



Geography LTP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>						
	<p><u>ELG:</u> People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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>					
<b>Year 1</b>	Autumn 1 <i>Superheroes</i>	Autumn 2 <i>Childhood from long ago</i>	Spring 1 <i>Transport through the ages</i>	Spring 2 <i>Australian Adventurers</i>	Summer 1 <i>Growing in the UK</i>	Summer 2 <i>Minibeasts</i>
	<p><b>Countries and capitals of the UK</b> <b>Investigate places</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>  <p><b>Investigate patterns</b></p>	<p><b>Outdoor Learning</b></p> <p>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.</p> 		<p><b>Compare the UK to another country.</b></p> <p><b>Investigate places</b></p> <p>Ask and answer geographical questions.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents.</p>	<p><b>Fieldwork- our school and the environment.</b></p> <p><b>Investigate places</b></p> <p>Ask and answer geographical questions.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key features of its surrounding environment.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p><b>Investigate patterns</b></p>	

Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).

**Communicate Geographically**

Use basic geographical vocabulary to refer to:

use compass directions and locational language.

UK  
England  
Guildford is in England.  
Ireland  
Scotland  
Wales  
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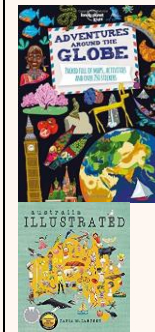
**Investigate patterns**

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.

**Communicate Geographically**

Use basic geographical vocabulary to refer to:

key physical and human features.



- Identify land use around the school.

- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

**Seasonal Changes**

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.

**Communicate Geographically**

Use basic geographical vocabulary to refer to:

Key human features

use compass directions (north, south, east and west) and locational language.

Devise a simple map; and use and construct basic symbols in a key.

				 <p>Would you rather live in Australia or the UK?</p> <p>States and territories</p> <p>Climate and Weather</p> <p>Christmas in the UK and Australia</p> <p>Physical Features</p> <p>Unusual Animals</p>	  <p>My World</p> <p>The United Kingdom</p> <p>Country Features</p> <p>Our Town</p> <p>My Address</p>	
<b>Year 2</b>	<b>Castles, Kings and Queens</b>	<b>Great Fire of London</b>	<b>Brazil</b>	<b>Save our Planet</b>	<b>Explorers and Scientists from the Past</b>	<b>Island Life</b>
			<p><b>Brazil</b></p> <p><b>Investigate places</b></p> <p>Ask and answer geographical questions.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use world maps, atlases and globes to</p>	<p><b>Arctic</b></p> <p><b>Investigate places</b></p> <p>Ask and answer geographical questions.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,</p>		<p><b>Coasts</b></p> <p><b>Investigate places</b></p> <p>Ask and answer geographical questions.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>

			<p>identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Name and locate the world's continents and oceans.</p> <p><b>Communicate Geographically</b></p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features</p> <p>key human features</p> <p>devise a simple map and construct basic symbols in a key.</p>	<p>continents and oceans studied.</p> <p>Name and locate the world's continents and oceans.</p> <p><b>Investigate patterns</b></p> <p>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.</p> <p><b>Communicate Geographically</b></p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features</p> <p>locational language to describe the location of features on a map.</p> <p>Lessons:</p> <p>-Exploring the Arctic Circle</p>		<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p><b>Communicate Geographically</b></p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features</p> <p>key human features</p> <p>devise a simple map and construct basic symbols in a key.</p>
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				<ul style="list-style-type: none"> <li>-Arctic Climate</li> <li>-Physical Features</li> <li>-Arctic Animals</li> <li>-Would you rather live in a hot and cold place?</li> </ul>		
Year 3		<p><b>Volcanoes</b></p> <ul style="list-style-type: none"> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere. Describe some of the characteristics of these geographical areas.</li> </ul> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle</li> </ul> <p>Lessons:</p>		<p><b>UK local area study</b></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> </ul> <p>Use a range of resources to identify the key physical and human features of a location.</p> <ul style="list-style-type: none"> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics,</li> </ul>	<p><b>Europe comparison between- Spain and the UK</b></p> <ul style="list-style-type: none"> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul> <p>-Describe geographical similarities and differences between countries.</p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> </ul> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Explain own views about locations, giving reasons.</p>	

				<p>including hills, mountains, cities, rivers, key topographical</p> <p>features and <b>land-use</b> patterns; and understand how some of these aspects have changed over time.</p> <p>Humans and physical features and land use</p>	Lessons:	
Year 4	<p><b>Rivers -</b></p> <p><b>What are rivers and how are they used?</b></p> <p>-Water Cycle and clouds</p> <p>-Describe what happens to the water in a river.</p> <p>-Draw label and describe the parts of a river</p> <p>-Define and describe the different stages of a river including understanding where these are frequently located (mountains)</p> <p>-Erosion, transportation and deposition,</p>			<p><b>Scandinavia</b></p> <p>Location</p> <p>Climate</p> <p>Physical features</p> <p>Human Features</p> <p>Scandinavia vs UK</p> <p>Holiday Plans</p> <p><b>Investigate Places</b></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul>		<p><b>Our European Neighbours</b></p> <p>Countries of Europe</p> <p>Features of European Countries</p> <p>London vs Paris</p> <p>Own Country Study - Paris (children's choice)</p> <p><b>Investigate Places</b></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> </ul>

	<p>recognise examples of the processes.          -Physical processes that create mountains, both fold and block mountains.</p> <p>-Understand the difference between source and mouth, tributary and a river, and surface and subterranean river, meander and mouth</p> <p><b>Communicate Geographically</b></p> <ul style="list-style-type: none"> <li>• Describe key aspects of:</li> <li>• physical geography, including: rivers, and the water cycle.</li> </ul> <p>The Water Cycle          River Features          Where can we find rivers?          How are rivers used?          What can we find out about our local river?</p>			<ul style="list-style-type: none"> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul> <p><b>Investigate Patterns</b></p> <ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> </ul> <p><b>Communicate Geographically</b></p> <ul style="list-style-type: none"> <li>• Describe key aspects of:</li> <li>• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including:</li> </ul>		<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul> <p><b>Investigate Patterns</b></p> <ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> </ul> <p><b>Communicate Geographically</b></p> <ul style="list-style-type: none"> <li>• Describe key aspects of:</li> <li>• physical geography, including: rivers, mountains, volcanoes</li> </ul>
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				settlements and land use.		and earthquakes and the water cycle.  • human geography, including: settlements and land use.
Year 5		<p><u>South America</u></p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Name and locate the countries of South America and identify their main physical and human characteristics.</p> <p>Describe and understand key aspects of:</p> <p><b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>		<p><u>Biomes</u></p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>*biomes and climate zones - Rainforest, tundra, taiga</p>		<p><u>Guildford/Ironbridge</u></p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. (Ironbridge shop and visitor survey)</p> <p>- Investigate: possible 'deep' or 'advanced' task</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p>



						<p><u>Fieldwork</u>        (compared with maps and topological maps - as in London's Tube map).</p> <p>*map features - 4 figure grids / ocean currents</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p>
Year 6		<p>North America</p> <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human</li> </ul>		<p>Biomes</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere,</p>		<p><u>Journeying</u>  <u>Contours</u>  <u>Map work</u> :        compasses, contours, OS symbols</p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the</li> </ul>

		<p>activity within a location.</p> <ul style="list-style-type: none"><li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li><li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li><li>• Describe how locations around the world are changing and explain some of</li></ul>		<p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p>		<p>United Kingdom and the world.</p> <ul style="list-style-type: none"><li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li></ul>
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		<p>the reasons for change.</p> <ul style="list-style-type: none"><li>• Describe geographical diversity across the world.</li></ul> <p>Lessons</p> <p>Countries Capital Cities Climate Features/Wonders Comparing Locations Country Study</p>				
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