EYFS
Understanding the world
Content: • Can they explore the natural world around them? • Can they describe what they see, hear and feel whilst outside? • Can they draw information from a simple map? • Can they describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps? • Can they explain the main features of a hot and cold place? • Can they describe a locality using words and pictures? • Can they explain how the weather changes with each season? • Can they use words like 'weather' and 'season'? Do they understand some important processes and changes in the natural world around them, including the seasons and changing states of matter? • Can they understand the effect of changing seasons? • Do they understand that some places are special to members of their community? Can they explore the natural world around them, making observations and drawing pictures of animals and plants? • Can they identify the four countries making up the United Kingdom? • Do they know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class? • Can they explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Do they know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class? • Our local area – Coton-in-the-Elms including down on the Farm • Weather – including the UK.
Forest school: *• Recognise some similarities and differences between life in this country and life in other countries.* *• Explore the natural world around them.* *• Describe what they see, hear and feel whilst outside.* *• Recognise some environments that are different to the one in which they live.* *• Understand the effect of changing seasons on the natural world around them.*

Experience:	Experience: Farm animals talk (Education @ Packington)	Experience:
Fieldwork: Emotions mapping of school	**Fieldwork: Observations in school grounds using the senses**	Fieldwork:
Year 1		
Countries & capital cities of UK	Continents & oceans Equator, N & S Poles	Geographical skills
What is special about the United Kingdom?	What makes our world wonderful?	How is our world changing?
Aims: Develop knowledge & location of globally significant places, defining physical and human characteristics (terrestrial & marine) Interpret maps, globes & aerial photographs	Aims: Develop knowledge & location of globally significant places (terrestrial & marine) Understand how geographical processes (climate) gives rise to physical features Interdependence between animals and physical geography	Aims: Define physical & human characteristics on land and sea Understand that geographical processes bring about change Interpret sources of geographical information - photographs
Content: Name & locate 4 countries of UK and their capital cities Identify characteristics of the 4 UK countries Identify & label human and physical features on photographs. Identify difference between town and countryside Use maps & atlases Use 4 points of compass to locate UK countries	Content: Name & locate 7 continents and 5 oceans Name & locate equator, N and S Poles Describe where Southern and Northern Hemisphere and equator are Describe animals that live in different climates around the world and why Associate seasons with the position of the Earth's tilt Identify seasonal & daily weather patterns Name 4 seasons recognise how humans, animals & plants react to them Use maps, atlases & globes	Content: Identify human and physical features in aerial photographs Different geographical processes bring about physical change Understand change occurs over time Identify change in photographs and suggest reasons for this Consider how physical change could affect humans
Experience: Rosliston Forestry Centre – discovery /survival trail use of maps	Experience:	Experience:

Fieldwork: locality mapping of physical and human features	**Fieldwork: observe the micro-climate of our school (wind, light & shade)**	Fieldwork:
Year 2		
Continents & Oceans	Comparing UK with non-European country	Fieldwork skills
What is the world?	What is the Commonwealth?	What are maps for?
Aims: Develop contextual knowledge & location of globally significant places (terrestrial & marine). Defining physical and human characteristics Interpret maps, globes & atlases	Aims: Develop contextual knowledge & location of globally significant places (terrestrial). Defining physical and human characteristics Interpret maps, globes & atlases	Aims: Collect & communicate geographical information through maps
Content: Identify difference between continent and country Name 7 continents and a country in each Identify geographical features of France, China, Australia, USA, Kenya, Brazil & Antarctica Maps & atlases	Content: Identify Africa and Kenya on a map Identify the equator and climate associated with it Compare rainfall and temperature between Kenya and UK Understand geographical differences and similarities between two locations (UK & Kenya) Identify physical and human features in a location Describe & compare animals in Kenya with the UK Use 4 points on a compass Maps, atlases & globes	Content: Locational & directional language Geographical language: human geography Devise a map, key and use symbols Observational skills used to study school and surrounding environment Maps (digital and physical)
Forest school:	Forest school:	Forest school: Orienteering around school
Experience:	Experience:	Experience:
Fieldwork:	**Fieldwork: measure rainfall at our school using a rain gauge**	**Fieldwork: sketching a map of school grounds & walk around Coton to identify features to plot on a map**
Year 3		

Topography (hills, coast & rivers)	The Water Cycle	World knowledge – tropics, hemispheres
Where are settlements found?	Why is the Nile important?	Why is it warm in Greece?
Aims: Develop contextual knowledge of significant places (terrestrial). Define physical & human characteristics Understand how physical and human features are interdependent Interpret maps & diagrams Communicate geographical information through maps	Aims: Develop contextual knowledge of globally significant places (marine) Define physical & human characteristics Understand how physical and human features are interdependent Interpret maps & diagrams	Aims: Develop contextual knowledge of location of globally significant places (terrestrial) Define physical & human characteristics
Content: Identify key topographical features (hills, rivers & coasts) Identify land use patterns Describe & understand types of settlement and land use Use 8 compass points Use OS maps to locate & describe topographical features	Content: Name & locate the world's countries (UK, Egypt) Name & locate rivers (River Nile, River Trent, River Thames) Describe & understand key aspects of rivers Describe & understand the water cycle Describe & understand types of settlement and land use (transport, trade and agriculture) Use maps, atlases & globes to locate countries & describe features	Content: Identify the position & significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer & Capricorn Identify Greenwich meridian & time zones Describe & understand climate zones Use atlases & globes to locate countries
Writing at length:	Writing at length: Information text – The Water cycle	Writing at length: Explanation text – Why is it warm in Greece
Numerical & quantitative skills:	Numerical & quantitative skills:	Numerical & quantitative skills: monthly temperature graphs to compare between UK and Greece
Experience:	Experience: Severn Trent Water	Experience: VR workshop natural hazards - volcanoes (end of summer in year 3)

Fieldwork: Look at OS maps and interpret symbols and keys; using compasses in school grounds to give directions	Fieldwork:	**Fieldwork: measure temperature outside daily to compare with Greece, complete class line graph**
Year 4		
Volcanoes & earthquakes	Land use patterns over time	Arctic & Antarctic
What causes natural disasters?	Why has land use changed in our locality?	What is life like in the coldest places on Earth?
Aims: Understand processes that give rise to physical features How processes bring about spatial variation & change over time Understand interdependence of physical and human features Interpret maps, diagrams, aerial photographs	Aims: Understand processes that give rise to physical & human features Understand interdependence of human & physical geography Understand how & why human features change over time Interpret maps, aerial photographs & numerical data	Aims: Develop contextual knowledge & location of globally significant places (terrestrial & marine) Define physical & human characteristics Understand interdependence of physical features. Interpret maps, globes, atlases Communicate geographical information through numerical & quantitative skills.
Content: Describe & understand why volcanoes erupt Describe & understand earthquakes Describe & understand the formation of a tsunami Use plans & diagrams Understand how earthquakes, tsunamis and volcanoes cause changes to land use & human settlement. Understand the impact of geographical processes (volcanoes, earthquakes & tsunamis) on humans.	Content: Identify key human & physical features in own locality of Derbyshire/Staffordshire (River Trent, A38, towns, villages, forestry, farmland, industry-brewing, quarries, power stations) using digital maps/ aerial imagery. Identify land-use patterns and how these have changed over time: quarries – leisure facilities & nature reserves (White Moor Lakes, National Arboretum, Tucklehome nature reserve), mining – housing & leisure (Swadlincote), power station – housing & solar farms (Drakelow). Propose reasons for the change in land use. Consider if changes to land use are always beneficial to humans & the environment. Case study – the Eden project	Content: Identify position and significance of latitude, and the equator to understand why Artic & Antarctic are the coldest places on Earth Identify countries in the Arctic circle Identify location of North & South poles Understand difference between a continent & country Know the Artic is an area but not a land mass Use average monthly temperature data to create a comparative graph for Greenland, UK & Kenya Compare population figures for Greenland & UK – propose reasons for the difference (consider land use, trade links, climate, economy = fishing) Identify terrestrial & marine animals that live in the Arctic & Antarctic

Writing at length: Non-chronological report – volcanoes with diagrams	Writing at length: Explanation text: Why has land use changed in our locality?	Writing at length: Information text – fact file on Arctic Circle or Antarctic
Numerical & quantitative skills:	Numerical & quantitative skills: Population growth in locality	Numerical & quantitative skills: Yearly temperature figures, line graphs,
Experience:	Experience:	Experience: VR workshop arctic & Antarctic
Fieldwork:	**Fieldwork: Soundscape mapping** **Consider would a different area of land use sound differently – how, why?**	Fieldwork:
Year 5		
Biomes & land use	Comparing UK with a non-European country	Fieldwork skills
Why should we save the rainforest?	What makes the USA different to us?	How do we navigate without technology?
Aims: Develop contextual knowledge of globally significant places (terrestrial) Identify physical & human characteristics Interdependence of physical and human features and how these change over time. Interpret globes & maps	Aims: Develop contextual knowledge of globally significant places (terrestrial). Interpret geographical information (distance, time zones, maps, atlases) Communicate information using maps Interpret globes & atlases Use numerical data	Aims: Identifying human & physical features on maps. Collect, analyse and communicate data through tables, graphs and charts using technology. Use numerical and quantitative data. OS maps
Content: Locate South America naming countries & environmental regions (tropical rainforests) Describe & understand climate zones, biomes, vegetation belts around the equator Locate & name rivers of the World Identify plants & animals of the rainforest. Identify layers of the rainforest. Understand human benefits of the rainforest – medicines, plant & animal species, carbon capture) Understand economic activity of the rainforest (farming – plantations / timber / cattle grazing)	Content: Identify position & significance of latitude & longitude, Equator, Northern Hemisphere. Locate, understand & use Prime/Greenwich meridian, time zones (inc. day & night). Understand geographical similarities & differences with a region in N. America (USA) and the UK. Identify environmental regions: arctic, grasslands, deserts, mountains, swamplands, forests & their key physical characteristics	Content: Use 8 points of a compass 6 figure grid references Symbols & keys Use OS maps Use fieldwork to observe, measure, record and present human and physical features in the local area incl. plans, graphs, digital technologies.

Understand global impact of change to the Amazon rainforest. Understand how world trade links mean people globally can impact on deforestation.		
Writing at length: Non-chronological report on rainforests.	Writing at length: Discussion text – are we so different to the USA (comparing UK and USA)?	Writing at length: Information text describing how to use an OS map & create a route guide.
Numerical & quantitative skills:	Numerical & quantitative skills: Calculating times according to world time zones.	Numerical & quantitative skills: Use excel to communicate geographical data about Coton
Experience: VR workshop rainforests (held end of summer)	Experience:	Experience:
Fieldwork:	Fieldwork:	**Fieldwork: OS map skills, compass and map work in the school grounds; land use survey and traffic survey in Coton**
Year 6		
Mountains	Europe incl Russia, Rivers, Changing landscapes	Economic activity & natural resources
How has the Earth's surface evolved?	How has our world changed?	What impacts on economic activity in the UK?
Aims: Understand processes that give rise to physical features Processes create spatial variation Interpret maps, diagrams, globes & aerial photographs Know location of globally significant places Defining human and physical characteristics of significant places	Aims: Develop contextual knowledge of globally significant places (terrestrial). Understand geographical processes that bring about spatial variation and change over time. Interpret maps, diagrams, globes, atlases, aerial photographs & GIS	Aims: Understand interdependence of physical & human features Interpret numerical & quantitative data
Content: Name & locate mountains around the world, identifying countries & continents located in Describe key aspects of mountains	Content: Describe & understand key aspects of human geography: • Changing European borders Describe & understand physical geography:	Content: Describe & understand human geography: • Economic activity in UK • Global markets effect on trade links & economy of UK

(Earth's layers, tectonic plates, Pangaea formation) Identify where volcanoes & earthquakes occur in relation to plate movement Comparison of different mountain ranges across the world (climate, location, size, environment ie vegetation & population) Consider how physical geography of mountains affects human geography.	• Weather & erosion • Changing landscapes Introduce Geographical Information systems through how they are used to show historic flooding, provide flood defence planning and project future flooding in Burton-on-Trent (see https://www.bbc.co.uk/bitesize/topics/zm38q6f/articles/z3rjwnb)	• Distribution of natural resources incl. energy, food, minerals & water • Sustainability of agriculture, energy, water & waste management • How healthcare & transportation affect the UK economy
Writing at length: Explanation text - mountains	Writing at length: Discussion text: Are changes to the landscape solely due to humans?	Writing at length: Non-chronological report – How sustainable is the UK economy?
Numerical & quantitative skills: Comparison of height, length, temperature in different mountain ranges	Numerical & quantitative skills:	Numerical & quantitative skills: Analysing geographical data about the UK economy from different graphs.
Experience:	Experience: South staffs Water – River Basin workshop	Experience:
Fieldwork:	Fieldwork:	**Fieldwork: survey the school to evaluate how sustainable it is**

Key Stage 3

Children will:

Locational knowledge:

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.

Place knowledge:

- understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Human & physical geography:

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
  - physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
  - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources

- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

* Highlighted areas show where there is continuity of subjects taught across KS1-3