

	Nursery	Reception	Year 1	Year 2
Knowledge	<p><b>22-36 months</b></p> <ul style="list-style-type: none"> <li>Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>Notices detailed features of objects in their environment.</li> </ul> <p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talks about why things happen and how things work.</li> <li>Developing an understanding of growth, decay and changes over time.</li> <li>Shows care and concern for living things and the environment.</li> </ul>	<p><b>40-60+ months</b></p> <ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change.</li> </ul> <p><b>Early Learning Goals</b></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p><b>From A to B:</b></p> <ul style="list-style-type: none"> <li>Look at ways children travel to school – conduct survey</li> <li>Take a walk in local area around the school and look at <b>simple maps</b> of local area. Plot route on map.</li> <li>Look at <b>human features</b> – shops, post office, roundabout, garage and <b>physical features</b> – season, weather, road, woods.</li> <li>Use <b>aerial photos</b> of local area and <b>compare to a contrasting</b> area.</li> <li>Use <b>simple compass directions</b> (North, South, East and West) and directional language to help the children to locate features.</li> <li>Look at <b>map of world and locate</b> UK and Burstow</li> </ul> <p><b>Treasure Island</b></p> <ul style="list-style-type: none"> <li>Use Google Earth to <b>locate Australasia and British Isle</b>.</li> <li>Understand that <b>the UK is made up of 4 countries</b>.</li> <li><b>Locate UK cities</b></li> <li>Use <b>world maps</b> to locate islands</li> <li>Explore Cornwall <b>coast and inlets</b></li> <li>Create <b>symbols</b> to match island vocab. Introduce <b>keys for maps</b>.</li> <li>Look at where pirates existed – introduce continents, seas and oceans.</li> <li>Use an atlas to locate countries.</li> <li>Label S.Pole, N.Pole and equator.</li> <li>Sketch a simple map &amp; add human + physical features</li> <li>Introduce compasses</li> </ul> <p><b>Green Fingers</b></p> <ul style="list-style-type: none"> <li>Discuss the <b>weather &amp; climate</b> and look at how this might affect how plants grow.</li> <li>Think about the <b>seasons</b> and how this affects plants.</li> <li>Focus on <b>local</b> plants then compare to plants in a <b>different country</b>.</li> <li>Record our observations by making a picture display of plants from <b>different regions of the world</b>.</li> </ul> <p><b>People of the Past</b></p> <ul style="list-style-type: none"> <li>Create a map for <b>the explorer Columbus</b></li> </ul>	<p><b>A Day in The Life</b></p> <ul style="list-style-type: none"> <li>Explore important locations in <b>local area</b> – school, post office etc.</li> <li>Create a <b>large, simple map</b> of imaginary village/town.</li> <li>Consider location of <b>buildings, amenities &amp; landmarks</b>.</li> <li>Consider and <b>compare scale</b> of different buildings.</li> <li>Explore local area to <b>observe human features</b> such as, road markings, traffic lights etc.</li> </ul> <p><b>Hooray- Let's go on Holiday!</b></p> <ul style="list-style-type: none"> <li>To know that the <b>world extends past their own locality</b>.</li> <li>Using <b>maps &amp; globes, locate UK, England, London &amp; Smallfield</b>. Locate other towns, <b>cities &amp; landmarks</b> that the children may have heard of.</li> <li><b>Locate 4 cities of UK</b></li> <li>Use Google Earth to view <b>aerial maps</b> and zoom in to view specific cities and locations.</li> <li><b>Compass directions &amp; directional language</b> – nearest, furthest, shortest, longest.</li> <li>To know we are within <b>Europe</b>.</li> <li>Identify <b>7 continents</b> and <b>5 oceans</b>.</li> <li>Draw a class map and add labels for known locations.</li> <li>Compare <b>weather</b> in different locations &amp; use symbols.</li> <li>Identify the <b>Equator, N. Pole &amp; S. Pole</b></li> <li>Compare a chosen location to local area &amp; <b>describe physical and human features</b>.</li> </ul> <p><b>Flowers and Insects</b></p> <ul style="list-style-type: none"> <li><b>Honey production</b>. Identify where, and <b>locate on a map</b>, honey is produced.</li> <li>Look at climate conditions needed for production.</li> <li>Learn about the Monarch butterfly and its migration south for winter – <b>North to South America</b>.</li> </ul> <p><b>The Circus</b></p> <ul style="list-style-type: none"> <li>Identify <b>seasonal and daily weather patterns</b> in the <b>United Kingdom</b> and the <b>location of hot and cold areas</b> of the world in relation to the <b>Equator</b> and the <b>North and South Poles</b>.</li> <li>Learn about how <b>land and buildings</b> are used in particular localities, and use <b>geographical vocabulary</b>.</li> </ul>

**From A to B:**

- Be able to use secondary sources to obtain simple geographical information.
- Create simple questionnaires to carry out research
- Team work / collaboration
- To make maps and plans of real and imaginary places, using pictures and symbols.
- To be able to use maps to locate and position simple geographical features – shops / post office / school
- To be able to follow directions

**Treasure Island**

- Be able to use geographical terms.
- To use a map to be able to locate different areas.
- Be able to make maps and plans of real and imaginary places.
- Use an atlas to locate countries
- Be able to use secondary sources to obtain simple geographical information – video and photos.
- To be able to follow directions

**Green Fingers**

- Be able to describe the geographical features of the school site and other familiar places
- Be able to use secondary sources to obtain simple geographical information – photos

**A Day in the Life of:**

- Be able to use secondary sources
- Be able to use geographical terms
- Be able to describe the geographical features of the school site and other familiar places
- To be able to use maps to locate and position simple geographical features
- Be able to make maps and plans of real and imaginary places.
- Be able to communicate their geographical knowledge

**Hooray ....we're going on holiday.**

- Be able to use secondary sources to obtain simple geographical information – photos and videos
- Use Google Earth to view aerial maps and zoom in to view specific cities and locations.
- Be able to describe the geographical features of the school site and other familiar places
- Be able to communicate their geographical knowledge and understanding
- Be able to use secondary sources to obtain simple geographical information – video and photos.
- Develop research skills using ipads and holiday brochures.
- Be able to express views on the attractive and unattractive features of an environment
- Collaboration skills

**Flowers and Insects**

- Be able to use secondary sources to obtain simple geographical information – photos and videos
- Be able to communicate their geographical knowledge and understanding
- Use research skills

**The Circus**

- Be able to make maps and plans of real and imaginary places.

	<u>Year 3</u>	<u>Year 4</u>
Knowledge	<p><b><u>Exporsers and Adventurers –</u></b></p> <ul style="list-style-type: none"> <li>Identify the position and significance of <b>latitude</b> and <b>longitude</b> – discover way to explore and record beyond the UK.</li> <li>Use <b>maps, atlases, globes</b> and <b>digital mapping</b> to locate countries and describe features – <b>creating own flat map of the world</b></li> <li>Identify position and significance of <b>Northern and Southern Hemispheres – starter</b></li> <li>Name and locate counties and <b>cities of the UK</b>, geographical regions and their <b>identifying human and physical characteristics</b> – <b>Surrey, Smallfield</b> – creating a land map looking at land features.</li> <li><b>Stand alone – Time zones – Maths</b></li> </ul> <p><b><u>Footprints from the Past</u></b></p> <ul style="list-style-type: none"> <li><b>Locate continents</b> - focus on how dinosaurs would have crossed between <b>North America</b> and <b>Europe</b>. Label <b>continents</b>.</li> <li><b>Continental shift</b>. Discuss possible explanations - shifting <b>tectonic plates</b> caused by <b>earthquakes, volcanoes, rising sea levels</b>.</li> <li>Look at changes in continents- compare the landmasses of <b>Pangaea, Laurasia</b> and <b>Gondwana</b> with the <b>Earth today</b></li> </ul> <p><b><u>Saving the World</u></b></p> <ul style="list-style-type: none"> <li>Looking at the key aspects of human geography in or by the <b>rainforests</b> including: <b>types of settlements – indigenous tribes</b> and how they are affected, land use – <b>palm oil, farming, deforestation, distribution of natural resources</b> – resources made from the rainforest and trading links.</li> <li>Looking at key aspects of physical geography including: <b>biomes</b> and <b>vegetation</b> – from the <b>rainforests and rivers</b> – using a map of the world to locate key features, including <b>rainforests and major rivers</b>.</li> <li>Study physical and topographical features – <b>compare physical features of a rainforest to UK</b>. Study topographical features of rainforest in <b>South America not UK</b>.</li> <li>Identify position and significance of <b>Tropics of Cancer</b> and <b>Capricorn</b> – reference to <b>rainforest, equator</b> and <b>climate</b>.</li> <li>Understand geographical similarities and differences through study of human and physical geography of a <b>region of the UK</b> and a <b>region of South America</b> – <b>Amazon rainforest</b> and <b>Smallfield</b>, study of <b>tribe’s life and our lives</b>.</li> <li>Use maps, atlases and globes to locate countries and describe features studied – countries with rainforest – <b>Ecuador, Brazil, Congo, Peru, Indonesia</b>.</li> </ul>	<p><b><u>Chocolate</u></b></p> <ul style="list-style-type: none"> <li>Locate <b>UK</b> and <b>Central America</b> using an atlas or map</li> <li><b>Physical and Human characteristics</b> – compare and contrast <b>Smallfield</b>, a region of <b>Spain</b> and a region of <b>Central America</b></li> <li>To know about types of <b>land use</b> of <b>Smallfield</b> and <b>Central America</b> – cash crop farming of cacao trees</li> <li>To know about <b>trade links of cacao beans</b> from growers to chocolate manufacturers</li> <li>Find the <b>Equator</b> on a world map. Colour in the main cacao producers - <b>Ivory Coast, Ghana, Nigeria, Brazil, Ecuador, Venezuela, Dominican Republic, Papua New Guinea</b> and <b>Indonesia</b>, on an outline world map</li> <li>Physical features - know about the <b>weather and climatic</b> conditions in the <b>United Kingdom</b> and <b>Central America</b> and how they <b>affect the environment</b> and the lives of people living there</li> <li>Compare <b>similarities and differences</b> between UK and Central America</li> </ul> <p><b><u>Active Planet</u></b></p> <ul style="list-style-type: none"> <li>To know about <b>volcanoes</b> (dormant, active, extinct, crater, cone, ash cloud, lava, lateral vent, central vent, magma) and <b>locate volcanoes around the world</b>.</li> <li>Know how particular localities have been affected by natural features and processes. <b>Iceland</b> – research <b>geysers, hot springs</b> and <b>geothermal-heated pools, Hawaii</b> –unique species of <b>animals and plants</b> found here USA - Yellowstone Park –the <b>Old Faithful Geyser</b>. Italy – <b>volcanoes Mount Etna, Stromboli, Vesuvius</b></li> <li>Learn about <b>tectonic plates</b></li> <li><b>Compare the locations</b> of where earthquakes occur to where volcanoes are found</li> <li>Learn about <b>seismograph</b> and <b>Richter scale</b>.</li> <li>Look at effects of earthquakes - <b>landslides, collapsed buildings, destroyed roads and services</b>.</li> <li>Reasearch <b>Japan</b> and <b>California</b> – two places affected by earthquakes</li> </ul> <p><b><u>Island Life</u></b></p> <ul style="list-style-type: none"> <li>group list of islands into the <b>continents</b> and <b>oceans</b></li> <li>Look at map from <b>southern persepective</b></li> <li>Compare maps - the <b>Gall-Peters Projection</b> and the <b>South-Up or Reversed map</b></li> <li>Look at <b>geographical features of islands</b>.</li> <li>Explore some islands – <b>Tresco, Malta, Galapagos, Reunion, Manitouslin Island, Tioman</b>. Focus on <b>human features, physical features, topographical features, climate, biomes, vegetation belts</b>.</li> <li><b>Rivers</b> – main channel, river catchment source, river mouth, upstream, downstream, upper/middle/lower course, tributary, meander, flood plain, estuary,erosion.</li> <li>Journey of the water in the river on the island – <b>water cycle</b>.</li> <li>Look at <b>living near a river</b>.</li> <li>Learn about <b>longitude, latitude, equator, northern hemisphere, southern hemisphere, The Tropics of Cancer (northern), The Tropic of Capricorn (southern), Antarctic circle, Arctic circle</b>.</li> <li><b>compare</b> some real maps of some small islands</li> <li>Compare Google and OS <b>maps</b>.</li> <li><b>Grid reference</b>.</li> <li>Learn the 5 ways islands can be formed – <b>volcanic, continental, artificial, coral, barrier</b> islands.</li> <li><b>Island hopping</b> as explorers</li> </ul> <p><b><u>Temples, Tombs and Treasures:</u></b></p> <ul style="list-style-type: none"> <li>Locate <b>Africa</b> then <b>Egypt</b> on a map.</li> <li><b>Compare Egypt to England</b></li> <li>Locate the <b>River Nile</b> and explore the importance of the River to both <b>Ancient and Modern Egypt</b>.</li> </ul>

	<u>Year 3</u>	<u>Year 4</u>
<i>Skills</i>	<p><b><u>Exporsers and Adventurers –</u></b></p> <ul style="list-style-type: none"> <li>• Be able to use geographical terms</li> <li>• Be able to describe the main geographical features of the area immediately surrounding the school</li> <li>• Be able to make simple maps and plans of familiar locations</li> <li>• Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</li> <li>• Be able to use secondary sources to obtain geographical information</li> <li>• Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</li> </ul> <p><b><u>Footprints from the Past</u></b></p> <ul style="list-style-type: none"> <li>• Be able to use geographical terms</li> <li>• Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</li> <li>• Be able to use secondary sources to obtain geographical information</li> <li>• Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</li> </ul> <p><b><u>Saving the World</u></b></p> <ul style="list-style-type: none"> <li>• Be able to use geographical terms</li> <li>• Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</li> <li>• Be able to use secondary sources to obtain geographical information</li> <li>• Be able to express views on the features of an environment and the way it is being harmed or improved</li> <li>• Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</li> </ul>	<p><b><u>Chocolate, Active Planet, Island Life</u></b></p> <p><b><u>Temples, Tombs and Treasures:</u></b></p> <ul style="list-style-type: none"> <li>• Be able to use geographical terms</li> <li>• Be able to make simple maps and plans of familiar locations</li> <li>• Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</li> <li>• Be able to use secondary sources to obtain geographical information</li> <li>• Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</li> </ul>

Ensure extra coverage is planned for

	Year 5	Year 6
Knowledge	<p><b>What a Wonderful world:</b></p> <ul style="list-style-type: none"> <li>Know about the main physical and human features and environmental <b>issues in particular localities</b> - <i>six major biomes: tundra, evergreen forest, deciduous forest, grasslands, rainforest and desert. Volcanoes, mountains, rivers, coast</i></li> <li>Know about similarities and differences between <b>particular localities</b> – <i>climate zones and biomes, Mountain ranges, Volcanoes, River systems and features Lakes Valleys and gorges Caves Plains Coastal features</i></li> <li>Know how the features of particular localities influence the nature of human activities within them – <i>the Earth's plates</i></li> <li>Know about recent and proposed changes in particular localities - <i>Building a dam, reservoir or marina Building a new housing development Road building/widening Mining Draining land for agriculture</i></li> <li>Know about the <b>major geographical features of the UK</b></li> <li>Know about the <b>weather</b> and <b>climatic conditions in the UK</b> and how they affect the environment and the lives of people living <b>there compared to another country</b> - <i>tornados, hurricanes, earthquakes, tsunamis, volcanic eruptions, floods - hail storms in Pakistan, monsoon floods in India, the erosion/sinking of the Maldives, the drying up of lakes such as Lake Superior (United States) and Lake Chad (Africa)</i></li> <li>Be able to use maps in a <b>variety of scales</b> to locate the position and geographical features their home country and town, other countries and towns in which they and their peers have lived - <i>the OS grid system and how using four and six number grid references help people to locate specific features/locations</i></li> </ul> <p><b>The Great, The Bold and The Brave</b></p> <ul style="list-style-type: none"> <li>Locate countries covered – <b>Italy, Britain</b></li> <li>Locate major cities – <b>Rome, Sparta, Athens,</b></li> </ul> <p>Locate UK cities</p>	<p><b>Fairgrounds</b></p> <ul style="list-style-type: none"> <li>Using book 'London Eye' compare key human and physical characteristics of <b>London</b> and how these have changed over time.</li> <li><b>Topographical features – rivers – Thames – how has this changed over time.</b></li> </ul> <p><b>WW2:</b></p> <p><b>Earth as an Island:</b></p> <ul style="list-style-type: none"> <li>Locate <b>Lundy Island</b> - using photos focussing on identifying <b>manmade and natural features</b> of the land</li> <li>Use secondary sources – <b>Ordnance Survey</b> - to develop map reading and interpretive skills – <b>grid referencing</b></li> <li>Identify <b>cities of UK</b> and compare features – What <b>topographical features</b> make the location appealing for a city – rivers, mouth of river</li> <li>Identify <b>capital cities in the wider world</b> – Benefits and challenges of <b>island cities</b> e.g. Male, Singapore, Fiji</li> <li>The impact of physical and topographical features on human activity – <b>rising sea levels of pacific islands leading to evacuation/relocation</b> – impact on human geography</li> <li>Using a <b>range of maps of differing scales</b>, of the same pacific island, identify human features using grid referencing – importants of using <b>4 – 6 figure</b> grid referencing to locate</li> <li>Use maps to locate and label <b>Jamica, Shetland Isles, Manhattan Island, Corfu, Tahiti, Madagascar</b> – using these countries label <b>equator, Tropic of Cancer and Capricorn, Artic, Antarctic Circle, Prime/Greenwich Meridian</b></li> </ul>
Skills	<p><b>What a Wonderful world:</b></p> <ul style="list-style-type: none"> <li>Be able to enquire into geographical factors and their effects on people's lives</li> <li>Be able to use a variety of sources to gather geographical information</li> <li>Be able to collect and record evidence to answer geographical questions</li> <li>Be able to identify geographical patterns and to use their knowledge and understanding to explain them</li> <li>Be able to use appropriate geographical vocabulary to describe and interpret their surroundings</li> <li>Be able to use appropriate techniques to gather information</li> <li>Be able to make plans and maps in a variety of scales using symbols and keys</li> <li>Be able to use and interpret globes and maps in a variety of scales</li> <li>Be able to use maps in a variety of scales to locate the position and geographical features of the host country and town, their home country and town, other countries and towns in which they and their peers have lived</li> <li>Be able to explain how physical and human processes lead to similarities and differences between places</li> <li>Be able to communicate their knowledge and understanding of geography in a variety of ways</li> <li>Understand how localities are affected by natural features and processes</li> <li>Understand how and why people seek to manage and sustain their environment</li> <li>Understand how the geographical features of the host country affect the lives of the people who live there</li> </ul> <p><b>The Great, The Bold and The Brave</b></p> <ul style="list-style-type: none"> <li>Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</li> </ul>	<p><b>Fairgrounds</b></p> <p><b>WW2:</b></p> <p><b>Earth as an Island:</b></p> <ul style="list-style-type: none"> <li>Be able to enquire into geographical factors and their effects on people's lives</li> <li>Be able to use a variety of sources to gather geographical information</li> <li>Be able to collect and record evidence to answer geographical questions</li> <li>Be able to identify geographical patterns and to use their knowledge and understanding to explain them</li> <li>Be able to use appropriate geographical vocabulary to describe and interpret their surroundings</li> <li>Be able to use instruments to make measurements</li> <li>Be able to use appropriate techniques to gather information</li> <li>Be able to make plans and maps in a variety of scales using symbols and keys</li> <li>Be able to use and interpret globes and maps in a variety of scales</li> <li>Be able to use maps in a variety of scales to locate the position and geographical features of the host country and town, their home country and town, other countries and towns in which they and their peers have lived</li> <li>Be able to explain how physical and human processes lead to similarities and differences between places</li> <li>Be able to explain how places are linked through movement of goods and people</li> <li>Be able to communicate their knowledge and understanding of geography in a variety of ways</li> <li>Understand how localities are affected by natural features and processes</li> <li>Understand how and why people seek to manage and sustain their environment</li> </ul>