



## Geography Curriculum Statement

### Intent

Geography at Torriano inspires the children to see themselves as geographers. The curriculum enables them to fully understand the interaction between human and physical geographical processes. Children access a range of thematic and regional studies, placing their identity and locality at the heart of learning, establishing connections on a local to global scale. They are taught to apply their skills and knowledge to understand why the world is the way it is today, and what it will be like in the future. Knowledge and skills are taught in a way that enables the children to enquire, carry out fieldwork and develop expert map skills. Geography is present in every topic across the curriculum, providing a rich web of knowledge and skills to help connect learning.

### Knowledgeable learners

- The geography curriculum has geographical skills and knowledge (place, locational and physical and human geography) at its core.
- It reflects the aims and content of the National Curriculum at each key stage. This begins in the Early Years with the 'Understanding the World' strand of the EYFS framework.
- Children acquire key knowledge, understanding and skills related to a range of geographical themes and regions.
- They are taught to recall and apply their knowledge in order to demonstrate their geographical enquiry and thinking, whilst making connections and comparisons between places, people, resources and natural and human environments and the Earth's key physical and human processes.
- Lessons will be contextualised to make them purposeful, ensuring that children understand the relevance of the geography curriculum and how it can explain and impact the world around them.
- Children will build upon their knowledge, understanding and skills as they progress through the school.



### Confident communicators

- Children will develop the ability to carry out fieldwork and enquiry in order to communicate and express their findings or data.
- A range of oracy activities and techniques will be used to ensure that subject-specific geographical vocabulary is learnt by all children.
- Lessons will support children to suggest and respond to geographical questions, using a dynamic range of vocabulary in order to explain, debate and justify. They will be able to use a range of primary and secondary geographical sources to help inform and draw conclusions.
- Children are taught to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



### Active citizens

- In developing the children's geographical understanding, this helps to develop their own identity and place in the world, empowering them through work on global issues, giving them the agency to act upon injustices and tackle the status-quo.
- Geography acts as the spark to ignite our children's fascination and love for the world, in order to sustain lifelong learning and the agency to make a difference.
- Geography aims to create a sense of agency and advocacy in children. By understanding the interaction between key physical and human processes children will start to appreciate the necessity to enact change, the SDGs act as a vehicle for them to navigate how and why change can occur. The UN's Sustainability Goals provide a framework to engage children to link their geographical knowledge and skills to real life issues that will impact their future, e.g. sustainability, pollution. STEAM education at Torriano provides the opportunity for children to explore these issues, supporting whole school projects to rewild the local community and reduce air pollution.
- The curriculum includes learning about the environmental impact of human and physical geography within key units e.g. Brazil, Rivers and Tectonics. Children visit contrasting localities as part of their fieldwork and residential trips, both contrasting the UK and European locations.



### Implementation

- The National Curriculum aims and key geographical skills and knowledge shape the discrete lesson taught within topics. Each year group has objectives embedded within the four key areas of geographical knowledge; place knowledge, locational knowledge, human and physical knowledge and geographical knowledge and fieldwork. This progression approach supports the layering of new knowledge and skills on secure foundations which are recapped constantly.
- Topics are carefully chosen on a thematic and regional basis in order to progressively deepen understanding, moving from the familiar and concrete to the unfamiliar and abstract.
- Teaching resources will avoid creating single images or reinforcing harmful stereotypes of countries or societies by being balanced and well thought out in order to create an accurate impression.
- Curriculum content is chosen to enable pupils to gain a sense of identity and ownership through what is being taught, placing their community at the heart of geography learning in order to connect with the wider world e.g. Jamaica study, Rivers study
- Learning journeys show clear progression within each unit of work. Units of work are also supported by Knowledge Mats, Knowledge Quarters and relevant maps in every classroom. The learning environment supports this; these resources are visible in every classroom and used to pre-teach, build on and re-cap previous learning.

- In EYFS the 'Understanding the world' learning guides children to make sense of their physical world, their community and the environment.
- In KS1, children develop knowledge about the world, the United Kingdom and our locality, Camden.
- In KS2, children extend their knowledge and understanding beyond the local area to include Europe, North and South America.
- Fieldwork is a vital part of the geography curriculum. All year groups spend time carrying out fieldwork within the school grounds, the local area, London and in KS2 in other parts of the country and Europe. These growing experiences will give the children a sense of scale, locality and the world around them.
- All children including those who have SEND or are disadvantaged are supported to fully access the geography curriculum through our adapted curriculum approach, which includes visual prompts, oracy scaffolds and targeted adult support.
- Home learning supports the reinforcement and re-learning approach, building on and harnessing the power of technology. Termly and weekly quizzes are given to children to encourage the fluent retrieval of key facts.
- A combination of direct instruction, collaborative enquiry and planned opportunities to practice and over-learn ensures understanding and progress in learning.
- Teachers have high expectations of all pupils, all of whom are expected to be active contributors in lessons.
- Explicit vocabulary teaching is included in the delivery of our curriculum and is carefully planned.

## Impact

Through our geography teaching and learning, pupils should be able to recall knowledge, understand the physical and human geographical features and these relate to key processes, use geographical vocabulary and develop geographical skills and enquiry.

We measure the impact of our geography curriculum in various ways.

- Pupils should be able to recall key facts and information, use subject specific vocabulary and use their geographical skills. We look at children's ability to talk confidently about their learning, recalling key facts and concepts. This may be through pupil voice conferences, or through teachers' formative assessment of pupil talk in class.
- Monitoring processes, such as book looks, track the progression of children using their geography skills and practising the recall of key knowledge.
- Planning audits are used to support teachers in delivering high quality lessons.
- Pre and post assessment tasks are planned for each geography unit.
- Low stakes quizzes are used, such as those used to recap previous learning at the start of lessons, or those used as part of home learning.
- Formative teacher assessment and marking takes place in each individual lesson and can be given verbally, this includes for fieldwork.

A detailed document showing progression of skills for each year group can be found below.

<p>Content of the National Curriculum</p>	<p>'guide children to make sense of their physical world and their community'</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p>They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>
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Thinking Geographically	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Investigate their surroundings.</p>	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Investigate their surroundings</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence aided</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions eg compare historical maps of varying scales eg temperature of various locations - influence on people/everyday life.</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.</p>
Fieldwork	<p>Draw simple features they observe in their familiar environment.</p>	<p>Draw simple features they observe in their familiar environment.</p> <p>Use everyday language to describe features eg bigger, smaller than</p>	<p>Listen to an adult asking another child or adult about familiar environments or activities, eg, About their home or holidays.</p> <p>Draw simple features they observe in their familiar environment.</p> <p>Add colour and textures to prepared sketches.</p>	<p>Ask a familiar person prepared questions, eg "What do you like best about our playground?".</p> <p>Use a pro-forma and put ticks in boxes.</p> <p>Draw an outline of simple features they observe.</p> <p>Add colour, texture and detail to prepared field sketches.</p>	<p>Gain confidence in speaking to an unfamiliar person.</p> <p>Records some of what they found out, eg talking to a builder about where materials come from.</p> <p>Use a simple database to present findings.</p> <p>Draw a sketch of a simple feature from observation or photo</p>	<p>Suggest questions to ask as part of an investigation.</p> <p>Use appropriate geographical vocabulary.</p> <p>Record the main points shortly after eg Asks questions to a policeman about road safety issues in a town.</p> <p>Use a database to present findings</p> <p>Pick out the key lines and features of a view</p>	<p>Prepare questions for an interview.</p> <p>Use appropriate language.</p> <p>Ask questions that are responsive to the interviewee's views.</p> <p>Make brief notes during an interview to help them make a clear record of the main points.</p> <p>Use a database to interrogate and amend information collected.</p>	<p>Select interviewing as an appropriate method for collecting evidence.</p> <p>Decide on an appropriate interviewee.</p> <p>Prepare and carry out interview, sometimes in a formal situation.</p> <p>Evaluate the quality of the evidence.</p> <p>Use a database to interrogate and amend information collected.</p>



			<p>Recognise a photo taken by a teacher as a record of what they have seen.</p> <p>Recognise a video/recording taken by a teacher as a record of what they have seen/heard.</p> <p>Use everyday language to describe features eg bigger, smaller than</p>	<p>Join labels to correct features.</p> <p>Use a camera in the field with help to record what they have seen</p> <p>Label the photo with help.</p> <p>Recognise the features/activities/sounds on a recording taken by the teacher.</p> <p>Operate, with help, recording equipment.</p> <p>Use everyday non-standard units eg hands for length.</p> <p>Counts the number of eg children who come to school by car.</p>	<p>Add colour, texture and detail to own field sketches.</p> <p>Add title and descriptive labels with help</p> <p>Point out useful views to photograph for their investigation.</p> <p>Add titles and labels to photos giving date and location.</p> <p>Point out useful views/sounds to record for their investigation.</p> <p>Watch/listen carefully to recordings and write what they find out.</p> <p>Use everyday standard and non-standard units occasionally eg A trundle wheel for metres.</p> <p>Count up to 100 eg. for a traffic survey they cross number on a hundred square for each vehicle.</p> <p>Begin to organise recordings.</p>	<p>in the field using a viewfinder to help.</p> <p>Annotate their sketch with descriptive and explanatory labels.</p> <p>Add title, location and direction to sketch.</p> <p>Suggest how photos provide useful evidence for their investigations.</p> <p>Use a camera independently</p> <p>Locate a photo on a map.</p> <p>Annotate the photo.</p> <p>Suggest what to record for their investigation.</p> <p>Commentate on the recording, describing and suggesting explanations of what they see.</p> <p>Use easy to read instruments E.g. rain gauge or metre tape.</p> <p>Count and record different types at the same time using a tally E.g. counting types of shops.</p> <p>Organise results in a spreadsheet.</p>	<p>Evaluate their sketch against criteria and improve it.</p> <p>Use sketches as evidence in an investigation.</p> <p>Make a judgement about the best angle or viewpoint.</p> <p>Evaluate usefulness of their photos.</p> <p>Use photos for their investigations.</p> <p>Make a judgement about the best angle or viewpoint.</p> <p>Evaluate usefulness of their recordings.</p> <p>Use recordings for their investigations.</p> <p>Select and use a range of measuring instruments in investigations.</p> <p>Design own census, pilot, with help, and evaluate it.</p>	<p>Select field sketching from a range of techniques for an investigation.</p> <p>Evaluate quality of the evidence it gives.</p> <p>Annotate sketches to describe and explain geographical processes and patterns.</p> <p>Select photography from a range of techniques as the most appropriate for the evidence they need.</p> <p>Evaluate the quality of the evidence they collect this way.</p> <p>Begin to use editing techniques to make a presentation recording.</p> <p>Select recording from a range of techniques as the most appropriate for the evidence they need.</p> <p>Evaluate the quality of the evidence they collect this way.</p> <p>Select and use a range of measuring instruments in investigations.</p> <p>Design own census, pilot and evaluate it.</p>
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<p>Map Skills</p>	<p>Follow directions (Up, down, left/right, left/right, forwards/backwards)</p>	<p>Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Draw picture maps of imaginary places and from stories.</p>	<p>Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Draw picture maps of imaginary places and from stories.</p> <p>Use own symbols on imaginary map.</p> <p>Use a simple picture map to move around the school;</p> <p>Recognise that it is about a place.</p> <p>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p> <p>Draw around objects to make a plan.</p> <p>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p> <p>Use picture maps and globes</p>	<p>Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key.</p> <p>Follow a route on a map.</p> <p>Use a plan view.</p> <p>Use an infant atlas to locate places.</p> <p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p>Look down on objects to make a plan view map.</p> <p>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p> <p>Find land/sea on globe.</p> <p>Use teacher drawn base maps.</p> <p>Use large scale OS maps.</p> <p>Use an infant atlas</p>	<p>Use 4 compass points to follow/give directions</p> <p>Use letter/no. coordinates to locate features on a map.</p> <p>Try to make a map of a short route experienced, with features in correct order;</p> <p>Try to make a simple scale drawing.</p> <p>Know why a key is needed.</p> <p>Use standard symbols.</p> <p>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p> <p>Begin to draw a sketch map from a high view point.</p> <p>Begin to identify points on maps A,B and C within the N.C document. (see <a href="http://www.nc.uk.net/nc/contents/geog.htm">www.nc.uk.net/nc/contents/geog.htm</a> for maps )</p> <p>Use large scale OS maps.</p>	<p>Use 4 compass points well</p> <p>Begin to use 8 compass points;</p> <p>Use letter/no. coordinates to locate features on a map confidently.</p> <p>Make a map of a short route experienced, with features in correct order;</p> <p>Make a simple scale drawing.</p> <p>Know why a key is needed.</p> <p>Begin to recognise symbols on an OS map.</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Follow a route on a large scale map.</p> <p>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p> <p>Draw a sketch map from a high view point.</p>	<p>Use 8 compass points</p> <p>Begin to use 4 figure coordinates to locate features on a map.</p> <p>Begin to draw a variety of thematic maps based on their own data.</p> <p>Draw a sketch map using symbols and a key;</p> <p>Use/recognise OS map symbols</p> <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p> <p>Measure straight line distance on a plan.</p> <p>Find/recognise places on maps of different scales. (E.g. river Nile.)</p> <p>Draw a plan view map with some accuracy.</p> <p>Identify significant places and environments as stated within KS2 N.C. (see <a href="http://www.nc.uk.net/nc/contents/geog.htm">www.nc.uk.net/nc/contents/geog.htm</a> for maps )</p> <p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps.</p>	<p>Use 8 compass points confidently and accurately;</p> <p>Use 4 figure coordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity.</p> <p>Use/recognise OS map symbols;</p> <p>Use atlas symbols.</p> <p>Follow a short route on an OS map. Describe features shown on OS map.</p> <p>Locate places on a world map.</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>Use a scale to measure distances.</p> <p>Draw/use maps and plans at a range of scales.</p> <p>Draw a plan view map accurately.</p> <p>Confidently identify significant places and</p>
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>Begin to use map sites on internet.</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial/oblique photographs.</p>	<p>Begin to identify significant places and environments stated within KS2 N.C. (see <a href="http://www.nc.uk.net//nc/contents/geog.htm">www.nc.uk.net//nc/contents/geog.htm</a> for maps )</p> <p>Use large and medium scale OS maps.</p> <p>Use junior atlases. Use map sites on internet.</p> <p>Identify features on aerial/oblique photographs.</p>		<p>environments stated within KS2 N.C</p> <p>Begin to identify places and environments on maps within Ks 3 N.C. (see <a href="http://www.nc.uk.net//nc/contents/geog.htm">www.nc.uk.net//nc/contents/geog.htm</a> for maps )</p> <p>Confidently use an atlas and OS maps..</p> <p>Recognise world map as a flattened globe.</p>
<b>AUTUM N 1</b>	<p>Kentish Town Heroes</p> <p>Who am I?</p>  <p>People, Culture and Communities:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Show interest in different occupations</p> <p>Continue developing positive attitudes about the</p>	<p>Kentish Town Heroes</p> <p>Who helps us in school?</p>  <p>People, Culture and Communities:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their</p>	<p>Kentish Town High Street</p> <p>Historical and Geographical Local Area Study</p> <p>Changes within Living Memory (History)</p>  <p>Locational Knowledge:</p> <p>Place Knowledge: Local area study, looking at the physical and human features of Kentish Town.</p> <p>Human and Physical Geography:</p>	<p>Great Fire of London 1666 (History)</p> <p>Historically Significant Local Events and People Beyond Living Memory</p>  <p>Locational Knowledge: Locate and name UK on maps</p> <p>Look down on objects to make a plan view map. London, River Thames, home location, seas</p> <p>Place Knowledge:</p> <p>Human and Physical Geography:</p> <p>Geographical skills and fieldwork:</p>	<p>Prehistoric Britain Stone Age to the Iron Age. 2500BC - AD 42 (History)</p>  <p>Locational Knowledge : To be able to demonstrate that I understand about the changes in Britain that happened between the Stone Age to the Iron Age.</p> <p>To be able to identify and explain land-use patterns in the United Kingdom.</p> <p>To be able to explain how these characteristics may</p>	<p>Ancient Greece c.330 BC (History and Geography)</p> <p>The History of their Life, Achievements and Influence</p>  <p>Locational Knowledge: To be able to locate countries in Europe and the world using maps</p> <p>To be able to understand geographical similarities and differences through studying the human and physical geography of a</p>	<p>Britain's settlement by the Anglo Saxons and Scots 400-789 (History and Geography)</p>  <p>Locational Knowledge: To be able to locate countries in Europe and the world using maps</p> <p>To be able to name and locate counties and cities of the United Kingdom.</p> <p>To be able to identify key human and physical characteristics within the United Kingdom.</p> <p>Place Knowledge:</p> <p>Human and Physical Geography:</p>	<p>First World War 1914-1918 (History)</p> <p>Significant Local, National and International History</p>  <p>Locational Knowledge: To be able to identify key topographical features (including hills, mountains, coasts and rivers).</p> <p>Place Knowledge: To be able to understand geographical similarities and differences through studying the human</p>



	<p>differences between people</p> <p>Locational Knowledge:</p> <p>Comments on aspects of their familiar world – where they live</p> <p>Talk about features of their immediate environment</p> <p>Place Knowledge:</p> <p>Talk about somethings they have observed</p> <p>Know about similarities and differences in relation to places</p> <p>Human and Physical Geography:</p> <p>Has an understanding of seasonal changes over time. (linked to walks in school/local area)</p> <p>Make observations of plants and weather in their environment and talk about changes</p> <p>Skills and Fieldwork:</p> <p>Walk around the local area noticing features</p> <p>Make observations of the local area.</p>	<p>experiences and what has been read in class</p> <p>The Natural World:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Draw information from a simple map</p> <p>Locational Knowledge:</p> <p>Comments on aspects of their familiar world – where they live</p> <p>Talk about features of their immediate environment</p> <p>Place Knowledge:</p> <p>Talk about somethings they have observed</p> <p>Know about similarities and differences in relation to places</p> <p>Human and Physical Geography:</p> <p>Has an understanding of seasonal changes over time. (linked to walks in school/local area)</p> <p>Make observations of plants and weather in their environment and talk about changes</p> <p>Skills and Fieldwork:</p> <p>Walk around the local area noticing features</p>	<p>Geographical skills and fieldwork:</p> <p>Exploring maps of the local area, creating our own maps of the classroom and school.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and classroom.</p> <p>Use picture maps and globes and use relevant vocabulary.</p> <p>To be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage.</p> <p>To be able to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key.</p>	<p>have changed over time.</p> <p>To be able to identify geographical regions or counties within the United Kingdom.</p> <p>Place Knowledge:</p> <p>Human and Physical Geography:</p> <p>To be able to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork: Try to make a map of a short route experienced, with features in correct order;</p> <p>Try to make a simple scale drawing.</p> <p>Know why a key is needed.</p> <p>Use standard symbols. Use 4 compass points to follow/give directions: Use letter/no. coordinates to locate features on a map.</p>	<p>region in a European country</p> <p>Place Knowledge:</p> <p>Human and Physical Geography:</p> <p>To be able to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork: Locate places on large scale maps, (e.g. Find UK or India on globe). Follow a route on a large scale map.</p> <p>Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.</p>	<p>Geographical skills and fieldwork: Compare maps with aerial photographs.</p> <p>Draw a plan view map with some accuracy.</p>	<p>and physical geography of a region in a European country</p> <p>Human and Physical Geography:</p> <p>Geographical skills and fieldwork: Use/recognise OS map symbols. Use atlas symbols. Locate places on a world map.</p>
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUTUMN 2	<p>Kentish Town Heroes</p> <p>Who helps us at home? &amp; Celebrations and Festivals</p>  <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Show interest in different occupations</p> <p>Continue developing positive attitudes about the differences between people</p> <p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Locational Knowledge:</p>	<p>Make observations of the local area.</p> <p>Kentish Town Heroes</p> <p>Who helps us in our community?</p> <p>Celebrations and Festivals</p>  <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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</p> <p>The Natural World</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their</p>	<p>Explorers Mae Jemison, Mary Kingsley, Roald Amundsen, Marco Polo, Christopher Columbus, Ibn Battuta, James Cook</p> <p>Historically Significant events, individuals and places</p> <p>Continents and Oceans (Geography)</p>  <p>Locational Knowledge : Learn to follow directions and name some places within and around the UK.</p> <p>Using maps to identify the seven continents and five oceans.</p> <p>Place Knowledge:</p> <p>Human and Physical Geography:</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas</p>	<p>United Islands Geographical study of the UK and local area fieldwork (Geography)</p>  <p>Locational Knowledge:</p> <p>To be able to name and locate the world's seven continents and five oceans</p> <p>To be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place Knowledge:</p> <p>Human and Physical Geography:</p> <p>Geographical skills and fieldwork:</p> <p>To be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>The History of the Shang Dynasty 1600-1045 BCE Earliest Civilisation Study History-led</p>  <p>Locational Knowledge: To be able to identify and explain land-use patterns in the United Kingdom and in a contrasting region.</p> <p>Place Knowledge: To be able to understand geographical similarities and differences through studying the human and physical geography of a region in a European country</p> <p>Human and Physical Geography:</p> <p>To be able to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>The Roman Empire and its impact on Britain C AD 42 - AD 410 (History and Geography)</p>  <p>Locational Knowledge: To be able to locate countries in Europe and the world using maps</p> <p>Place Knowledge: To be able to identify key human and physical characteristics within the United Kingdom.</p> <p>To be able to identify key topographical features (including hills, mountains, coasts and rivers).</p> <p>To be able to identify and explain land-use patterns in the United Kingdom</p> <p>To be able to explain how these characteristics may have changed over time.</p> <p>Human and Physical Geography: To be able to describe and</p>	<p>Viking &amp; Anglo-Saxon struggle for England to time of Edward the Confessor 789 -1066 (History)</p>  <p>Locational Knowledge: To be able to identify key topographical features (including hills, mountains, coasts and rivers).</p> <p>To be able to locate countries in Europe and the world using maps</p> <p>Place Knowledge: To be able to identify key human and physical characteristics within the United Kingdom.</p> <p>Human and Physical Geography: Geographical skills and fieldwork: Compare maps with aerial photographs. Draw a plan view map with some accuracy.</p>	<p>Tea, Sugar and Spice Historical and Geographical Colonial Legacy Tea and Sugar Expansion and Dissolution of Empires (history)</p>  <p>Locational Knowledge:</p> <p>To be able to locate countries in Europe and the world using maps</p> <p>To be able to locate Russia</p> <p>Place Knowledge:</p> <p>Human and Physical Geography:</p> <p>To be able to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork:</p>

	<p>Comments on aspects of their familiar world – where they live</p> <p>Talk about features of their immediate environment</p> <p>Place Knowledge:</p> <p>Talk about somethings they have observed</p> <p>Know about similarities and differences in relation to places</p> <p>Human and Physical Geography:</p> <p>Has an understanding of seasonal changes over time. (linked to walks in school/local area)</p> <p>Make observations of plants and weather in their environment and talk about changes</p> <p>Skills and Fieldwork:</p> <p>Walk around the local area noticing features Make observations of the local area.</p>	<p>experiences and what has been read in class</p> <p>Draw information from a simple map</p> <p>Locational Knowledge:</p> <p>Comments on aspects of their familiar world – where they live</p> <p>Talk about features of their immediate environment</p> <p>Place Knowledge:</p> <p>Talk about somethings they have observed Know about similarities and differences in relation to places</p> <p>Human and Physical Geography:</p> <p>Has an understanding of seasonal changes over time. (linked to walks in school/local area)</p> <p>Make observations of plants and weather in their environment and talk about changes</p> <p>Skills and Fieldwork:</p> <p>Walk around the local area noticing features Make observations of the local area.</p>	<p>of the world in relation to the Equator and the North and South Poles.</p> <p>Geographical skills and fieldwork:</p> <p>To be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>To be able to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>		<p>Geographical skills and fieldwork:</p> <p>To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p>Begin to use junior atlases.</p> <p>Begin to use map sites on internet.</p> <p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p>	<p>understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork:</p> <p>To be able to use four and six figure grid references symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p> <p>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe).</p> <p>Follow a route on a large scale map.</p> <p>Use junior atlases.</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique photography.</p>		<p>Draw a variety of thematic maps based on their own data.</p> <ul style="list-style-type: none"> <li>- Draw a plan view map accurately.</li> <li>- Begin to draw plans of increasing complexity. <ul style="list-style-type: none"> <li>- Use a scale to measure distances.</li> </ul> </li> <li>- Draw/use maps and plans at a range of scales. <ul style="list-style-type: none"> <li>- Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</li> </ul> </li> <li>- Use OS maps and describe features shown on them.</li> <li>- Confidently use an atlas.</li> <li>- Recognise world map as a flattened globe.</li> <li>- Follow a short route on an OS map.</li> </ul>
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SPRING 1	<p>Once upon a time</p>  <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Continue developing positive attitudes about the differences between people</p> <p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Locational Knowledge:</p> <p>Comments on aspects of their familiar world – where they live</p> <p>Talk about features of their immediate environment</p> <p>Place Knowledge:</p> <p>Talk about somethings they have observed</p>	<p>Twisted Tales- traditional and fairy stories through The Jolly Postman</p>   <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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</p> <p>The Natural World</p> <p>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</p> <p>Draw information from a simple map</p>	<p>Migration- Moving to Thrive</p> <p>Geographical Skills and Knowledge Study</p>  <p>Locational Knowledge:</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>To be able to name and locate the world's seven continents and five oceans</p> <p>Place Knowledge:</p> <p>Human and Physical Geography:</p> <p>develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</p> <p>Names and locations of 'hot and cold' areas of the world</p>	<p>Harriet Tubman</p> <p>Historically significant Individuals and Events</p>  <p>Locational Knowledge:</p> <p>To be able to name and locate the world's seven continents and five oceans</p> <p>Place Knowledge:</p> <p>Human and Physical Geography:</p> <p>Geographical skills and fieldwork:</p> <p>To be able to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>To be able to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Going Underground in Camden</p> <p>Local Area Geography and History Study- key events in British History</p>  <p>Locational Knowledge :</p> <p>To be able to identify key human and physical characteristics within the United Kingdom.</p> <p>Place Knowledge:</p> <p>Human and Physical Geography:</p> <p>Geographical skills and fieldwork:</p> <p>Locate places on larger scale maps e.g. map of Europe.</p> <p>Begin to identify features on aerial/oblique photographs.</p> <p>Use large scale OS maps</p> <p>Begin to draw a sketch map from a high view point.</p>	<p>Migration</p> <p>The History of the Windrush</p> <p>Push and Pull of Human Geography</p>   <p>Locational Knowledge:</p> <p>To be able to locate countries in Europe and the world using maps</p> <p>To be able to locate North, Central and South America and the countries within those continents</p> <p>To be able to name and locate counties and cities of the United Kingdom.</p> <p>To be able to identify key human and physical characteristics within the United Kingdom.</p> <p>Place Knowledge:</p> <p>Human and Physical Geography:</p> <p>To be able to describe and understand key aspects of human geography, including: types of settlement and land use,</p>	<p>Brazil</p> <p>Contrasting Geographical Locality and South American Study</p>  <p>Locational Knowledge:</p> <p>To be able to locate North and South America and the countries within those continents.</p> <p>To be able to locate major cities in North and South America</p> <p>To be able to identify and discuss the key physical and human characteristics of North and South America, (for example: The Great Lakes, The Great Plains, The Sierra Madre mountain system and Gaucho culture.)</p> <p>To be able to identify key topographical features (including hills, mountains, coasts and rivers).</p> <p>To be able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Place Knowledge:</p>	<p>NW5</p> <p>Local Area Geographical and Historical Study</p>  <p>Locating British regions - compass and map work in Camden (Geography)</p> <p>Locational Knowledge:</p> <p>To be able to name and locate counties and cities of the United Kingdom.</p> <p>To be able to identify geographical regions or counties within the United Kingdom.</p> <p>Place Knowledge:</p> <p>To be able to understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom</p> <p>Human and Physical Geography:</p> <p>To be able to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p>



	<p>Know about similarities and differences in relation to places</p> <p>Human and Physical Geography: Has an understanding of seasonal changes over time. (linked to walks in school/local area)</p> <p>Make observations of plants and weather in their environment and talk about changes</p> <p>Skills and Fieldwork: Walk around the local area noticing features. Make observations of the local area.</p>	<p>Locational Knowledge:</p> <p>Comments on aspects of their familiar world – where they live</p> <p>Talk about features of their immediate environment</p> <p>Place Knowledge:</p> <p>Talk about somethings they have observed Know about similarities and differences in relation to places</p> <p>Human and Physical Geography: Has an understanding of seasonal changes over time. (linked to walks in school/local area)</p> <p>Make observations of plants and weather in their environment and talk about changes</p> <p>Skills and Fieldwork: Walk around the local area noticing features. Make observations of the local area.</p>	<p>Geographical skills and fieldwork:</p> <p>Use simple compass directions(N, S, E,W) and locational and directional language to describe the location and features of routes on a map</p> <p>To be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>To be able to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>			<p>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork: Use 4 compass points well: Begin to use 8 compass points</p> <p>Use letter/no. coordinates to locate features on a map confidently.</p> <p>Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.</p>	<p>To be able to understand geographical similarities and differences through studying the human and physical geography of a region within North or South America</p> <p>Human and Physical Geography:</p> <p>To be able to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork:</p> <p>Identify significant places and environments</p> <p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps. Find/recognise places on maps of different scales. (E.g. Amazon River)</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p> <p>Select a map for a specific purpose.</p>	<p>including energy, food, minerals and water.</p> <p>To be able to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork:</p> <p>To be able to use four and six figure grid references symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p> <p>To be able to use fieldwork to observe, measure, record and present the human and physical features in the local area, using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> <li>- Draw a variety of thematic maps based on their own data.</li> <li>- Draw a plan view map accurately.</li> <li>- Begin to draw plans of increasing complexity.</li> <li>- Use a scale to measure distances.</li> <li>- Draw/use maps and plans at a range of scales.</li> </ul>
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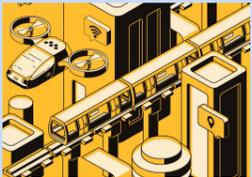
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
SPRING 2	<p>Our Earth (Geography)</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>The Natural World</p>	<p>Our Earth (Geography)</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Monarchy Globally historically significant people and events</p> <p>Locational Knowledge: Learn to follow directions and name some places within and around the UK.</p> <p>Using maps to identify the seven continents and five oceans.</p> <p>Place Knowledge: To be able to understand geographical similarities and differences through studying the human and physical geography of a small area of the</p>	<p>Thomas Coram and The Foundling Hospital Significant Historical Local Events and People Beyond Living Memory</p> <p>Locational Knowledge: To be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place Knowledge: Human and Physical Geography:</p>	<p>Tectonic Physical Geographical Study</p> <p>Locating World Countries Volcanoes and Earthquakes (Geography)</p> <p>Locational Knowledge : To be able to locate countries in Europe and the world using maps</p> <p>To be able to locate major cities in North and South America (SAN FRANCISCO)</p> <p>To be able to identify key topographical features (including hills, mountains, coasts and rivers)</p>	<p>Magna Carta &amp; The Changing Power of Monarchs (John, Anne, Vic)</p> <p>Locational Knowledge: To be able to name and locate counties and cities of the United Kingdom.</p> <p>Place Knowledge: Human and Physical Geography:</p> <p>Geographical skills and fieldwork: To be able to use maps, atlases, globes and digital/computer mapping to locate countries and</p>	<p>Rivers UK focused Geographical study</p> <p>Locating British regions, counties and cities - Key geographical features (Geography)</p> <p>Locational Knowledge: To be able to name and locate counties and cities of the United Kingdom.</p> <p>To be able to identify geographical regions or counties within the United Kingdom.</p> <p>To be able to identify key human and physical characteristics within the United Kingdom.</p> <p>To be able to identify key topographical features</p>	<p>France Geographical European Country Study</p> <p>Locational Knowledge: To be able to locate countries in Europe and the world using maps</p> <p>Place Knowledge: To be able to understand geographical similarities and differences through studying the human and physical geography of a region in a European country</p> <p>Human and Physical Geography:</p>	<ul style="list-style-type: none"> <li>- Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</li> <li>- Use OS maps and describe features shown on them.</li> <li>- Confidently use an atlas.</li> <li>- Recognise world map as a flattened globe.</li> <li>- Follow a short route on an OS map.</li> </ul>



	<p>Draw information from a simple map</p> <p>Locational Knowledge:</p> <p>Comments on aspects of their familiar world – where they live</p> <p>Talk about features of their immediate environment</p> <p>Place Knowledge:</p> <p>Talk about somethings they have observed</p> <p>Know about similarities and differences in relation to places</p> <p>Human and Physical Geography:</p> <p>Has an understanding of seasonal changes over time. (linked to walks in school/local area)</p> <p>Make observations of plants and weather in their environment and talk about changes</p> <p>Skills and Fieldwork:</p> <p>Walk around the local area noticing features</p> <p>Make observations of the local area.</p>	<p>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</p> <p>The Natural World</p> <p>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</p> <p>Draw information from a simple map</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Locational Knowledge:</p> <p>Comments on aspects of their familiar world – where they live</p> <p>Talk about features of their immediate environment</p> <p>Place Knowledge:</p> <p>Talk about somethings they have observed</p> <p>Know about similarities and differences in relation to places</p>	<p>United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Human and Physical Geography:</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Geographical skills and fieldwork:</p> <p>To be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>To be able to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Geographical skills and fieldwork: Follow a route on a map. Use a plan view. Follow directions as Year 1 inc. North, East, South and West</p> <p>To be able to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>To be able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Place Knowledge:</p> <p>Human and Physical Geography:</p> <p>To be able to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</p> <p>Geographical skills and fieldwork:</p> <p>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and</p>	<p>describe features studied</p>	<p>(including hills, mountains, coasts and rivers).</p> <p>To be able to identify and explain land-use patterns in the United Kingdom.</p> <p>Place Knowledge:</p> <p>To be able to understand geographical similarities and differences through studying the human and physical geography of a contrasting region</p> <p>Human and Physical Geography:</p> <p>To be able to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork:</p> <p>To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To be able to use fieldwork to observe, measure, record and present the human and physical features in the local area, using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>To be able to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork:</p> <p>Consolidation of all map skills</p> <p>To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To be able to use the eight points of a compass</p> <p>To be able to use four and six figure grid references symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p> <p>To be able to use fieldwork to observe, measure, record and present the human and physical features in the local area, using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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	<p>Recognise some environments that are different from the one in which they live</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Human and Physical Geography: Has an understanding of seasonal changes over time. (linked to walks in school/local area)</p> <p>Make observations of plants and weather in their environment and talk about changes</p> <p>Skills and Fieldwork: Walk around the local area noticing features Make observations of the local area.</p> <p>Recognise some environments that are different from the one in which they live</p>			<p>Information Systems (GIS)</p> <p>To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>			
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<p><b>SUMMER 1</b></p>	<p>Science-led topic Future of Transport Natural Environment STEAM</p>  <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Continue developing positive attitudes about the differences between people</p> <p>The Natural World</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Talk about the differences between materials and changes they notice</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Science-led topic Future of Transport Contrasting environments STEAM</p>  <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>The Natural World</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p>	<p>STEAM Science-led topic Future of Transport Everyday materials Seasonal changes STEAM</p>  <p>Enquiry: Investigate their surroundings Make observations about where things are e.g. within school or local area.</p> <p>Fieldwork: Draw simple features they observe in their familiar environment. Add colour and textures to prepared sketches.</p> <p>Recognise a photo taken by a teacher as a record of what they have seen.</p> <p>Map Skills: Draw around objects to make a plan.</p> <p>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p> <p>To be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as</p>	<p>Blue Mountains and Camden UK and Jamaica Islands Comparative Geographical Study</p>  <p>Locational Knowledge: To be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country</p> <p>Human and Physical Geography: To be able to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a</p>	<p>Science-led topic Future of Transport Forces &amp; Magnets STEAM</p>  <p>Enquiry: Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Fieldwork: Use a simple database to present findings. Draw a sketch of a simple feature from observation or photo</p> <p>Add colour, texture and detail to own field sketches.</p> <p>Add title and descriptive labels with help</p> <p>Map Skills: Begin to draw a sketch map from a high view point.</p> <p>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering</p>	<p>Science-led topic Future of Transport Electricity STEAM</p>  <p>Enquiry: Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p>Fieldwork: Suggest questions to ask as part of an investigation.</p> <p>Use appropriate geographical vocabulary.</p> <p>Map Skills: Make a simple scale drawing. Know why a key is needed.</p> <p>Begin to recognise symbols on an OS map</p> <p>Use large and medium scale OS maps.</p> <p>Use junior atlases.</p> <p>Use map sites on internet.</p>	<p>Science-led topic Future of Transport Earth and Space STEAM</p>  <p>Enquiry: Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Fieldwork: Prepare questions for an interview.</p> <p>Use a database to interrogate and amend information collected.</p> <p>Evaluate their sketch against criteria and improve it.</p> <p>Use sketches as evidence in an investigation.</p> <p>Map Skills: Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Find/recognise places on maps of different scales. (E.g. river Nile.)</p> <p>Draw a plan view map with some accuracy.</p>	<p>France Geographical European Country Study (Geography)</p>  <p>STEAM Science-led topic Future of Transport Electricity</p>  <p>Locational Knowledge: To be able to name and locate counties and cities of the United Kingdom.</p> <p>To be able to identify geographical regions or counties within the United Kingdom.</p> <p>Place Knowledge: To be able to understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom</p> <p>Human and Physical Geography: To be able to describe and understand key aspects of human geography, including:</p>
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>the countries, continents and oceans studied at this key stage.</p> <p>To be able to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>contrasting non-European country.</p> <p>To be able to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Geographical skills and fieldwork: To be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Try to make a map of a short route experienced, with features in correct order;</p> <p>Try to make a simple scale drawing.</p> <p>Know why a key is needed.</p>			<p>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>To be able to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
<b>SUMMER 2</b>	<p>Planting and Growing</p>  <p>People, Culture and Communities</p> <p>The Natural World</p> <p>making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and</p>	<p>The Next Step- transitioning into year 1 + Our Bodies</p>  <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p>Castles - Tower of London, Homes of the Past</p>  <p>Locational Knowledge:</p> <p>To be able to name and locate the world's seven continents and five oceans</p> <p>Place Knowledge: Human and Physical Geography:</p>	<p>STEAM Science-led topic Future of Transport Uses of everyday materials</p>  <p>Enquiry:</p> <p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p>	<p>Benin (West Africa) c. AD 900-1300</p>  <p>Locational Knowledge:</p> <p>To be able to locate countries in Europe and the world using maps</p> <p>Place Knowledge:</p> <p>To be able to understand geographical similarities and differences through studying the human and</p>	<p>Hampstead Heath and The Americas comparison</p> <p>Geographical Study and comparison with the local area and key physical and human characteristics of The Americas</p>   <p>Place study of a region in UK</p>	<p>The Maya c. AD 900 (History)</p>  <p>Place study of a region in South America and the UK (residential visit)</p> <p>Locational Knowledge: To be able to locate countries in Europe and the world using maps</p> <p>To be able to locate North and South America and the</p>	<p>Science-led topic Future of Transport Electricity</p>  <p>Geographical skills and fieldwork:</p> <p>To be able to use four and six figure grid references symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p>



	<p>contrasting environments</p> <p>Understanding the world</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and care for growing plants</p> <p>Begin to make sense of their own life-story and family's history</p> <p>Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things</p>	<p>Know some similarities and differences between different religious and cultural communities in this country</p> <p>The Natural World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Understanding the world</p> <p>Comment on images of familiar situations in the past</p> <p>Draw information from a simple map</p> <p>Explore the natural world around them</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>To be able to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Geographical skills and fieldwork: To be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Investigate their surroundings</p> <p>Fieldwork:</p> <p>Use a pro-forma and put ticks in boxes.</p> <p>Draw an outline of simple features they observe.</p> <p>Add colour, texture and detail to prepared field sketches.</p> <p>Join labels to correct features.</p> <p>Map Skills: Look down on objects to make a plan view map.</p> <p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key.</p>	<p>physical geography of a region</p> <p>Human and Physical Geography:</p> <p>To be able to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork:</p> <p>To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Residential visit Debden House Epping Forest</p> <p>Locational Knowledge: To be able to identify geographical regions or counties within the United Kingdom.</p> <p>To be able to identify key topographical features (including hills, mountains, coasts and rivers</p> <p>To be able to identify and explain land-use patterns in the United Kingdom.</p> <p>Place Knowledge: To be able to understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom</p> <p>Human and Physical Geography: To be able to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>countries within those continents</p> <p>To be able to locate major cities in North and South America</p> <p>To be able to identify and discuss the key physical and human characteristics of North and South America, (for example: The Great Lakes, The Great Plains, The Sierra Madre mountain system and Gaucho culture.)</p> <p>To be able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Place Knowledge: To be able to understand geographical similarities and differences through studying the human and physical geography of a region within North or South America</p> <p>Human and Physical Geography: To be able to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>To be able to use fieldwork to observe, measure, record and present the human and physical features in the local area, using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>- Draw a variety of thematic maps based on their own data. Draw a plan view map accurately.</p> <p>Begin to draw plans of increasing complexity. Use a scale to measure distances. Draw/use maps and plans at a range of scales. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>- Use OS maps and describe features shown on them. - Confidently use an atlas. - Recognise world map as a flattened globe. - Follow a short route on an OS map.</p>
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						<p>Geographical skills and fieldwork:</p> <p>To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To be able to use fieldwork to observe, measure, record and present the human and physical features in the local area, using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Know why a key is needed.</p> <p>To be able to use the eight points of a compass</p> <p>Begin to recognise symbols on an OS map. Use large and medium scale OS maps.</p> <p>Begin to identify significant places and environments</p> <p>Draw a sketch map from high view point.</p>	<p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> <li>- Use 8 compass points;</li> <li>- Begin to use 4 figure co-ordinates</li> <li>- Begin to draw a variety of thematic maps based on their own data. coordinates to locate features on a map.</li> <li>- Draw a sketch map using symbols and a key;</li> <li>- Use/recognise OS map symbols.</li> <li>- Measure straight line distance on a plan.</li> </ul>	
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