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|  | **Autumn** | **Spring** | **Summer** |
| **Cycle A (2020-21)** | Geography:  The world: Children know about similarities and differences in relation to places, objects, materials and living things.  Children will describe their immediate environment using observation, pictures and maps  Theme: My family  Learning opportunities: forest school, walk to the woods, walk to church for Christingle, church, bear hunting | Geography:  The world: They talk about the features of their own immediate environment and how environments might vary from one to another.  Maths Link: to use positional language  People and communities: Shows interest in different occupations and ways of life.  Theme: Once upon a time  Learning opportunities: Enterprise project Royal ball, Dragon egg hunt (maps)  British values day rule of law | Geography: ELG  The world:   * They make observations of animals and plants and explain why some things occur, and talk about changes.   Theme: Growing and changing  Learning opportunities include visit to the farm. Design a fam and map out the features – where will each animal be happiest |
| **Cycle B (2021-22)** | ELG: Children know about similarities and differences in relation to places, objects, materials and living things.  Theme: Food glorious food  Learning opportunities:  Visits and Forest school: children will recognise some of the different features of environments they visit including the farm/ wood. School grounds/ church | ELG: Geography: Talk about the features of their own immediate environment and how environments might vary from one to another.  Theme: Heroes and villains  Learning opportunities: Visits  Royal Ball, Dragon egg hunt (maps) | ELG: Make observations of animals and plants and explain why some things occur, and talk about changes.  Theme: Fur, feather and scales  Learning opportunities: Visits and Forest school: children will recognise some of the different features of environments they visit including the butterfly house and school grounds.  Visit to the farm, Design a farm and map out of features – where will each animal be happiest? |

**Reception**

**Key stage one**

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|  | **Autumn** | **Spring** | **Summer** |
| **Cycle A (2020-21)** | **National curriculum:**  **- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas**  Topic: Incredible me  Focus: Where we live and our surroundings.  Exploring England, Wales, Scotland and Northern Ireland. | **National curriculum: Name weather types.Identify daily changes in the weather, Seasonal changes Weather symbols, Dangers of the weather, Comparisons between different places)**  **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**  Topic: Whatever the weather  Focus: Weather reports comparing UK and cold/hot areas of the world (Saharan desert/Arctic) | National curriculum: **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.**  Topic: In the garden  Focus: Local environment – exploring school grounds and local area. |
| **Cycle B (2021-22)** | **National curriculum: Name and locate the world’s seven continents and five oceans**    **One off session: Building on previous years knowledge for Y2: 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.**  Visit to Treeton woods – own local environment  Topic: Explorers | **National curriculum: Understand geographpical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-european county**  Topic: African homes  Focus: Comparing human and physical geography of Treeton vs Kenya.  Key physical features including beach, coast, forest, hill, mountain, ocean, river, soil, valley vegetation and weather. | **National curriculum: Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop**  **Key physical features including**  Topic: By the seaside  Human & Physical features of the environment – seaside vs countryside. |

**Lower key stage 2**

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|  | **Autumn** | **Spring** | **Summer** |
| **Cycle A (2020-21)** | Topic: Egypt- past and present  National curriculum:  Locational Knowledge: locate the worlds countries; describe and understand key features of rivers; use maps to locate countries and describe features  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 (Autumn 1) | Topic: Wonderful world  National curriculum:  Physical and Human Characteristics of a Location  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Locational Knowledge  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) | Topic: Rainforests  National curriculum:  To locate vegetation belts around the world;  To identify the position and significance of latitude, longitude, Equator;  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food;  Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of South America.  Understand geographical similarities and differences through the study of human geography of a region of the UK and a region within a rainforest;  Explore the effect humans can have on their environment. |
| **Cycle B (2021-22)** | **Locational knowledge**  locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  Locate the word’s countries and cities in the UK, geographical regions and their identifying human and physical characteristics, key topological features (including hills, mountains, coasts and rivers) and land use patterns; and understand how some of these spects have changed over time.  **Human and Physical Geography**  Describe and understand key aspects of: physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.  **Geographical skills and fieldwork**  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | **Human and Physical Geography**  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 | **Locational knowledge**  •locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  •name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  •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)  **Place knowledge**  •understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America |

**Upper Key stage 2**

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|  | **Autumn** | **Spring** | **Summer** |
| **Cycle A (2020-21)** | Topic: WW2 – UK and Europe/ Treeton  National curriculum: Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. | Topic: Medicine in the World  National curriculum: Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe feat1ures studied. | Topic: The Vikings and Anglo-Saxons – Invaders and Settlers  National curriculum: Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. |
| **Cycle B (2021-22)** | Topic: Europe and Italy  National curriculum:  Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | Topic: World events during decade – specific countries (Olympics cities).  National curriculum:  Locational Knowledge use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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)  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 | Topic: Asia  National curriculum: Physical/Human feature Features describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 Geographical Skills use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |

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|  | **Autumn** | **Spring** | **Summer** |
| **Cycle A (2020-21)** | Geography: 30-50M The world: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Children will describe their immediate environment using observation, pictures and maps  Topic: My family  Learning opportunities: forest school, walk to the woods, walk to church for Christingle, church, bear hunting | Geography: 30-50M The world: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Maths Link: to use positional language People and communities: Shows interest in different occupations and ways of life.  Topic: Once upon a time  Learning opportunities: Enterprise project Royal ball, Dragon egg hunt (maps) British values day rule of law | Geography: The world: 40-60M • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Looks closely at similarities, differences, patterns and change  Topic: Growing and changing – whose egg / on the farm  Learning opportunities include visit to the farm. Design a fam and map out the features – where will each animal be happiest |
| **Cycle B (2021-22)** | **Geography:**  **The world:** Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  Topic: Food glorious food  Learning opportunities: forest school, walk to the woods, walk to church for Christingle, church | **Geography:**  **The world:** Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  **Maths Link**: to use positional language  **People and communities**: Shows interest in different occupations and ways of life.  Topic: Heroes and villains | **Geography:**  **The world:**   * Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. * Looks closely at similarities, differences, patterns and change   Topic: Animals – fur feathers and scales  Learning opportunities include visit to the butterfly house |

**Nursery**