

YEAR A

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	Around the World in 80 days/ On the Farm	Let's go Safari: Kenya	Let's go Safari: Kenya	Incredible India	Incredible India
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 mountains/valleys/ fields/local/a road/woods.	Children can use geographical language to describe feature or location e.g mountains/valleys/ fields/local/a road/woods.	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, photos/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 investigate Kenya.	Children investigate Kenya.	Children investigate physical and human features of India.	Children investigate physical and human features of India.
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, photos, tables, graphs and charts.	Children use more detailed maps, diagrams, sketches, photos, tables, graphs and charts.
Map work/ atlas work		Children use simple maps and plans/charts/tables/sketches. Children explore maps of Kenya.	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.
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 	Around the World in 80 days/On the Farm Daily weather update. Learn about weather/environment/animals/food in different countries (Brazil, Italy, India, England, Poland, Kenya). Locate on the world globe. Compare focus countries to where we live. Summer walk - seasonal changes to weather/environment. Features of a farm. Compare different farms. How food is transported across the world.	Let's go Safari: Kenya Locate Africa, name continents, locate Kenya. Explore climate and weather of Kenya. Look at animal wildlife linked to landscape. Explore use of compass directions to navigate maps. Explore physical features of Kenya using related vocabulary-mountain, valley, Ipaine, volcano. Explore Kenyan people and culture, Maasai tribe,its villages and lifestyle compared those who live in towns and cities, and to UK.	Let's go Safari: Kenya Locate Africa, name continents, locate Kenya. Explore climate and weather of Kenya. Look at animal wildlife linked to landscape. Explore use of compass directions to navigate maps. Explore physical features of Kenya using related vocabulary-mountain, valley, Ipaine, volcano. Explore Kenyan people and culture, Maasai tribe,its villages and lifestyle compared those who live in towns and cities, and to UK.	Incredible India Use of atlas/maps. Population, climate, other data 8 points of compass, symbols & keys. Physical features mountains-their formation Major rivers and peoples use of them Compare and contrast village/city life within India & with UK Use fieldwork to observe, measure and record aspects of local village life. Explore the culture of India and its links to the rest of the world	Incredible India Use of atlas/maps. Population, climate, other data 8 points of compass, symbols & keys. Physical features mountains-their formation Major rivers and peoples use of them Compare and contrast village/city life within India & with UK Use fieldwork to observe, measure and record aspects of local village life. Explore the culture of India and its links to the rest of the world

<div>data gathered through experiences of fieldwork;</div> <div><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.</div>					
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