

YEAR A

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	All About Me/Winter Wonderland	Toys	Toys	Rotten Romans	Rotten Romans
Skills:					
Geographical language	Children can make observations of the environment and explain why some things occur and talk about changes to the weather/environment (The World – ELG)	Children can use geographical language to describe feature or location e.g hill/local/a road/coastline/ woods/village/farmland. Use weather related vocabulary	Children can use geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland Use weather related vocabulary	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. location/height/city/ industry/transport/volcano	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. location/height/city/ industry/transport/volcano
Enquiry (builds on questions from previous years)	Children can make observations of the environment and explain why some things occur and talk about changes to the weather/environment (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 the weather like? Children can express own views about how the weather may be different in different locations. Children can recognise the difference between weather and climate. Children can observe and keep a weather diary. Children can locate hot and cold areas of the world, equator and polar regions, seasonal changes. Children can communicate in different ways- pictures, charts, labelled diagrams, writing, maps tables and pictograms.	Children can ask geographical questions e.g. what is the weather like? Children can express own views about how the weather may be different in different locations. Children can recognise the difference between weather and climate. Children can observe and keep a weather diary. Children can locate hot and cold areas of the world, equator and polar regions, seasonal changes. Children can communicate in different ways- pictures, charts, labelled diagrams, writing, maps tables and pictograms.	Children can ask geographical questions: where is Italy? What are its regions, islands, seas, capital and major cities? Children can use physical maps to locate mountains, major rivers and volcanoes. Children can explore human features such as major landmarks and cities of culture. Children can express their own views about the Italian culture compared to that of the UK. Children may draw from and share experiences of those who may have visited Italy.	Children can ask geographical questions: where is Italy? What are its regions, islands, seas, capital and major cities? Children can use physical maps to locate mountains, major rivers and volcanoes. Children can explore human features such as major landmarks and cities of culture. Children can express their own views about the Italian culture compared to that of the UK. Children may draw from and share experiences of those who may have visited Italy.
Theme	Children can talk about similarities and differences in relation to places, objects, materials, weather, environment and living things. (The World - ELG)	Children carry out weather and seasonal changes related fieldwork.	Children carry out weather and seasonal changes related fieldwork.	Children investigate physical and human features of Italy.	Children investigate physical and human features of Italy.

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 sketches, charts, tables, maps and digital cameras.	Children use simple sketches, charts, tables, maps and digital cameras.	Children use more detailed maps, diagrams, sketches, tables, graphs and charts.	Children use more detailed maps, diagrams, sketches, tables, graphs and charts.
Map work/ atlas work		Children use simple maps and charts/tables/sketches. Children compare weathers of two places.	Children use simple maps and charts/tables/sketches. Children compare weathers of two places. Children will use globes, maps, plans at a range of scales. Children will use content/index to locate country/draw information from a map.	Children will draw maps more accurately. Children will use the key accurately. Children will use contents/index to locate a page quickly and accurately (ICT)	Children will draw accurate maps with more complex keys. Children will use contents/index to locate position of location including page/coordinates.
Knowledge	Reception	Year 1	Year 2	Year 3	Year 4
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. 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 through experiences of fieldwork; 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. 	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.	What's the weather like? Daily weather patterns How weather may be different in coastal and inland locations. Develop weather related vocabulary. Recognise the difference between weather and climate. Keep a weather diary. Seasonal changes in UK. compared to other regions Locate hot & cold areas of the world. equator & polar regions, seasonal changes	What's the weather like? Daily weather patterns How weather may be different in coastal and inland locations. Develop weather related vocabulary. Recognise the difference between weather and climate. Keep a weather diary. Seasonal changes in UK. compared to other regions Locate hot & cold areas of the world. equator & polar regions, seasonal changes	Italy Today Identify and locate Italy and surrounding countries using maps and compass/grid references. Key facts- surrounding countries, seas and islands. Learn about the mountain ranges, longest river, important landmarks and the volcanic eruption that destroyed Pompeii. Compare Italian culture with that of the UK.	Italy Today Identify and locate Italy and surrounding countries using maps and compass/grid references. Key facts- surrounding countries, seas and islands. Learn about the mountain ranges, longest river, important landmarks and the volcanic eruption that destroyed Pompeii. Compare Italian culture with that of the UK.