

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	All About Me/Fabulous Festivals	Famous People	Famous People	Tomb Raiders	Tomb Raiders
Skills:					
Geographical language	Children can make observations of the environment and explain why some things occur and talk about changes. (The World – ELG)	Children can use geographical language to describe feature or location e.g hill/local/a road/coastline/woods.	Children can use geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland	Children are able to describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE link words to topic e.g. river/meander/flood/plain/location/ industry/transport	Children are able to describe route and direction linking N/S/E/W with degrees on the compass link words to topic/theme e.g. contour/height/ valley
Enquiry (builds on questions from previous years)	Children can make observations of the environment and explain why some things occur and talk about changes. (The World – ELG) Children know about similarities and differences between themselves and others, and among families, communities and traditions. (The World – ELG)	Children can ask geographical questions e.g. what is it like to live in this place? Children can express own views about a place, people, environment Children can recognise how places have become the way they are e.g. shops (patterns and processes) Children can observe and record e.g. identify buildings on a street – memory maps Children can communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams	ask geographical questions –where is this place? what is it like? How has it changed? express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences recognise how places have become the way they are e.g. shops (patterns and processes) observe and record in different ways eg. sketches, diagrams, ICT communicate in different ways –pictures, writing, charts	ask geographical questions: where is this location? What do you think about it? analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate hold geographical issues through drama role play e.g. recycling collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases) communicate in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local paper	ask questions –what is this landscape like? what will it be like in the future? analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps identify and explain different views of people including themselves collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns communicate in ways appropriate to task and audience
Theme	Children can talk about similarities and differences in relation to places, objects, materials and living things. (The World - ELG)	Children carry out locality Lidlington Fieldwork	Children look at another UK locality that contrasts with Lidlington	Children can describe differences in weather, environment, environmental change, sustainability	Children can describe differences e.g. water and the effects on the environment, settlement, environmental change, sustainability
Fieldwork: where, why? Use	Children can use everyday language to talk about positions and distance to solve problems Can I describe my relative position	Children use simple field sketches. Children use a camera.	Children use simple field sketches and diagrams, use a camera	use more detailed field sketches and diagrams	

fieldwork techniques	such as behind or next to. (SSM40-60)				
Map work/ atlas work		make simple maps and plans explore maps of the local area	compare two settlements use globes, maps, plans at a range of scales use content/index to locate country/ draw information from a map	draw maps more accurately plan view (from above) use key accurately use contents/index to locate page quickly and accurately (ICT)	·draw accurate map –develop more complex key use contents/index to locate position of location including page/coordinates
Knowledge	Reception	Year 1	Year 2	Year 3	Year 4
<p>Reception To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions. To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>KS1 & KS2 G1: develop contextual knowledge of the location of globally significant places (land and sea). Define physical and human characteristics and how these provide a context for understanding the actions of processes G2: Understand the processes that give rise to key physical and human geographical features of the world, how they are interdependent and bring spatial variation and change over time. G3: Are competent in the geographical skills needed to : <ul style="list-style-type: none"> collect, analyse and communicate with a range of data gathered </p>	<p>Daily weather update. Autumn walk - seasonal changes to weather/environment. Where we live/our school - comment on human and physical features. Houses and homes (villages & towns). Daily weather update. Festivals celebrated within different countries/cultures. Light and dark Day and night. Weather and seasons in other countries. Locate countries on the world globe.</p>	<p>Use compass points to navigate maps. Use directional language. Use aerial photos and produce plan perspectives of their classroom and school site. Understand the use of Keys to interpret maps. Design maps and use symbols and key. Identify key landmarks and features.</p>	<p>Use compass points to navigate maps. Use directional language. Use aerial photos and produce plan perspectives of their classroom and school site. Understand the use of Keys to interpret maps. Design maps and use symbols and key. Identify key landmarks and features.</p>	<p>Identify and locate the river Nile and surrounding countries using maps and compass/grid references. Key facts - longest river, countries it flows through, source. Explore the Aswan dam and its positive and negative aspects for people's lives, and impact on land use. Explore the Nile delta, source and tributaries Compare population and size; compare modern use of the river with ancient Egypt. Describe features studied.</p>	<p>Identify and locate the river Nile and surrounding countries using maps and compass/grid references. Key facts - longest river, countries it flows through, source. Explore the Aswan dam and its positive and negative aspects for people's lives, and impact on land use. Explore the Nile delta, source and tributaries Compare population and size; compare modern use of the river with ancient Egypt. Describe features studied.</p>

<p>through experiences of fieldwork;</p> <ul style="list-style-type: none">• interpret a range of sources of information e.g. maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)• Communicate geographical information in a variety of ways including maps, numerical and quantitative skills and writing at length.					
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