

**SUBJECT: Geography** . In reception children will have the opportunity to visit objectives through continuous provision. In KS1 children will focus on where children live in the world and in the United Kingdom and will compare this with other areas of the UK and a European country. In KS2 these skills will be developed looking at physical and human features of Europe and North and South America contrasting theme with other areas. In the Summer term the focus across the school will be on geographical skills and fieldwork.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year R</b>	<b>The World:</b> Looks closely at similarities, differences, patterns and change.		<b>The World:</b> Children know about similarities and differences in relation to places .		<b>The World:</b> They talk about the features of their environment and how environments might vary from one another.	
<b>Year 1</b>	<p><b>Locational Knowledge</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Human and Physical Geography</b> Identify seasonal and daily weather patterns in the United Kingdom</p> <p><b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the United Kingdom and surrounding seas</p>		<p><b>Focus on Dunstable</b></p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,</p> <p><b>Human and Physical Geography</b> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b> 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</p>		<p><b>Human and Physical Geography</b> Identify seasonal and daily weather patterns in the United Kingdom</p> <p><b>Geographical skills and fieldwork</b> 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</p> <p>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</p>	
<b>Year 2</b>	<p><b>Locational Knowledge</b> Name and locate the world's seven continents and five oceans</p> <p><b>Human and Physical Geography</b> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the continents and 5 oceans studied at this key stage</p>		<p><b>Focus on Dunstable and Kenya</b></p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a of a small area in a contrasting non-European country</p> <p><b>Human and Physical Geography</b> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b> 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</p>		<p><b>Human and Physical Geography</b> 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</p> <p><b>Geographical skills and fieldwork</b> 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</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>	

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<p><b>Year 3</b></p>	<p><b>Locational Knowledge</b>                  -Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on the countries, and major cities                  - Name and locate main countries and their cities in the United Kingdom                  -Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p><b>Geographical skills and fieldwork</b>                  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Focus on Italy</b>  <b>Place Knowledge</b>                  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,</p> <p><b>Human and Physical Geography</b>                  describe and understand key aspects of:                  -physical geography, including: rivers and volcanoes                  -human geography, including: economic activity including trade links, and the distribution of natural resources including food, minerals and water</p> <p><b>Geographical skills and fieldwork</b>                  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Geographical skills and fieldwork</b>                  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</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. (Focus on the school)</p> <p><u>See break down on MTP</u></p>
<p><b>Year 4</b></p>	<p><b>Locational Knowledge</b>                  -Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions.                  -Name and locate counties (close to Bedfordshire where we live)                  - Identify geographical regions and their identifying, key topographical features (<b>deserts, mountains, rainforest and rivers</b>), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Geographical skills and fieldwork</b>                  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Focus on Eastern Europe</b>  <b>Place Knowledge</b>                  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,</p> <p><b>Human and Physical Geography</b>                  Describe and understand key aspects of:                  -physical geography, including: climate zones,                  -human geography, including: the distribution of natural resources including energy</p> <p><b>Geographical skills and fieldwork</b>                  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Geographical skills and fieldwork</b>                  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</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. (Focus on the school)</p> <p><u>See break down on MTP</u></p>
<p><b>Year 5</b></p>	<p><b>Locational Knowledge</b>                  -Locate the world's countries, using maps to focus on North America, concentrating on their countries, and major cities                  -Name and locate <b>all</b> counties and cities of the United Kingdom                  -Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Geographical skills and fieldwork</b>                  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Focus on North America</b>  <b>Place Knowledge</b>                  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p> <p><b>Human and Physical Geography</b>                  describe and understand key aspects of:                  -physical geography,                  -human geography</p> <p><b>Geographical skills and fieldwork</b>                  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Geographical skills and fieldwork</b>                  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</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. (Focus on the school)</p> <p><u>See break down on MTP</u></p>

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<p><b>Year 6</b></p>	<p><b>Focus on South America</b>  <b>Locational Knowledge</b>                      -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><b>Place Knowledge</b>                      Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America</p> <p><b>Geographical skills and fieldwork</b>                      Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Focus on Yosemite National Park</b>  <b>Locational Knowledge</b>                      -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><b>Human and physical geography</b>                      - describe and understand key aspects of:                      -physical geography, , biomes and vegetation belts, and the water cycle                      - human geography, including: types of settlement and land use, economic activity</p>	<p><b>Geographical skills and fieldwork</b>                      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</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. (Focus on the school)</p> <p><u>See break down on MTP</u></p>