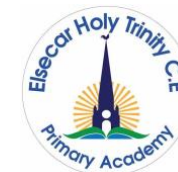


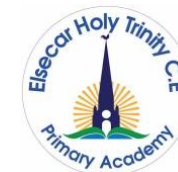
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>In EYFS, children work towards reaching the Early Learning Goals by the end of Reception:</p> <p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now (in a geographical context), drawing on their experience and what has been read in class. <p>People and Community</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps. <p>The Natural World</p> <ul style="list-style-type: none"> • 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 environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them including seasons and changing states of matter. <p>These Early Learning Goals have been broken down into small steps, which will be taught and revisited across the year, in our sequence of learning document.</p> <p><i>The objectives in bold are specific to Geography. The other objectives have links to Geography, but also to other subject areas.</i></p>					
Y1			<p>This is where we live name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>			<p>Wonderful Weather 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</p>



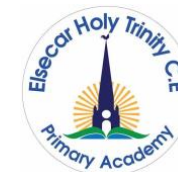
			<p>use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>town, city, farm, factory, river, forest, hill, mountain, soil, valley, vegetation, office,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



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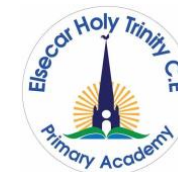
				and basic human and physical features;	
Y3			<p>Road Trip USA locate the world's countries, using maps to focus on North America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>understand geographical similarities and differences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



			<p>digital/computer mapping to locate countries and describe features studied.</p> <p>climate zones, biomes</p>		
Y4			<p>Natural Disasters volcanoes and earthquakes</p> <p>use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied</p>	<p>Mountains, Rivers, Water Cycle</p> <p>use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p>	<p>Settlements 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.</p> <p>types of settlement and land use, economic activity including trade links,</p>



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



			<p>use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>climate zones, biomes</p>		<p>mapping to locate countries and describe features studied</p>
Y6			<p>Earth Matters 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>climate zones, biomes, vegetation belts</p>		<p>Map work and usage 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.</p> <p>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>