

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	Dinosaurs/Traditional Tales	London	London	Disappearing Rainforests	Disappearing Rainforests
<b>Skills:</b>					
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 fieldwork techniques	Children can use everyday language to talk about positions and distance to solve problems Can I describe my relative position such as behind or next to. (SSM40-60)	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	

<p>Map work/ atlas work</p>		<p>make simple maps and plans explore maps of the local area</p>	<p>compare two settlements use globes, <b>maps, plans at a range of scales</b> use content/index to locate country/draw information from a map</p>	<p>draw maps more accurately <b>plan view (from above)</b> use key accurately use contents/index to locate page quickly and accurately (ICT)</p>	<p>•draw accurate map –develop more complex key use contents/index to locate position of location including page/coordinates</p>
<p><b>Knowledge</b></p>	<p><b>Reception</b></p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>	<p><b>Year 3</b></p>	<p><b>Year 4</b></p>
<p><b>Reception</b> 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><b>KS1 &amp; KS2</b> 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"> <li>collect, analyse and communicate with a range of data gathered</li> </ul> </p>	<p>Daily weather update. Winter walk - seasonal changes to weather/environment. Prehistoric environments - key features. How can we help save our planet? Discussion about how our actions can affect the environment (plastic waste in the sea) Daily weather update. Spring walk - seasonal changes to weather/environment. Physical and human features within an environment (bridges, rivers, houses, field, stream, bakery)</p>	<p>Locate London using uk map, atlas Identify London landmarks using aerial views. Use compass points and directional language to navigate between landmarks. Recognise and describe key physical features, rivers, lakes, hills etc. Make comparisons between city and village life. Link this to own experience of visiting London or other cities.</p>	<p>Locate London using uk map, atlas Identify London landmarks using aerial views. Use compass points and directional language to navigate between landmarks. Recognise and describe key physical features, rivers, lakes, hills etc. Make comparisons between city and village life. Link this to own experience of visiting London or other cities.</p>	<p>Use of maps to locate world's countries – specifically North and South America. locate position of rainforest using longitude and latitude. Understand definition and characteristics of rainforest incl. layers of vegetation. Investigate climate, using charts and graphs of tropical rainforests. Discover the indigenous tribes and how they are under threat, comparing their lives to modern society. Explore the ways that rainforests are under threat and what we can do to preserve them.</p>	<p>Use of maps to locate world's countries – specifically North and South America. locate position of rainforest using longitude and latitude. Understand definition and characteristics of rainforest incl. layers of vegetation. Investigate climate, using charts and graphs of tropical rainforests. Discover the indigenous tribes and how they are under threat, comparing their lives to modern society. Explore the ways that rainforests are under threat and what we can do to preserve them.</p>

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