

Geography LTP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	<p><u>ELG: Understanding of the world</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. Fieldwork – walk to the local post office and post a Christmas card. - Drawing maps of their route to forest school – features seen on route</p>					
Year 1	<p>United Kingdom</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>Investigate patterns</p> <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?).</p> <p>Communicate Geographically</p>		<p>Australia</p> <p>Investigate places</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, continents.</p> <p>Investigate patterns</p> <p>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.</p> <p>Seasonal Changes Location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>		<p>Our Local Area</p> <p>Investigate places</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 human and physical features of its surrounding environment.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Investigate patterns</p> <ul style="list-style-type: none"> • Identify land use around the school. • Identify the key features of a location in order to say whether it is a city, 	

	Use basic geographical vocabulary		<p>Communicate Geographically</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical and human features.</p> <p>Would you rather live in Australia or the UK?</p> <p>Weather</p> <p>Christmas in the UK and Australia</p> <p>Physical Features</p>		<p>town, village, coastal or rural area.</p> <p>Seasonal Changes</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><u>Communicate Geographically</u></p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key human features</p> <p>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>	
Year 2	<p>Arctic</p> <p>Investigate places</p> <p>Ask and answer geographical questions.</p> <p>Use world maps, atlases and globes to</p>		<p>Brazil</p> <p>Investigate places</p> <p>Ask and answer geographical questions.</p> <p>Identify the key features of a location in order to say whether it</p>			<p>Coasts</p> <p>Investigate places</p> <p>Ask and answer geographical questions.</p> <p>Identify the key features of a location</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>Investigate patterns</p> <p>North and South pole – Arctic circle</p> <p>Communicate Geographically</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>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 and oceans studied.</p> <p>Name and locate the world's continents and oceans.</p> <p>Communicate Geographically</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>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.</p> <p>Communicate Geographically</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>
Year 3		<p>Volcanoes</p> <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere. Describe some of the characteristics of these geographical areas. <p>Use maps, atlases, globes and digital/computer mapping to locate</p>		<p>UK local area study</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. <p>Use a range of resources to identify the key physical and human features of a location.</p>	<p>Europe comparison between- Spain and the UK</p> <ul style="list-style-type: none"> • Name and locate the countries of Europe and identify their main physical and human characteristics. <p>-Describe geographical similarities and differences between countries.</p>	

		<p>countries and describe features.</p> <p>Physical geography, Volcanoes and earthquakes</p>		<ul style="list-style-type: none"> • 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 • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. <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>	
Year 4	<p>Rivers</p> <ul style="list-style-type: none"> -Water Cycle and clouds -Describe what happens to the water in a river. -Draw label and describe the parts of a river -Define and describe the different stages of a river including understanding where these are frequently located (mountains) 		<p>Our European Neighbours - Scandinavia</p> <p>Investigate Places</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Use maps, atlases, globes and digital/computer mapping to locate 		<p>Mountains</p> <p>Investigate Places</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Use maps, atlases, globes and digital/computer mapping to locate 	

	<p>-Erosion, transportation and deposition, recognise examples of the processes.</p> <p>-</p> <p>-Understand the difference between source and mouth, tributary and a river, and surface and subterranean river, meander and mouth</p> <p>Communicate Geographically</p> <ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, and the water cycle. <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>		<p>countries and describe features.</p> <ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a location. • Name and locate the countries of Europe and identify their main physical and human characteristics. <p>Investigate Patterns</p> <ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. 		<p>countries and describe features.</p> <ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a location. <p>Investigate Patterns Communicate Geographically</p> <ul style="list-style-type: none"> • Describe key aspects of physical geography, including: rivers, mountains, <p>Physical processes that create mountains, both fold and block mountains.</p>	
Year 5		<p>South America</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</p>		<p>Biomes</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer</p>		<p>Guildford/Ironbridge</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</p>

		<p>identify their main physical and human characteristics.</p> <p>Describe and understand key aspects of:</p> <p>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>		<p>and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>*biomes and climate zones - Rainforest, tundra, taiga</p>		<p>ways. (Ironbridge shop and visitor survey)</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)</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> Ironbridge and Guildford survey – why do people visit?</p>
Year 6		<p>North America</p> <ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features 		<p>Biomes</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Identify and describe the geographical</p>		<p>Journeying Contours Map work: Compasses, contours, OS symbols</p> <ul style="list-style-type: none"> • 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

		<p>affect the human activity within a location.</p> <ul style="list-style-type: none"> • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • 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. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical 		<p>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>Desert Savannah</p>		<p>United Kingdom and the world.</p> <ul style="list-style-type: none"> • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). <p>Fieldwork – Walk to Newland – contours, mapreading, compassing</p>
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