

**YEAR A**

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	Superheroes/Minibeasts	Houses and Homes	Houses and Homes	Amazing Anglo-Saxons	Amazing Anglo-Saxons
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/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  Children can link words to topic e.g. location/height/city /culture/industry/transport /volcano	Children are able to describe route and direction linking N, S, E/W with degrees on the compass.
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 it like to live in this place? How has it changed?  Children can express own views about a place, people and environment.  Children can recognise how places have become the way they are eg. shops (patterns and Processes).  Children can observe and record eg. identify buildings on a street-memory maps.  Children can communicate in different ways- pictures, charts, labelled diagrams, writing, maps, sketches, tables and pictograms.	Children can ask geographical questions e.g. What is it like to live in this place? How has it changed?  Children can express own views about a place, people, environment and location. Give detailed reasons to support own likes, dislikes and preferences.  Children can recognise how places have become the way they are eg. shops(patterns and Processes).  Children can observe and record in different ways eg. sketches, diagrams, ICT.  Children can communicate in different ways- pictures, charts, labelled diagrams, writing, maps, sketches, tables and pictograms.	Children can ask geographical questions: where is this location? What do you think about it?  Children can analyse evidence and draw conclusions eg. make comparisons between locations using photos/ pictures/temperatures in different locations/ population.  Children can identify and explain different views of people including themselves eg views of different sections of the community when developing holiday resort/new housing estate.  Children will hold geographical issues through drama role play eg recycling  Children will 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 the task and audience creating a sense of place eg use questionnaires,	Children can ask geographical questions: where is this location? What will it be like in the future?  Children can analyse evidence and draw conclusions eg. make comparisons between locations using photos/ pictures/temperatures in different locations/ population.  Children can identify and explain different views of people including themselves eg views of different sections of the community when developing holiday resort/new housing estate.  Children will hold geographical issues through drama role play eg recycling  Children will collect and record evidence: show questionnaire results in simple charts, colour coded maps which demonstrate patterns.  Communicate in ways appropriate to the task and audience

				charts, graphs to show results, write views to local paper.	
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 locality Lidlington fieldwork.	Children study UK locality Lidlington fieldwork.	Children investigate physical and human features of European countries.	Children investigate physical and human features of European countries.
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, charts, tables, maps and digital cameras.	Children use simple field 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 plans/charts/tables/sketches.  Children explore maps of the local area.	Children use simple maps and plans/charts/tables/sketches.  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 plan a view from above. 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.
<b>Knowledge</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<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.  <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 through experiences of fieldwork;</li> </ul>	<u><b>Superheroes/Minibeasts</b></u>  Daily weather update. Winter walk - seasonal changes to weather/environment. 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. Minibeast hunt - talk about what they observed (animals, natural & found objects).	<u><b>Local area: Lidlington</b></u>  Basic geographic vocab refers to local and familiar features. Simple fieldwork & observation study of local environment Human/physical features. Recognising facilities within the village and those we travel to access. Use of aerial photographs to identify physical and human features. Comparing old maps with modern to recognise development within village following the railway.	<u><b>Local area: Lidlington</b></u>  Basic geographic vocab refers to local and familiar features. Simple fieldwork & observation study of local environment Human/physical features. Recognising facilities within the village and those we travel to access. Use of aerial photographs to identify physical and human features. Comparing old maps with modern to recognise development within village following the railway.	<u><b>Europe: human &amp; physical features, climate</b></u>  Features of Britain, human and physical features which made the country attractive for invasions. Explore physical features of landscape that led to the creation of settlements. Location of the UK and its European neighbours. Compare European countries, flags, currency, population. Key physical features of landscape and climate of European countries, mountain ranges, rivers, oceans and seas. Record on maps and written explanation.	<u><b>Europe: human &amp; physical features, climate</b></u>  Features of Britain, human and physical features which made the country attractive for invasions. Explore physical features of landscape that led to the creation of settlements. Location of the UK and its European neighbours. Compare European countries, flags, currency, population. Key physical features of landscape and climate of European countries, mountain ranges, rivers, oceans and seas. Record on maps and written explanation.

<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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