



	Autumn	Spring	Summer
Nursery	<p>Where we Live</p> <p>To introduce a map of the classroom, children to know that directions can be followed and lead to different places by following simple directions (Up, down, left/right, forwards/backwards)</p> <p>To look at different types of housing and knows that every house has an address.</p> <p>To talk about special places in the area for both the built and natural environment (Churches, parks, shops)</p>	<p>All about the World</p> <p>To name the countries of the United Kingdom, children to know that this is where they live. Children to know that the world is made up of different countries, and not all countries in the world are the same. Children to compare countries and say what is the same/different about them. Children to know that the weather changes according to the seasons.</p>	<p>How and where can we travel</p> <p>Where can we visit on holiday?</p> <p>Explore different countries. Spain, France, UK and Australia.</p> <p>Pinpoint countries on a map/ globe.</p> <p>Flags</p> <p>Traditions</p> <p>Food</p> <p>To look at a globe/map and be able to find land and sea.</p> <p>Children to know that we need to change what we do/wear in response to the climate.</p>
Reception	<p>Homes around the world</p> <p>That where they live is unique to them (and their family)</p> <p>Comment and ask questions about aspects of their familiar environment such as the place where they live or the natural world.</p> <p>Talk about where they live and compare life in other countries.</p> <p>Recognise that some environments are different to the one in which they live.</p> <p>Seasonal changes</p> <p>We need to change what we do/wear in response to the climate.</p>	<p>People who help us</p> <p>Recognise places people work.</p> <p>Use observational skills to locate people who help us in school and in our local area.</p>	<p>Pirates</p> <p>Map work</p> <p>Use a range of sources such as simple maps, photographs, magnifiers.</p> <p>Draw and create their own maps using real objects, and/or pictures and symbols.</p> <p>Be able to talk about a range of real maps, electronic globes and maps, maps of the classroom/school, village, park and story maps.</p> <p>Be able to find land and sea on a map.</p> <p>Follow a simple map of a familiar place.</p>

	<p>That weather changes according to the seasons and where we are in the world.</p> <p>That we need to dress accordingly to keep ourselves safe.</p>		<p>Follow simple directions (Up, down, left/right, forwards/backwards)</p> <p>Direct a friend from point A to B using positional language</p>
Year 1	<p>Where we Live Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. 1-2 wks mapping the school (2hrs) Walk to church – mapping (3hrs)</p> <p>Location of stoke, London, England (1hr)</p> <p>Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas (1hr)</p> <p>Name and locate the world’s seven continents and five oceans – Europe only (1hr) North Sea, Irish Sea, Atlantic Ocean (1hr) What do we know about the world already? (1hrs)</p> <p>Seasons and Weather Science cross curricular link with weather and seasons(2hrs)</p>	<p>Seasons and Weather Science cross curricular link with weather and seasons(2hrs)</p>	<p>The Seaside What is a beach? Wk 1 sticky knowledge – we’re an island beaches or cliffs around the coast beach, cliff, coast Wk 2 not all coastlines have a beach- different types of beach/key features Wk 3- weather at the beach Beach visit – 3hrs Add other oceans – 1hr Add port and harbour contrast – 2hrs</p> <p>Seasons and Weather Science cross curricular link with weather and seasons(2hrs)</p>
Year 2	<p>Magical Mapping Use world maps, atlases and globes to ID Uk and its countries, continents and oceans</p>	<p>UK Study (identify characteristics of the four countries and capital cities of the UK)</p>	<p>Australia Here we Come! (Geographical Association) Regional Study – understand geographical similarities and differences through studying the human and physical geography of a small</p>

	<p>Use simple compass directions (NSEW) and locational and directional language (near, far left right) to describe location of features and routes on a map)</p> <p>Use aerial photos to plan perspectives to recognise landmarks and basic human and physical features; devise simple map; and use and construct basic symbols in a key</p> <p>Identify seasonal and daily weather patterns in the UK (Y1) developed in Y2- identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Identify key features- City, town, village, factory, farm, house, office, shop, valley, soil, vegetation, river</p> <p>Geographical skills and Fieldwork – Compare the local area with a contrasting place- Stanley Head?</p>	<p>area in the UK and a small area in a contrasting non-European country (Geographical association planned unit)</p>
Year 3	<p>Settlements (link to Stone Age)</p> <p>Human geography- types of settlement and land use</p>	<p>Earthquakes and volcanoes (physical geography)</p>	<p>Investigating our Town Local Fieldwork; (Geographical Association unit)</p> <p>How Stoke has changed over time</p>
Year 4	<p>UK Investigating Who We Are</p> <p>Geographical Association planned unit - make sure it includes counties and geographical areas. Name and locate counties and cities in UK, geographical regions, human and physical characteristics and how they have changed over time.</p>	<p>Investigating Climate and Biomes Geographical Association planned unit</p>	<p>Whitby (Y4) (include trade)</p> <p>Place study of Whitby and comparison with the local area.</p>
Year 5	<p>Mountains</p> <p>European Region Comparison</p> <p>The Alps – (incl trade and tourism)</p>	<p>Marvellous maps</p> <p>4 points of compass</p> <p>Ordnance survey</p> <p>Identify position and significance of latitude, longitude, equator, hemispheres tropics, Arctic, Greenwich Meridian and time-zones</p>	<p>Rivers (Geographical Association Unit)</p> <p>linked to fieldwork and mapping</p> <p>4 fig grid refs</p>

Year 6	Non-European – South America- Amazon Adventures (Geographical Association Unit)– Include trade	Our Changing World Looking at coasts, weathering, erosion and deposition and changes over time	Fieldwork <ul style="list-style-type: none">• Mapping skills• Use 8 points of compass and 6 figure grid refs – Stanley Head.• Ordnance Survey
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