

Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	3- & 4-year olds will be learning to: <ul style="list-style-type: none">- Understand our position through words alone e.g. “The bag is under the table. “without pointing. (Curriculum link to Maths)- Describe a familiar route. (Curriculum link to Maths)- Discuss routes and locations verbally e.g. in front of, behind, next to (Maths)- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (UTW)					
	<ul style="list-style-type: none">- Begin to recognise the different weather patterns associated with Autumn.	<ul style="list-style-type: none">- Begin to recognise the different weather patterns associated with Winter.- Begin to recognise the different weather patterns associated with Spring.- Use aerial photographs to identify parts of school grounds.- Locate known features on a simple map.			<ul style="list-style-type: none">- Recognise coastal features on a map e.g. land and sea.- Understand that humans can travel to different parts of the world.- Compare own locality with that of others visited e.g. on holiday.- Begin to recognise the different weather patterns associated with Summer.	
	Children in Reception will be learning to: <ul style="list-style-type: none">- Draw information from a single map. (UTW)- Recognise some similarities and differences between life in this country and life in other countries. (UTW)- Explore the natural world around them. (UTW)- Describe what they see, hear and feel whilst outside. (UTW)- Recognise that some environments that are different to the one in which they live. (UTW)- Understand the effect of changing seasons on the natural world around them. (UTW)					
	<ul style="list-style-type: none">- Identify land and water masses on a map.- Begin to use globes and atlases to distinguish between land and water.- Know that land on the Earth is split into seven continents.	<ul style="list-style-type: none">- Identify and locate Europe and Antarctica on a map.- Begin to understand that life can be different parts of the world is different to our own.- Explore the physical features of the Arctic regions.- Know that the North & South Poles are cold.- Recognise the different weather patterns associated with Winter.- Recognise the different weather patterns associated with Spring.- Understand that a map can mark a route.- Produce a simple map.			<ul style="list-style-type: none">- Compare & contrast urban, rural and coastal regions.- Recognise different types of farming within the UK.- Recognise & describe human and physical differences between rural and urban areas.- Recognise the different weather patterns associated with summer.	
	At the end of EYFS children will be assessed against the following criteria. Understanding the world (UTW) ELG: People, Culture and Communities Children at the expected level of development will: <ul style="list-style-type: none">- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read about in class.- Explain some similarities and differences between life in this country and life in other countries, drawing on their knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Children at the expected level of development will: <ul style="list-style-type: none">- 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.- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.-					

1	-	Geographical skills & fieldwork Overhead – bird’s eye view – within school Plan a route to find something -	-	Place knowledge Understand geographical and similarities and differences through the study of human and physical geography of a small area of the United Kingdom. London	-	Locational knowledge – UK countries and capital cities
	Weather and Seasons Focus (daily recording and observations)					
2		Geographical skills & fieldwork Start talking about human physical features including the immediate locality around the school, sketching of house types and recognising basic map symbols.	-	Locational Knowledge – seven continents and five oceans	-	Place Knowledge Understand geographical and similarities and differences through the study of human and physical geography of a small area of a contrasting non-European country, Rwanda
	Weather and Seasons Focus (daily recording and observations)					
3	-	Geographical skills and fieldwork Looking at different parts of Liverpool, compare and contrast diversity of Liverpool.	-	Physical and human geography A study of the features of a river, with specific case study of world rivers, rivers in the locality and the links to the water cycle.	-	Physical and Human geography A study of climate zones including biomes, vegetation belts and the poles/equator
4	-	Geographical skills and fieldwork Introduce the OS map symbols, comparing maps, developing the use of 4 figure grid references.	-	Place knowledge Understand geographical and similarities and differences through the study of human and physical geography of a region of a European Country e.g. Spain, Catalonia, Barcelona	-	Physical and human geography Physical and human features which are affecting climate change, including the impact of volcanic and seismic activity.

5	-	Geographical skills and fieldwork Compare the usefulness of different types of maps of different scale, using 8 compass points, further develop using 4 figure grid references and introduce 6 figure grid references.	-	Distribution of natural resources The distribution of natural resources including energy, food, minerals and water.	-	Place knowledge Understand geographical and similarities and differences through the study of human and physical geography of a region of South America, Brazil, Rio
6		Geographical skills and fieldwork A study of the land use in the local area, investigating if the current uses of land are providing what the local community needs.		Economic activity including trade Describe and understand key aspects of human geography, including trade links, as to why trade has become increasingly 'global'. Describe and understand key aspects of physical geography, including how in the past distance and bodies of water prevented global trade	-	Climate change How climate change has affected all geographical aspects overall – both physical and human features. A reflection on all topics studied throughout.