar or different? Can you describe the journey of a river? How can we investigate rivers?</p> <p>What hemisphere is Europe in? What hemisphere are different continents in? Are any in both hemispheres?</p> <p>What countries are in Europe? Can you find them on a map?</p> <p>Can you describe the key physical and human features of a different country in Europe? How is this similar/ different to England?</p> <p>How can we use a compass to show us direction? Can you use a compass to follow a simple route? What county is Stone in? Can you name some other counties in England? What is their county town? Can you use grid references on an OS map to show these?</p> |
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| <p>Year 4</p> | <p>Locate the worlds countries using maps to focus on Europe (Aut 1)</p> <p>Locate the equator, the tropics and cancer and Capricorn (spr 1)</p> <p>Biomes of the world, islands of East Asia, continents and oceans, climate zones, tropic of cancer/ Capricorn (sum 2)</p> | <p>Local study of stone - transport links including canals and railways (Aut 2)</p> <p>Begin to look at regions in Central America (Brazil and Ecuador) , West Africa (Nigeria and Ghana) and Asia, through the study of the location and transport of chocolate (Spr 2)</p> <p>Comparison between local area and an area in Kenya (Sum 2)</p> | <p>Looking at human settlements in the UK.</p> <p>What are the physical features in the landscape that make it suitable for a settlement? (spr 1)</p> <p>Biomes of the world, islands of East Asia, continents and oceans, climate zones, tropic of cancer/ Capricorn (sum 2)</p> | <p>Local maps of stone including transport links (Aut 2)</p> <p>Laches wood residential</p> <ul style="list-style-type: none"> - Use of GPS - Map work - orienteering - Use of a compass - Understanding keys on a map | <p>Five oceans - Arctic, Atlantic, Pacific, Southern, Indian, Pacific</p> <p>Seven continents - Asia, Africa, North and South America, Antartica, Europe, Oceania</p> <p>World, globe, equator, tropics of Cancer and Capricorn, northern hemisphere, southern hemisphere, longitude, latitude,</p> <p>Topography, human and physical features,</p> <p>Biomes - e.g. desert, Tundra, rainforest, grasslands, savanna, forest, woodland tiaga,</p> <p>Climate zones -e.g. tropical, temperate, polar, Mediterranean,</p> <p>Compass, compass points, eight point compass directions,</p> <p>Maps, grid references, 4 figure grid reference, 6 figure grid references,</p> <p>Field sketch, fieldwork,</p> | <p>What counties did the Vikings visit?</p> <p>How has Stone changed? How do we use canals? What is the difference between a river and a canal?</p> <p>What transport links can you find on a map?</p> <p>What different types of road are there?</p> <p>What makes a good settlement?</p> <p>How do you use a compass to orientate a map correctly?</p> <p>What is a biome?</p> <p>Why are rainforests in their given localities?</p> |
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| Key Aspects | Nursery | Early Years | Year 1 | Year 2 |
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| Locational Knowledge | <p>Know that our school/ where we live is in Stone</p> <p>Begin to discuss routes and locations e.g in front, behind,</p> | <p>Know that where we live is in England, and that England is in the UK</p> <p>Locate the UK on a map</p> <p>Begin to understand (through cross curricular learning and stories) that there are other places in the UK and other countries in the world.</p> <p>With support begin to understand that we can find these a map.</p> <p>Understand and use simple directional and locational language to describe a place or route e.g in front, behind, next too, forwards, backwards</p> <p>Begin to name the 7 continents and the 5 oceans</p> | <p>Know that where we live is in Staffordshire, that Staffordshire is in England, and that England is in the UK</p> <p>Name the 4 countries in the United Kingdom and locate them on a map</p> <p>Begin to name the capital cities of the four countries in the UK</p> <p>Name the 7 continents and the 5 oceans</p> <p>Locate the equator, North and South Pole on a map and globe</p> <p>Understand and use directional and locational language to describe a place or route e.g. left, right, half turn, quarter turn, begin to use North, east, South, West</p> | <p>Name and locate the capital cities of the four countries in the UK</p> <p>Name the seas around the UK</p> <p>Name the continents of the world and locate them on the world map</p> <p>Name the world's oceans and locate them on a map</p> <p>Use directional language including compass directions to identify a location</p> |
| Place Knowledge | <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos e.g. China</p> | <p>Recognise some similarities and differences between life in this country and other countries during topic work e.g. holiday localities</p> <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 maps (where appropriate)</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Understand that some places are hot and some places are cold</p> | <p>Understand that some places are hot and some places are cold and begin to name, describe and locate where these areas are on a map (in relation to the equator and the North and South poles)</p> <p>Discuss places outside of my own locality E.g holiday localities, polar regions, Africa</p> <p>Compare other localities to the area where I live and recognise similarities and differences</p> | <p>Compare and contrast our locality with a seaside locality</p> <p>Compare a contrast a UK seaside locality with a seaside locality in a non-European country</p> <p>Recognise, compare and contrast the similarities and differences in physical and human features within these different localities</p> |

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| Human and Physical Geography | <p>Recognise and name different features within our school grounds, e.g. building, wood, field,</p> <p>Be able to identify and describe the weather using simple weather calendar</p> <p>Begin to identify simple seasonal changes within the school grounds</p> | <p>Recognise that there are different physical and human features in our local environment e.g. train station, church, river, canal, road</p> <p>Begin to understand that there are four seasons in the year and that the weather changes with the seasons.</p> <p>Identify simple seasonal changes within the school grounds</p> | <p>Identify land use around the school and the surrounding areas</p> <p>Identify seasonal changes throughout the year, including how the length of the day changes.</p> <p>Name the four seasons and identify their key features</p> | <p>Use key geographical vocabulary to describe a location</p> <p>Recognise if features are human or physical</p> |
| Geographical skills and fieldwork | <p>Through explore the school building and the school grounds, begin to talk about where things are and what we do there</p> <p>Describe a familiar route e.g. where I put my coat, how I get to forest school</p> | <p>Look at aerial photographs of local area and identify features.</p> <p>Create simple maps of known areas</p> <p>Show and discuss routes on simple maps e.g. what I see on my way to school</p> | <p>Know the 4 main directions on a compass.</p> <p>Use aerial photographs to identify key features of our locality and surrounding areas.</p> <p>Identify key human and physical features in my locality.</p> | <p>Carry out geographical fieldwork including a walk in the local area to the church/library?</p> <p>Draw a map of a locality and use a key to identify human and physical features?</p> <p>Locate places of interest in the local area on a map, and mark out a route to travel to these places.</p> <p>Use an atlas, symbols and key to research locations in the local area, seaside locations in UK and in a non-European country</p> |

Ongoing development of knowledge of place

All classrooms have a map and globe which allows any locations that are discussed in any subject area or identified in stories to be located; as such children's knowledge of place is developed over time in real life contexts. Alongside this, children in Yr R to Year 4 have embarked on a 'Journey around the World', where the whole school visit's and learns about the same new country every 4 weeks. This is shared with parents/carers via the school newsletter, and parents/carers are invited to contribute.

| | Year 3 | Year 4 |
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| Locational Knowledge | <p>Begin to locate different European countries (including Russia) and their capital cities on a map, within an atlas and on a globe</p> <p>Use correct geographical words to describe a place and the things that happen there</p> <p>Locate the Northern Hemisphere, Southern Hemisphere, equator and tropics and understand their climatic zones.</p> <p>Name and locate the continents and oceans of the world</p> <p>Name some the rivers of the UK</p> | <p>Locate countries around the world on both maps and globes</p> <p>Locate key features (human and physical) of the islands of East Asia</p> <p>Locate Kenya and use geographical knowledge to describe its location in the world</p> <p>Locate Brazil, Ecuador and other South America, African and Asian countries linked to the chocolate trade/ transport</p> |

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| Place Knowledge | <p>Identify how different European countries have different climates and why</p> <p>Analyse evidence and draw conclusions - make comparisons between locations using photographs, maps, etc)</p> <p>Use technical vocabulary to describe physical processes (rivers, water cycle, oceans)</p> | <p>Identify key geographical features (human and physical) within the local environment and how they have impacted on people and settlements</p> <p>Identify key geographical features of East Asia, Kenya, Brazil and Ecuador</p> |
| Human and Physical Geography | <p>Recognise key physical features of a European county</p> <p>Develop understanding of climate zone</p> <p>Recognise where settlements are located in a European country (France)</p> <p>Explain how the physical geography of a country impacts on settlements.</p> <p>Understand and describe key features of rivers</p> | <p>Identify the current landscape of an area and how it may change in the future (through physical and human impact)</p> <p>Recognise how the landscape and climate of a country impacts on human settlement and land use</p> <p>Develop understanding of Biomes of the world</p> <p>To describe and understand key aspects of: physical geography including; biomes and oceans</p> <p>To describe and understand aspects of human geography including; Types of settlement and land use, economic activity including trade links.</p> |
| Geographical skills and fieldwork | <p>Use a map and atlases correctly</p> <p>Use eight point compass directions</p> <p>Read and use 4 figure grid references</p> <p>Use maps and keys to develop an awareness of a location.</p> <p>Create a map with a defined key</p> <p>Draw annotated sketch maps of a given location (first hand and from pictures/ photographs)</p> <p>Locate appropriate information from a range of sources</p> | <p>Use maps and atlases correctly</p> <p>Create field sketches to show key geographical features</p> <p>Use 6 figure grid references</p> <p>Carry out first hand geography fieldwork in the local area</p> <p>Locate appropriate information from a range of sources</p> <p>Use GPS to navigate</p> |

Ongoing development of knowledge of place

All classrooms have a map and globe which allows any locations that are discussed in any subject area or identified in stories to be located; as such children's knowledge of place is developed over time in real life contexts. Alongside this, children in Yr R to Year 4 have embarked on a 'Journey around the World', where the whole school visit's and learns about the same new country every 4 weeks. This is shared with parents/carers via the school newsletter, and parents/carers are invited to contribute.

