

Geography		Autumn	Spring	Summer
INTENT				
By the end of Primary School				
End of EYFS		End of KS1		End of KS2
Pupils will be given the opportunity to: • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments are different to one in which they live.		Pupils will be given the opportunity to: • Develop knowledge about the world, the United Kingdom and their locality. • Understand basic subject-specific vocabulary relating to human and physical geography. • Use geographical skills, including first-hand observation, to enhance their locational awareness.		Pupils will be given the opportunity to: • Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America, including the location and characteristics of a range of the world’s most significant human and physical features. • Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. • Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. • Interpret a range of sources of geographical information and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
IMPLEMENTATION				
Core Skills	End of EYFS	End of KS1		End KS2
Locational Knowledge	• Talk about the features of their own immediate environment and how environments might vary from one another. • Teach children about a range of contrasting environments within both their local and national region.	• Name and locate the world’s seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		• 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

	• Model the vocabulary needed to name specific features of the world, both natural and made by people. • Share non-fiction texts that offer an insight into contrasting environments. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.	Geographical skills and fieldwork • 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 • 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 • 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 • 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.	• 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	• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Teach children about places in the world that contrast with locations they know well. •	• 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 contrasting non-European country.	• 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.
Human and physical geography	• Understand the effects of the changing seasons on the world around them. • Explore key differences between their own environment and local area with a	• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of	• Describe and understand key aspects of: - Physical geography, including:

	contrasting environment. • Explore how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. • Observe the natural world around them.	the world in relation to the Equator and the North and South Poles • Use basic geographical vocabulary to refer to: - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	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 and fieldwork	• Use simple maps and locate key information. • Use simple directional instructions. • Look at aerial photographs of their own location. • Begin to use globes and maps to identify landmarks, oceans and countries.	• 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. • 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 • 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 • 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.	• 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. • 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.

IMPACT	
Pupil Voice	
Subject Monitoring	