

					V/y Acdo		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
 Past and Present Talk about the lives of the people around them and their roles in society. 							
							 Know some similarities and differences between things in the past and now (in a geographical context), drawing on their experience
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		_					
		_	ous and cultural commu	ınities in this country,	drawing on their		
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<u>-</u>			<u>-</u>	ther countries, draw	ing on knowledge		
	ion-fiction texts and	when appropriate, maps.	•				
•			• .	•			
			rld around them and co	intrasting environmer	its, drawing on their		
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	me important process	es and changes in the natu	rai worid around them	including seasons and	changing states of		
	calc baya baan broka	n down into small stone w	hich will be taught and	rovisited across the ve	oar in our coguence of		
_	oais nave been broke	n down into small steps, w	nich will be taught and	revisited across the ye	ear, in our sequence of		
_	ra spacific to Caagraph	The other chiestines have I	inks to Coography but a	lsa ta athar subject are	ac		
THE Objectives in bold al	e specific to deograping		inks to deography, but a	iso to other subject are	Wonderful Weather		
					identify seasonal and		
		name, locate and			1		
					l daily waathar		
		· ·			daily weather		
		identify			patterns in the United		
		identify characteristics of the			patterns in the United Kingdom and the		
		identify characteristics of the four countries and			patterns in the United Kingdom and the location of hot and		
		identify characteristics of the four countries and capital cities of the			patterns in the United Kingdom and the location of hot and cold areas of the		
		identify characteristics of the four countries and			patterns in the United Kingdom and the location of hot and		
	In EYFS, children work Past and Present Talk about the Expose sime and what has been to be commun Describe their Know some sime experiences an experiences and experiences are experiences.	In EYFS, children work towards reaching the Past and Present	In EYFS, children work towards reaching the Early Learning Goals by the Past and Present Talk about the lives of the people around them and their roles in Know some similarities and differences between things in the parand what has been read in class. People and Community Describe their immediate environment using knowledge from the Know some similarities and differences between different religion experiences and what has been read in class. Explain some similarities and differences between life in this from stories, non-fiction texts and when appropriate, maps. The Natural World Explore the natural world around them, making observations and Know some similarities and differences between the natural world experiences and what has been read in class. Understand some important processes and changes in the natural matter. These Early Learning Goals have been broken down into small steps, we learning document. The objectives in bold are specific to Geography. The other objectives have I live	In EYFS, children work towards reaching the Early Learning Goals by the end of Reception: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now (in a geogra and what has been read in class.) People and Community Describe their immediate environment using knowledge from observation, discuse Know some similarities and differences between different religious and cultural communexperiences and what has been read in class. Explain some similarities and differences between life in this country and life in one from stories, non-fiction texts and when appropriate, maps. The Natural World Explore the natural world around them, making observations and drawing pictures of a Know some similarities and differences between the natural world around them and concept experiences and what has been read in class. Understand some important processes and changes in the natural world around them matter. These Early Learning Goals have been broken down into small steps, which will be taught and learning document. The objectives in bold are specific to Geography. The other objectives have links to Geography, but and links is where we live	In EYFS, children work towards reaching the Early Learning Goals by the end of Reception: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now (in a geographical context), draw and what has been read in class. People and Community Describe their immediate environment using knowledge from observation, discussion, stories, non-fice Know some similarities and differences between different religious and cultural communities in this country, experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, draw from stories, non-fiction texts and when appropriate, maps. The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environmen experiences and what has been read in class. Understand some important processes and changes in the natural world around them including seasons and matter. These Early Learning Goals have been broken down into small steps, which will be taught and revisited across the yellearning document. The objectives in bold are specific to Geography. The other objectives have links to Geography, but also to other subject are live		



			Wy Acad
	use world maps,		North and South
	atlases and globes to		Poles
	identify the United		
	Kingdom and its		use world maps,
	countries.		atlases, and globes to
			identify the countries
	use aerial		and continents
	photographs and		studied at this key
	plan perspectives to		stage.
	recognise landmarks		
	and basic human and		season and weather
	physical features.		
	town, city, farm,		
	factory, river, forest,		
	hill, mountain, soil,		
	valley, vegetation,		
	office, shop		
Y2		Sydney Australia	Elsecar by the sea
		name and locate the	use atlases to identify
		world's seven	the United Kingdom
		continents and five	and its countries, as
		oceans.	well as our local area
			(Barnsley / Elsecar)
		use world maps,	
		atlases and globes to	use simple compass
		identify the	directions (North,
		continents, oceans	South, East and West)
		and countries	and locational and
		covered at this key	directional language
		stage.	[for example, near



			· / Acc
			and far; left and
		beach, cliff, coast,	right], to describe the
		sea, ocean, harbour,	location of features
		port	and routes on a map.
		understand	use aerial
		geographical	photographs and
		similarities and	plan perspectives to
		differences through	recognise landmarks
		studying the human	and basic human and
		and physical	physical features.
		geography of a small	
		area of the United	devise a simple map;
		Kingdom (London),	and use and
		and of a small area in	construct basic
		a contrasting non-	symbols in a key.
		European country	
		(Sydney)	use simple fieldwork
			and observational
		the location of hot	skills to study the
		and cold areas of the	geography of their
		world in relation to	school and its
		the Equator and the	grounds and the key
		North and South	human and physical
		Poles	features of its
			surrounding
		use aerial	environment.
		photographs and	
		plan perspectives to	beach, coast, sea,
		recognise landmarks	village, house, shop
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				Acade
		and basic human and		
		physical features;		
Y3	Road Trip USA		Amazon Explorers (South America &	
	locate the world's		Amazon Rainforest)	
	countries, using		locate the world's cou	ntries, using maps to
	maps to focus on		focus on South Americ	ca, concentrating on
	North America		their environmental re	egions, key physical and
	concentrating on		human characteristics	, countries, and major
	their environmental		cities.	
	regions, key physical			
	and human		understand geographi	ical similarities and
	characteristics,		differences through th	ne study of human and
	countries, and major		physical geography of	a region of the United
	cities.		Kingdom (Sherwood Forest) and a region	
			within South America	(Amazon Rainforest)
	understand			
	geographical		climate zones, biomes, vegetation belts,	
	similarities and		rivers, water cycle	
	differences through			
	the study of human		use maps, atlases, glo	bes, and
	and physical		digital/computer map	ping to locate countries
	geography of a		and describe features	studied
	region of the United			
	Kingdom (Peak			
	District, Lake District)			
	and a region within			
	North America			
	(Grand Canyon)			
	use maps, atlases,			
	globes and			



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		digital/computer mapping to locate countries and describe features studied. climate zones, biomes		
Y4		Natural Disasters	Mountains, Rivers,	Settlements
		volcanoes and	Water Cycle	name and locate
		earthquakes		counties and cities of
			use maps, atlases,	the United Kingdom,
	l	use maps, atlases,	globes, and	geographical regions
		globes, and	digital/computer	and their identifying
	I -	digital/computer	mapping to locate	human and physical
	1	mapping to locate	countries and	characteristics, key
		countries and	describe features	topographical
		describe features	studied.	features (including
	9	studied		hills, mountains,
				coasts, and rivers),
				and land-use
				patterns; and
				understand how
				some of these
				aspects have changed
				over time.
				tunes of sottlemes
				types of settlement
				and land use,
				economic activity
				including trade links,



				·
				and the distribution
				of natural resources
				including energy,
				food, minerals, and
				water (UK linked)
				use maps, atlases,
				globes, and
				digital/computer
				mapping to locate
				countries and
				describe features
				studied.
				Orienteering –
				developing map
				work.
Y5		European Neighbours		Living Sustainably
		locate the world's count	tries, using maps to	types of settlement
		focus on Europe (includ	ing the location of	and land use,
		Russia) concentrating o	n their environmental	economic activity
		regions, key physical an	d human	including trade links,
		characteristics, countrie	es, and major cities.	and the distribution
				of natural resources
		understand geographic	al similarities and	including energy,
		differences through the	study of human and	food, minerals and
		physical geography of a	region of the United	water (world linked)
		Kingdom (Edinburgh), a	region in a European	
		country (Moscow, Russi	a)	use maps, atlases,
				globes and
				digital/computer



	use maps, atlases, globes, and	mapping to locate
	digital/computer mapping to locate countries	countries and
	and describe features studied.	describe features
		studied
	climate zones, biomes	
Y6	Earth Matters	Map work and
	identify the position	usage
	and significance of	use the eight points
	latitude, longitude,	of a compass, four
	Equator, Northern	and six-figure grid
	Hemisphere,	references, symbols
	Southern	and key (including the
	Hemisphere, the	use of Ordnance
	Tropics of Cancer and	Survey maps) to build
	Capricorn, Arctic and	their knowledge of
	Antarctic Circle, the	the United Kingdom
	Prime/Greenwich	and the wider world.
	Meridian and time	
	zones (including day	use fieldwork to
	and night)	observe, measure,
		record and present
	climate zones,	the human and
	biomes, vegetation	physical features in
	belts	the local area using a
		range of methods,
		including sketch
		maps, plans and
		graphs, and digital
		technologies