



Geography

		Place						
		World						
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum			Pupils should develop knowledge about the world, the United Kingdom and their locality. <u>Locational knowledge:</u> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans 		Place knowledge: <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 Locational knowledge 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			
	Skills	Looks closely at similarities, differences, patterns and change in nature. Talks about the features of their own immediate environment and how environments might vary from one another. Makes observations of animals and plants and explains why some things occur, and talks about changes	Name and locate the world's seven continents and five oceans on a world map.	Name and locate seas surrounding the UK, as well as some seas and oceans around the world on a world map or globe.	Locate cities and towns in the UK on a variety of maps	Locate countries and major cities in Europe (including Russia) on a world map. Locate countries in Asia on a world map.	Name, locate and describe major world cities on a world map.	Locate countries and major cities of North, Central and South America on a world map, atlas or globe Explain interconnections between two areas of the world



Geography

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p>	<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>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> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</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 – when appropriate – maps.</p>	<p>A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.</p>	<p>An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea.</p>	<p>A country is a large territory that is part of a continent along with other countries.</p> <p>A city is the largest type of settlement with many buildings, people and facilities</p> <p>A town has lots of houses, schools and some shopping facilities</p>	<p>Countries in Europe include UK, France, Spain, Germany, Italy and Belgium, among others.</p> <p>Russia is part of both Europe and Asia.</p> <p>Countries in Asia including India.</p>	<p>Major cities include London (UK), New York (USA), Shanghai (China), Istanbul (Turkey), Moscow (Russia), Manila (Philippines), Lagos (Nigeria), Nairobi (Kenya), Baghdad (Iraq), Damascus (Syria), Mecca (Saudi Arabia)</p>	<p>North American continent = countries of the USA + Canada + Mexico, as well as Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama.</p> <p>South American continent = Brazil + Argentina + Chile + Colombia + Peru + Venezuela + Uruguay + Ecuador + Bolivia + Paraguay</p> <p>Geographical interconnections are the ways in which people and things are connected.</p>
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Geography

Topic / Coverage	Me and my community Winter Wonderland Puddles Big, Wide, World	Dinosaur Planet 1 lesson (locating animals at risk of extinction, using a map of the Continents) Stand-alone lessons.	Stand-alone lessons (as taught in previous years) or link to Beachcombers topic.	H2Woah – where a river flows I do like to be beside the seaside – locating seaside towns in UK and holiday destinations (countries) in Europe, then cities/towns	Epic Empires – Romans – locate where they came from and where they travelled through) Incredible Industry – Victorians – The Great Exhibition and where the exhibits came from	Eureka – major countries in Europe following the Ancient Greeks put into context of today’s world Dragon Dynasty – China focus	May the Norse Be With You – where Anglo-Saxons and Vikings came from and settled, Tiempo de Fiesta – South America focus, natural disasters and locations of plate boundaries with effects of towns/cities/countries Peace in our Time? – location of countries involved in WW1/WW2
	Place						
UK							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		Pupils should develop knowledge about the world, the United Kingdom and their locality. <u>Locational knowledge:</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom & its surrounding areas <u>Place knowledge</u> 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		<u>Locational knowledge:</u> 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			



Geography

Skills	<p>Looks closely at similarities, differences, patterns and change in nature. Talks about the features of their own immediate environment and how environments might vary from one another. Makes observations of animals and plants and explains why some things occur, and talks about changes</p>	<p>Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p>	<p>Identify characteristics of the four countries and major cities of the UK.</p>	<p>Skills</p> <p>Name, locate and describe some major cities in the UK</p> <p>Create a detailed study of geographical features, such as a significant river or mountainous region of the UK.</p>	<p>Skills</p> <p>Identify the topography of an area of the UK using contour lines on a map.</p>	<p>Skills</p> <p>Describe the relative location of a place of geographical feature in the UK in relation to another place or geographical feature.</p>	<p>Skills</p> <p>Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or wider world</p>
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Geography

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p>	<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>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> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</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 – when appropriate – maps.</p>	<p>The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.</p>	<p>The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom.</p>	<p>Knowledge</p> <p>Major cities of the United Kingdom (as dictated by topic/topic relevance).</p> <p>Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan.</p> <p>Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines.</p>	<p>Knowledge</p> <p>Topography is the arrangement of the natural and artificial physical features of an area.</p>	<p>Knowledge</p> <p>Relative location is where something is found in comparison with other features.</p>	<p>Knowledge</p> <p>A geographical pattern is the arrangement of objects on the Earth's surface in relation to one another</p>
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Geography

Topic / Coverage	Me and my community Winter Wonderland Puddles Big, Wide, World	Bright lights, Big Cities (Draw and label a map of the UK with countries and capitals)	Stand-alone lessons within Tunnel, Turrets and Towers	Topic H2Woah – significant study of the Ouse I do like to be beside the seaside – contrasting holiday locations (human and physical)	Topic Amasia – comparison of mountain ranges between here and the Himalayas (context)	Topic Eureka! – comparisons to previous Roman topic and the UK	Topic Peace in our time? – land use and targets during WW2
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		Location						
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum			Human and physical geography: Identifythe location of hot and cold areas of the world in relation to the Equator and the North and South Poles		Locational knowledge: 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)			
Skills	Talks about the features of their own immediate environment and how environments might vary from one another.	Locate hot and cold areas of the world in relation to the equator.	Locate the equator and the North and South Poles on a world map or globe.	Skills Locate significant places using latitude and longitude.	Skills Identify the location of the Tropics of Cancer and Capricorn on a world map.	Skills Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).	Skills Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, The Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones including day and night.	



Geography

Knowledge	<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>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> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</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 – when appropriate – maps.</p>		<p>The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.</p>	<p>Knowledge</p> <p>Latitude is the distance north or south of the equator, and longitude is the distance east or west of the Prime Meridian.</p>	<p>Knowledge</p> <p>The Tropic of Cancer is 23.4 degrees north of the equator and the Tropic of Capricorn is 23.4 degrees south of the equator.</p>	<p>Knowledge</p> <p>The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT (east of GMT is another hour later).</p>	<p>Knowledge</p> <p>The Northern Hemisphere is the part of the Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0 degrees longitude, from which all other longitudes are measured.</p>
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Geography

Topic / Coverage	Me and my community Winter Wonderland Puddles Big, Wide, World	Bright Lights, Big City	The Scented Garden	Topic Hakuna Matata – locate and compare longitude/latitude to UK	Topic Amasia – locating Asian countries in relation to equator and tropics	Topic To Infinity and Beyond – looking at day and night Eureka – time zone compared to here Dragon Dynasty – time zone	Topic Tiempo de Fiesta – time zones across S.America
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		Position						
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum			Geographical skills and fieldwork: 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		Geographical skills and fieldwork: 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			
Skills	Talks about the features of their own immediate environment and how environments might vary from one another.	Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.	Use simple compass directions to describe the location of features or a route on a map.	Skills Use the eight points of a compass to locate a geographical feature or place on a map	Skills Use the eight points of a compass, four figure grid references and a key to locate and plot geographical places and features on a map	Skills Use six figure grid references and compass points to interpret maps including OS maps, with accuracy	Skills Use lines of longitude and latitude or grid references to find the position of different geographical areas and features	



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Knowledge	Describe their immediate environment using knowledge from observation and maps	Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.	The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.	<p>Knowledge</p> <p>The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.</p>	<p>Knowledge</p> <p>The four cardinal directions are north, south, east and west, which are at 90 degrees to each other on the compass rose.</p> <p>The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east, north-west, south-east and south-west.</p>	<p>Knowledge</p> <p>Compass points can be used to describe the relationship of features to each other or describe the direction of travel. Accurate grid references identify the position of key physical and human features.</p>	<p>Knowledge</p> <p>Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.</p>
Topic / Coverage	Me and my community Big, Wide, World	Bright Lights, Big City (using directions for getting around London) Moon Zoom!	Tunnel, Turrets and Towers Stand-alone lesson but can be incorporated in	<p>Topic</p> <p>H2Woah – river direction</p> <p>I do like to be beside the seaside – location of seaside towns</p>	<p>Topic</p> <p>Amasia – Asian countries, borders, India’s borders, directions</p>	<p>Topic</p> <p>To Infinity and Beyond – 6fig grid references to locate space camps</p> <p>Eureka – orienteering</p> <p>Dragon Dynasty – compare rivers/coasts to UK, locate items around river</p>	<p>Topic</p> <p>May the Norse be with you – locations of Anglo-Saxons and Vikings (from and to)</p> <p>Tiempo de Fiesta – location of natural disasters</p>



Geography

Maps							
	EYFS	Year 1	Year 2				
National Curriculum		Geographical skills and fieldwork: 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		Geographical skills and fieldwork: <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use.....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			
Skills		Draw or read a simple picture map.	Draw or read a range of simple maps that use symbols and a key.	Skills Use simple grid references to describe the location of objects and places on a simple map	Skills Use four figure grid references and keys to describe the location of objects and places on a map Identify areas of elevation on a map	Skills Identify elevated areas, depressions and river basins on a relief map. Use 6 figure grid references	Skills Use grid references, lines of longitude and latitude, contour lines and symbols in maps and on globes to understand and record the geography of an area



Geography

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</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 – when appropriate – maps.</p>	<p>A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.</p>	<p>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p>	<p>Knowledge</p> <p>A grid reference uses a vertical and a horizontal value to give the position of something.</p>	<p>Knowledge</p> <p>A four figure grid reference contains four numbers. The first two numbers are called the easting and are found along the bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four figure grid references give specific information about locations on a map.</p> <p>Relief of the land describes the height of the land and is demonstrated by contour lines and colours.</p>	<p>Knowledge</p> <p>A six figure grid reference contains six numbers and is more precise than a four figure grid reference. The first three figures are called the easting (found top and bottom of a map). The second three figures are called the northing (found down the sides of a map). Six figure grid references give detailed information about locations on a map.</p> <p>The geographical term ‘relief’ describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat.</p>	<p>Knowledge</p> <p>A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.</p>
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Geography

Topic / Coverage		Bright lights, Big Cities (Draw & label map of UK) Enchanted Woodland	Beachcombers Secret Garden Towers, Tunnels, Turrets Wiggle and Crawl	Topic H2Woah I do like to be beside the seaside	Topic Amasia Incredible Industries (to repeat the skills)	Topic To Infinity and Beyond Eureka! Dragon Dynasty	Topic May the Norse be with you Tiempo de Fiesta Peace in our time? – pilots?
Comparison							
Compare and Contrast							
	EYFS	Year 1	Year 2	Year 3			
National Curriculum		Place knowledge: 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		A bit of everything across place knowledge, human and physical geography and geographical skills and fieldwork) Primarily: Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of region of the United Kingdom, a region in a European country, and a region within North or South America			
Skills		Identify the similarities and differences between two places.	Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.	Skills Classify, compare and contrast different types of geographical features	Skills Identify and describe the similarities and differences in physical and human geography between continents	Skills Describe and compare aspects of physical and human features	Skills Describe the climatic similarities and differences between two regions



Geography

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p>	<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>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> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Places can be compared by size, amenities, transport, location, weather and climate.</p>	<p>A non-European country is a country outside the continent of Europe. For example, the USA, Australia, Iceland and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.</p>	<p>Knowledge</p> <p>Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains.</p> <p>Geographical features created by humans are called human features. Human features include houses, factories and train stations.</p>	<p>Knowledge</p> <p>The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate.</p>	<p>Knowledge</p> <p>A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved.</p>	<p>Knowledge</p> <p>Climate is the long term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperature.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Topic / Coverage</p>		<p>Bright Lights, Big City</p>	<p>Towers, Tunnels and Turrets Scented Garden</p>	<p>Topic</p> <p>H2Woah</p> <p>I do like to be beside the seaside</p>	<p>Topic</p> <p>Amasia</p> <p>Incredible Industries</p>	<p>Topic</p> <p>Dragon Dynasty</p>	<p>Topic</p> <p>Tiempo de Fiesta</p> <p>Survival of the Fittest</p>



Geography

Processes							
Climate and Weather							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to seasons and weather		Physical geography: including, climate zones.....and the water cycle. However, looking at extreme weather events as they are reported or as subject matter in reading/report writing in English based on previous events would make exciting cross-curricular links.			
Skills	Looks closely at similarities, differences, patterns and change in nature. observations of animals and plants and explains why some things occur, and talks about changes Explore the natural world around them	Identify patterns in daily and seasonal weather.	Describe simple weather patterns of hot and cold places.	Skills Explain how the weather affects the use of urban and rural environments	Skills Explain climatic variations of a country or continent	Skills Explain how the climate affects land use	Skills Describe the climatic similarities and differences between two regions
Knowledge	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 and changing states of matter.	There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather.	A weather pattern is a type of weather that is repeated.	Knowledge Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms	Knowledge Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent	Knowledge Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.	Knowledge Climate is the long term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.



Geography

Topic / Coverage	Me and my community Winter Wonderland Puddles Big, Wide, World	Bright Lights, Big City	Wiggle and Crawl (Life Cycles/hibernation), Scented gardens (plant life cycles linked to weather patterns)	Topic H2Woah I do like to be beside the seaside	Topic Amasia	Topic Dragon Dynasty	Topic Tiempo de Fiesta Survival of the fittest
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		Physical Processes						
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum			Human and physical geography: <ul style="list-style-type: none"> Identify seasonal and daily weather patterns... 		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			
Skills	Looks closely at similarities, differences, patterns and change in nature. Makes observations of animals and plants and explains why some things occur, and talks about changes	Describe in simple terms how a physical process has affected an area, place or human activity.	Describe, in simple terms, the effects of erosion.	Skills Use specific geographical vocabulary and diagrams to explain the water cycle	Skills Describe the physical processes, including weather, that affect two different locations	Skills Describe how soil fertility, drainage and climate affect agricultural land use.	Skills Explain the physical processes that cause earthquakes and volcanic eruptions	



Geography

Knowledge		Weather is a physical process.	Erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil. Erosion is caused by wind and water, including waves, floods, rivers and rainfall.	Knowledge Water cannot be made. It is constantly recycled through a process called The Water Cycle. the four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling.	Knowledge	Knowledge Soil fertility, drainage and climate influence the placement and success of agricultural land	Knowledge Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement such as landslides and tectonic activity, such as earthquakes or volcanic activity. Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside one another. The centre of an earthquake is called the epicentre.
Topic / Coverage	Me and my community Winter Wonderland Puddles Big, Wide, World	Discrete lessons on weather and link to learning on Seasons and months of the year.	Linked with Science unit and Tunnel, Turrets and Tower	Topic H2Woah Oh I do like to be beside the seaside	Topic Amasia	Topic Dragon Dynasty Circles of life	Topic Tiempo de Fiesta

Nature							
Physical Features							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		Human and physical geography: Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley vegetation, season and weather				Human and Physical geography: Describe and understand key aspects of:	<ul style="list-style-type: none"> Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle



Geography

Skills	Talks about the features of their own immediate environment and how environments might vary from one another.	Use basic geographical vocabulary to identify and describe physical features.	Describe the size, location and position of a physical feature.	Skills Describe and explain the changing shape of coastlines.	Skills Identify, describe and explain the formation of different mountain types. Name and describe properties of the Earth's four layers.	Skills Explain how key physical features along with climate zones and soil types, can affect land use.	Skills Identify and describe some key physical features & environmental regions of N&S America. Describe the parts of a volcano or earthquake.
Knowledge	<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</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 – when appropriate – maps.</p>	Physical features are naturally-created features of the Earth.	A physical feature is one that forms naturally, and can change over time due to weather and other forces.	<p>Knowledge</p> <p>Coastal erosion is</p> <p>ADD IN Coastal erosion preventative measures</p>	<p>Knowledge</p> <p>Mountains form over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma under the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.</p> <p>The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle.</p>	<p>Knowledge</p> <p>China – climate and land use (crop growing)</p>	<p>Knowledge</p> <p>A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage.</p> <p>North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest.</p> <p>South America has a vast variety of biomes, including desert, alpine rainforest and grasslands.</p>



Geography

Topic / Coverage	Me and my community Big, Wide, World	Physical features are naturally-created features of the Earth	. A physical feature is one that forms naturally, and can change over time due to weather and other forces.	Topic Oh I do like to be beside the seaside H2Woah	Topic Amasia	Topic Dragon Dynasty	Topic Tiempo de Fiesta
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Geography

		Environment						
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum			<p>Human and Physical geography: Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <p>Geographical skills and fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of the surrounding environment</p>		<p>Human and Physical geography: Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 			
	Skills	<p>Looks closely at similarities, differences, patterns and change in nature</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	Describe how pollution and litter affect the local environment and school grounds.	Describe ways to improve the local environment	<p>Skills</p> <p>Identify the five major climate zones on Earth.</p>	<p>Skills</p> <p>Describe altitudinal zonation on mountains.</p>	<p>Skills</p> <p>Name and locate the world's biomes and climate zones and explain their common characteristics.</p>	<p>Skills</p> <p>Explain how climate change affects climate zones and biomes across the world.</p>



Geography

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p>	<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>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> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</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 – when appropriate – maps.</p>	<p>Litter and pollution have a harmful effect on the areas where we live, work and play.</p>	<p>The local environment can be improved by picking up litter, planting flowers and improving amenities.</p>	<p>Knowledge</p> <p>The Earth has five climate zones: desert, equatorial, polar, temperate and tropical.</p>	<p>Knowledge</p> <p>Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments and the summits of mountains, which are usually covered in ice and snow and don't support any life.</p>	<p>Knowledge</p> <p>Climate knowledge from Y3</p> <p>A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.</p>	<p>Knowledge</p> <p>Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.</p>
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Geography

Topic / Coverage	Me and my community Winter Wonderland Puddles Big, Wide, World	Stand- alone but can be included in Enchanted Woodland	Secret Garden Wiggle and Crawl	Topic Hakuna Matata	Topic Amasia	Topic Circles of life	Topic Tiempo de Fiesta Survival of the Fittest
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Geography

Humankind							
Human Features and Landmarks							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		Human and physical geography Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		Human and physical geography Describe and understand key aspects of: Human, geography, including, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			
Skills	Talks about the features of their own immediate environment and how environments might vary from one another	Name and describe the purpose of human features and landmarks.	Use geographical vocabulary to describe how and why people use a range of human features.	Skills Describe the type and purpose of different buildings, monuments, services and land, and identify reasons for their location	Skills Describe a range of human features and their location, and explain how they are connected	Skills Describe and explain the location and purpose of transport networks across the UK and other parts of the world	Skills Explain how humans function in the place they live
Knowledge	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.	Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.	Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.	Knowledge Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.	Knowledge Human features can be interconnected by function, type and transport links.	Knowledge Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish.	Knowledge The distribution of and access to natural resources, cultural influences and economic activity are significant factors in a community life in a settlement.



Geography

Topic / Coverage	Me and my community Big, Wide, World	Bright Lights, Big City	Towers, Tunnels and Turrets - Including why people use tunnels	Topic I do like to be beside the seaside (tourism)	Topic Incredible Industries (trade links and how they developed) Epic Empires (service connections that were developed)	Topic Dragon Dynasty (economic, land use, links with the world)	Topic Tiempo de Fiesta (how people function) Survival of the fittest (how animals and plants function)
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Geography

Settlement and Land Use							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		Human and physical geography: Use basic vocabulary to refer to: Key human features including, city, town, village, factory, farm, house, office, port, harbour and shop		Human and Physical geography: Describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human, geography, including, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 			
Skills	Talks about the features of their own immediate environment and how environments might vary from one another	Identify the characteristics of a settlement.	Describe the size, location and function of a local industry.	Skills Describe the type and characteristics of settlement of land use in an area or region	Skills Explain ways that settlements, land use or water systems are used in different parts of the world	Skills Describe in detail the different types of agricultural land use in the UK (and compare to another place)	Skills Describe the distribution of natural resources in an area or country
Knowledge	Knows about similarities and differences in relation to places, objects, materials and living things. 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.	A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.	Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these	Knowledge Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.	Knowledge Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power.	Knowledge Agricultural land use in the UK can be divided into three main types: arable – growing crops; pastoral – rearing livestock; mixed – arable and pastoral. An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK such as wheat, barley, oats, potatoes, other vegetables, fruits and oil seed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs.	Knowledge Natural resources include food, minerals (aluminium, sandstone and oil), energy sources (water, coal and gas), and water.



Geography

Topic / Coverage	Me and my community Big, Wide, World	Discrete local studies of Olney) Bright Lights, Big City (discrete local studies of Olney)		Topic I do like to be beside the seaside (tourism)	Topic Epic Empires Amasia	Topic Dragon Dynasty – land use in China Circles of Life – land use in UK	Topic Tiempo de Fiesta – what natural resources and how they influence the economy
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Geography

Investigation							
Geographical Resources							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		Geographical skills and fieldwork: 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		Geography skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			
Skills	Makes observations of animals and plants and explains why some things occur, and talks about changes about changes Explore the natural world around them, making observations and drawing pictures of animals and plants	Identify features and landmarks on an aerial photograph or plan perspective.	Study aerial photographs to describe the features and characteristics of an area of land.	Skills Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied	Skills Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping	Skills Analyse and compare a place or places using aerial photographs. Atlases and maps	Skills Use satellite imaging and maps of different scales to find out geographical information about a place
Knowledge	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.	An aerial photograph or plan perspective shows an area of land from above.	An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).	Knowledge Maps, globes and digital mapping tools can help to locate and describe significant geographical features	Knowledge An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area	Knowledge Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place or places.	Knowledge Satellite images are photographs taken of Earth by imaging satellites.



Geography

Topic / Coverage	Me and my community Winter Wonderland Puddles Big, Wide, World	Bright Lights, Big City (including identifying landmarks and features of London) Moon Zoom! Enchanted Woodland	The Scented Garden Towers, Tunnels and Turrets	Topic H2Woah – find and track rivers Hakuna Matata – African features	Topic Epic Empires Incredible Industries	Topic Eureka – Greece Dragon Dynasty – compare areas in China	Topic Tiempo de Fiesta – Amazon Survival of the Fittest – visible climate change
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Geography

Data Analysis							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		Geographical skills and fieldwork: 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		Geographical skills and fieldwork: 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			
Skills		Collect simple data during fieldwork activities.	Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).	Skills Analyse primary data, identifying any patterns observed	Skills Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them	Skills Summarise geographical data to draw conclusions	Skills Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary
Knowledge		Data is information that can be collected and used to answer a geographical question.	Data can be recorded in different ways, including tables, charts and pictograms.	Knowledge Primary data includes information gathered by observation and investigation	Knowledge Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet	Knowledge Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions.	Knowledge Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies)
Topic / Coverage		Bright Light, Big City 1 x optional Could include in Enchanted Woodland	Links to science, maths and can be covered in any topic	Topic H2Woah – rivers investigation	Topic II – railways? Sketch map of Olney?	Topic Dragon Dynasty - China	Topic Peace in our time?



Geography

Fieldwork							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		Geographical skills and fieldwork: 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		Geographical skills and fieldwork: 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			
Skills	Looks closely at similarities, differences, patterns and change in nature Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes Explore the natural world around them, making observations and drawing pictures of animals and plants	Carry out fieldwork tasks to identify characteristics of the school grounds or locality.	Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.	Skills Gather evidence to answer geographical question or enquiry	Skills Investigate a geographical hypothesis using a range of field techniques	Skills Construct or carry out a geographical enquiry by gathering and analysing a range of sources	Skills Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques
Knowledge	Describe their immediate environment using knowledge from observation, discussion, stories,	Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.	Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.	Knowledge The term geographical evidence relates to facts, information and numerical data	Knowledge Fieldwork techniques such as sketch maps, data collection, and digital technologies can provide evidence to support and answer a geographical hypothesis	Knowledge A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment	Knowledge Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions



Geography

Topic / Coverage	Me and my community Big, Wide, World	Bright Light, Big City (discrete lessons on school environment and locality)	Secret Garden Wiggle and Crawl (discrete lessons on school environment and locality)				
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Geography

Materials							
Natural and man-made materials							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		Human and physical geography: 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		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			
Skills		Identify natural and man-made materials in the environment.	Describe the properties of natural & man-made materials & where they are found in the environment.	Skills Name and describe the types, appearance and properties of rocks	Skills Explain how topography and soil type affect the location of different agricultural regions	Skills Describe and explain the transportation of materials by rivers Describe the properties of different types of soil	Skills Explain how the presence of ice makes the polar oceans different to other oceans on Earth



Geography

Knowledge	<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p>	<p>A material is something used to build or make something else. Natural materials are dug out of the ground, grown or taken from a living thing. Man-made materials are often made from natural materials but have been changed to have different properties.</p>	<p>Materials found in the environment can be natural (rock, stone, water, sand, soil, water and clay) and man-made (brick, glass, plastic and concrete). Natural and man-made materials are used to make human features.</p>	<p>Knowledge</p> <p>There are three main types of rock found in the Earth's crust – sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils.</p> <p>Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals.</p> <p>Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually hard and often shiny.</p>	<p>Knowledge</p> <p>The topography of an area intended for agricultural purposes is an important consideration. In particular, the topographical slope or gradient plays a large part in controlling hydrology (water) and potential soil erosion</p>	<p>Knowledge</p> <p>Rivers transport material in four ways. Solution (when minerals are dissolved and carried in the water), Suspension (fine light material is carried), Saltation (small pebbles and stones are carried along the riverbed), Traction (large boulders and rocks are rolled around the riverbed).</p> <p>Different types of soil include clay, sandy, silty and loamy.</p>	<p>Knowledge</p> <p>The polar oceans are significantly colder than other world oceans</p> <p>This influences the presence of sea ice, glaciers and icebergs</p>
Topic / Coverage	<p>Me and my community Winter Wonderland Puddles Big, Wide, World</p>	<p>Link in with Science</p>	<p>Towers, Tunnels and Turrets Beachcombers - plastic pollution – sea and beaches and sea defenses – Hunstanton beach</p>	<p>Topic</p> <p>I do like to be beside the seaside (coastal erosion)</p> <p>H2Woah – rivers and transportation of material, shape of the river (why it carves out the path that it does)</p>	<p>Topic</p> <p>Amasia</p>	<p>Topic</p> <p>Dragon Dynasty</p>	<p>Topic</p> <p>Survival of the fittest or Tiempo de Fiesta</p>



Geography

Significant Places							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		<p>Place knowledge: 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 – not covered</p> <p>Human and Physical geography: Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour or shop</p>		<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 <p>Human and Physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 			
Skills	Talks about the features of their own immediate environment and how environments might vary from one another	Name important buildings and places and explain their importance.	Name, locate and explain the significance of a place.	Skills Name, locate and explain the importance of rivers	Skills Name, locate and explain the distribution of significant industrial regions around the world Name, locate and explain the importance of significant mountains	Skills Identify some of the problems of farming in a developing country and report on the ways in which these can be supported	Skills Name and locate significant volcanoes and plate boundaries, and explain why they are important
Knowledge	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past.	A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.	Knowledge Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambeki, Mekong, Ganges, Danube and Yangtze	Knowledge Specific mountain ranges include the Himalayas. Urals, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant volcanoes include Mt Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America. The Ring of Fire runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over ¾ of the world's earthquakes and volcanic eruptions happen along the Ring of Fire.	Knowledge Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways these challenges can be reduced	Knowledge North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply)



Geography

Topic / Coverage	Me and my community Big, Wide, World	Bright Lights, Big City	Towers, Tunnels and Turrets (locate significant castles around the world)	Topic H2Woah	Topic Incredible Industries	Topic Dragon Dynasty	Topic Tiempo de Fiesta
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CHANGE							
Geographical Change							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		Geographical skills and fieldwork: 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		Human and physical geography: <ul style="list-style-type: none"> Physical geography, including: vegetation belts, rivers, mountains, volcanoes and earthquakes... Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			
Skills	Looks closely at similarities, differences, patterns and change in nature	Describe how a place or geographical feature has changed over time.	Describe how an environment has or might change over time.	Skills Explain how the physical processes of a river, sea or ocean have changed a landscape over time	Skills Describe how a significant geographical activity has changed a landscape in the short or long term	Skills Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy)	Skills Present a detailed account of how an industry, including tourism, has changed a place or landscape over time
Knowledge	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Geographical features can change over time.	An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding.	Knowledge Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation	Knowledge Significant geographical activity includes earthquakes and volcanic eruptions. There are known as natural disasters because they are created by nature, affect many people and cause widespread damage.	Knowledge Settlements come in many different sizes and can be ranked according to their population and the level of services available. A settlement hierarchy include hamlet, village, town, city and large city	Knowledge Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental impact on many regions and countries.
Topic / Coverage	Me and my community Winter Wonderland Puddles Big, Wide, World	Could be covered by discrete lessons outside topics linked to the school and its environment. Growth Milton Keynes.		Topic H2Woah	Topic Epic Empires	Topic Eureka	Topic

Additional notes to consider to improve coverage/progression:

Environment – Could be addressed through focus on school environment – eco-activities and gardening for wildlife/growing veg

Climate and Weather – Could be enhanced across the school by collecting data on weather patterns, setting up a weather station in school and organising activities to acknowledge National Meteorological day.