GEOGRAPHY

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Main focus		**Winter wonderland topic- arctic and Antarctic**	**Around our school** **Pittville Park** **The seaside**	**India** **Climate Change**	**Food and Fairtrade** **Cheltenham**	**South America – Brazil** **Biomes**	**A journey from North to South America** **Europe**	**Rivers**
Locational knowledge	2-3 years: Notices detailed features of objects in their environment. 3-4 years: Describe a familiar route. Talk about what they see in the immediate area, using a wide vocabulary.	Be familiar with the immediate area the school is located in. Recognise local buildings, open spaces, roads and other simple features from photos and aerial views.	Begin to **name** and **locate** the world's seven continents and five oceans. Begin to **name** and **locate** the four countries of the UK and surrounding seas. **Recognise** that they live in Cheltenham which is a town.	**Name**, **locate** and **identify** characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Identify** the name and locate the world's seven continents and five oceans. **Locate** the equator and classify hot and cold countries around the world.	**Name** and **locate** some counties and cities (beyond capitals) of the UK on maps **Identify** and **explain** the position of the Equator, the tropics of Cancer and Capricorn on maps, globes.	**Explain** the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Use maps, globes and atlases to **locate** Brazil and places within it. Use maps and atlases to **locate** environmental regions of the World.	Use maps to **locate** the world's countries with a focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Use longitude and latitude to **locate** features on a map; the Prime/Greenwich Meridian and time zones (including day and night).	**Name** and **locate** counties and cities of the United Kingdom, **identifying** their physical features, including mountains, seas and rivers. **Name** and **locate** major world rivers identifying sources and seas they flow into.
Place knowledge		Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around us.	**Observe** and **describe** the human and physical geography of my home, the school and the local area, in the UK. **Compare** the local park with what it used to look like. **Identify** and **compare** different beaches. **Describe** similarities and differences between the beach and the local park.	**Compare** the UK with a contrasting country in the world (India). **Compare** a local city/town in the UK (Cheltenham) with a contrasting city/town in India (Mumbai).	**Demonstrate understanding** of geographical similarities and differences through the study of human geography of a region of the UK (Gloucestershire/ Cotswolds). **Demonstrate understanding** of geographical similarities and differences through the study of physical geography of a region of the UK (Gloucestershire/ Cotswolds).	**Explain** similarities and differences, **comparing** the physical geography of a region of the UK (Cheltenham / Gloucestershire) and a region of South America, (Rio de Janeiro, Amazon rainforest in Brazil).	**Explain** geographical similarities and differences through the study of human geography of a region Europe (Annecy – France) **Explain** geographical similarities and differences through the study of physical geography of a region of Europe (Annecy – France)	**Evaluate** similarities and differences between different rivers, **applying** their knowledge of river features. ,

Human and physical geography	2-3 years: Explore and respond to different natural phenomena in the setting (e.g. seasonal changes). 3-4 years: begin to understand the need to respect and care for the natural environment.	Explore the natural world around them. Understand the effect of changing seasons on the world around us. Describe what we see, hear, feel outside at different times of the year. Recognise that some environments are different to ones I live in.	**Identify** seasonal and daily weather patterns in the United Kingdom. **Identify** the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, e.g. savannah.	**Compare** the seasonal weather patterns of India, e.g. monsoons, with weather in the UK. **Recognise** the effects of greenhouse gases on the climate. **Recognise** how we have an impact on climate change and what we, as individuals /community, can do to tackle some of the causes.	**Demonstrate understanding** of key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources through food and Fair trade. **Summarise** how Fair Trade works and who it benefits.	**Demonstrate understanding** of key aspects of physical geography, including: climate zones, biomes and the water cycle. **Synthesise** the human impact of activity on these areas **explaining** links to climate change.	**Explain** and **demonstrate understanding** of key aspects of physical geography, including climate zones, mountains and volcanoes and earthquakes. **Explain** and **demonstrate understanding** of key aspects of human geography, including types of settlement and land use, economic activity land the distribution of natural resources in Europe.	**Explain** and **demonstrate understanding** of key aspects of physical geography, including mountains and rivers **Empathise** with communities facing the impact of flooding. **Justify** cost and environmental damage of flood defences.

Geographical skills and fieldwork		Draw information from a simple map. Make observations of the environment and explain why some things occur, talking about changes to their locality. Represent a visited place using 'small world' play. Take digital photos around the school, e.g. field, pond, playground. Express their feelings on the school/local area through likes and dislikes. Use beebots to support directional language.	Begin to use world maps, atlases and globes to **identify** the countries, continents and oceans. **Investigate** surroundings using simple directional language (e.g. near, far, left, right). **Identify** where they live on a simple map (1:1250). **Select** details and simple labels to add to a teacher-prepared sketch. Take digital photos of their local area. **Categorise** simple data, creating pictograms of how children travel to school. **Conduct** a survey of how many people in the park are walking their dogs. **Recognise** and use simple compass directions (N, S, E, W) and locational and directional language to **describe** the location of features and routes on a map (1:1250). **Devise** a simple map and **select** basic symbols for a key. Use simple fieldwork and observational skills to **recognise** the geography of the surrounding area (e.g. Pittville Park)	**Recognise** simple compass directions (N, S, E, W) and use locational and directional information to **describe** the location and features of India. Use world maps, atlases and globes to **identify** the countries, continents and oceans being studied. Use plan perspectives or aerial photos to **locate** landmarks/ features in India / Mumbai. Use simple recording techniques, e.g. smiley / unhappy faces, to **describe** which parts of India they would like to visit or not, and why. Conduct interviews by **selecting** own questions to find out what India is really like.	Use maps and atlases appropriately by using contents and indexes. **Demonstrate understanding** of 4-figure grid references. Use some simple OS maps (1:10000) and **recognise** some symbols. Take digital photos of the local area, **comparing and contrasting** images and making annotations. **Describe** routes and directions using compass points (N, S, E, W). **Collect** and **record** evidence, e.g. questionnaire and tally chart, through written and audio recordings. **Communicate** in ways appropriate to task, e.g. persuasive writing, charts and graphs. Use maps, atlases, globes and digital/computer mapping to **locate** countries with support. Use symbols and keys (including the use of Ordnance Survey maps), to **demonstrate understanding** of areas of the UK, Cheltenham and Gloucestershire.	Use contents, indexes and coordinates to find a location (e.g. Cheltenham to Heathrow/ tourist landmarks in Rio de Janeiro). **Plan** a map for a route or globe using digital technologies, e.g. Flight Radar24. **Reason** where in the world a specific place is, using a variety of maps including satellite, aerial, political, physical, to understand 'from space to place'. **Describe** route and location using 8 compass points (N, S, E, W, NW, NE, SW, SE). **Demonstrate understanding** of 4 and 6-figure grid references using maps with a scale of 1:250000. Use basic OS map skills, including using symbols and keys to build their knowledge of the wider world, e.g. the study of biomes. Draw accurate sketch maps including **descriptive** and **explanatory** annotations. **Compare and contrast** climatic data including temperature and rainfall in different biomes.	**Locate** countries in North, Central and South America on a world map and in an atlas. **Describe** route and location, using more complex OS map skills and symbols. Use the 8 compass points to plan a route. **Demonstrate understanding** of four and six-figure grid references to find landmarks in a place in Europe. **Apply** knowledge of latitude and longitude to time zones. Use maps, atlases, globes and digital/computer mapping to **locate** countries and **describe** features – use latitude and longitude to **locate** cities and landmarks in North and South America.	Use fieldwork to **observe**, **measure**, **record** and **present** physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies. Link the eight points of a compass to degrees on a compass, use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to **demonstrate understanding** of the UK and the wider world in the context of rivers and to answer questions. Conduct a land use survey, **analysing** evidence and **reaching informed conclusions** from data on flooding. **Collect**, **analyse** and **present** qualitative data and make comparisons from the results. Design and use questionnaires to obtain views of the local community, **reaching informed conclusions** from the data. Use field sketches which show an understanding of pattern, movement and change as well as geographical processes.

			including key human and physical features, using a range of methods - photos with ipads, drawings, simple maps.		Use fieldwork to **observe** and **present** the human and physical features in the local area, e.g. methods of travel to work, using more detailed sketch maps with simple annotations, plans and digital technologies.	Use maps, atlases, globes and digital/computer mapping to **locate** countries and **describe** features studied independently.		
Key Vocabulary		Map, globe, North Pole, South Pole Arctic, Antarctica, mountain, iceberg hill, brow, slope, seasons, weather words, stream, pond, bog, lake, river, sea, ocean, country, countryside, town, city, forward, backward, near, far.	United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica Beach, cliff, coast, forest, hill, mountain, sea, ocean, season and weather; city, town, village, factory, farm, house, office, port, harbour and shop, savannah.	India, London, Mumbai, compare, capital city, country, population, weather, similarities, differences, farming, culture, river, rainforest, Amazon river, Nile river, vegetation. Globe, continent, river, flood, weather, climate, humid, humidity, temperature, precipitation, melting, recycling, reusing, reducing, carbon footprint, global warming, cause, climate change, effect, population, farming, manufacture, construction, electricity.	Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, import, export, fair trade, seasonality, produce, production.	Physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude.	Peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental, mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, longitude, latitude, physical features, climate, human geography, land use, settlement, economy, natural resources. city, North America, South America, Europe, border, key.	Atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country. Source, river, tributary, mouth, meander, flood defences, prevention, erosion, waterfall
School context			**Visit to Local area, Pittville Park, seaside** **Forest School**	**Interview with premises team**	**Visits to local area – Cheltenham**	**Visit Wilson Museum – Shackleton**		**Visits to local area – River Chelt and flood prevention works**
Cross curricular			**History – Grace Darling** **Forest School activities** **Art - sculpture**	**Art – sculpture / mendhi patterns** **Science - Rainforests**	**Science – animals including human** **DT - food**	**Science – living things and their habitats and states of matter** **Art – printing / textiles**	**Art – sculpture / digital media / drawing**	**Art - painting**