

Geog	Autumn	Spring	Summer
R	<b>Understanding The World People Culture and Communities</b>		
	<b>Develop an understanding of familiar locations</b>		
	<p>Nursery- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Ø Practitioners can create books and displays about children’s families around the world, or holidays they have been on.</p>		
	<p><b>Draw information from a simple map.</b></p> <ul style="list-style-type: none"> <li>➤ Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>➤ Familiarise children with the name of the road, and or village/town/city the school is located in.</li> <li>➤ Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</li> <li>➤ Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</li> </ul> <p><b>Recognise some environments that are different to the one in which they live.</b></p> <ul style="list-style-type: none"> <li>➤ Teach children about a range of contrasting environments within both their local or national region.</li> <li>➤ Model the vocabulary needed to name specific features of the natural world, both natural and man-made.</li> <li>➤ Share non-fiction texts that offer an insight into contrasting environments.</li> <li>➤ Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> </ul> <p>Teach children about places in the world that contrast with locations they know well.</p> <p><b>Recognise some similarities and differences between life in this country and life in other countries.</b></p> <ul style="list-style-type: none"> <li>➤ Use relevant, specific vocabulary to describe contrasting locations.</li> <li>➤ Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.</li> <li>➤ Avoid stereotyping and explain 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.</li> </ul>		
CG		-Talk about where I live -Know that some other homes are similar/different	-Talk about our immediate environment -Know that some other environments/places are different
1	<b>Develop a sense of understanding of locality and UK</b>		
	<b>Basic Skills</b>	<b>My Local Area</b>	<b>The UK</b>
CG			

	<ul style="list-style-type: none"> <li>-Understand the purpose of a map and how they work</li> <li>-Follow a very simple map with directions (e.g. of the school)</li> </ul>	<ul style="list-style-type: none"> <li>-Describe physical features of local area, including the weather (plus key vocabulary)</li> <li>-Use simple fieldwork/observational skills</li> </ul>	<ul style="list-style-type: none"> <li>-Name and locate key UK locations (countries, capitals and seas).</li> </ul>
2	<b>Develop a sense of understanding of the wider world</b>		
		<b>The World</b>	<b>Country study</b>
	<b>Physical changes to local area/ Human impact</b>		
CG	<ul style="list-style-type: none"> <li>-Use simple compass directions</li> <li>-describe/follow routes on a map</li> <li>-Simple fieldwork skills to observe local area (observe, measure, record)</li> </ul>	<ul style="list-style-type: none"> <li>-Remember 7 continents and 5 oceans</li> <li>-Understand hot and cold places in the world</li> </ul>	<ul style="list-style-type: none"> <li>-Identify similarities and differences between another, non-Euro country (e.g. Japan) and our area.</li> <li>-Use vocabulary to describe key human geography features of a place</li> </ul>
3	<b>Development of geographical skills and core knowledge</b>		
	<b>Map Skills – Atlases/ Latitude/ Longitude</b>	<b>UK Knowledge – settlements/ UK study/ Land use</b>	<b>Using maps/ directions</b>
CG	<p><i>UK trivia – remember it!</i></p> <ul style="list-style-type: none"> <li>-Name and locate counties and cities of UK</li> <li>-Use relevant vocabulary to describe topographical features</li> </ul>	<ul style="list-style-type: none"> <li>-Use fieldwork skills of measure, record and observe (e.g. Jurassic Coast)</li> <li>-identify key human and physical characteristics in UK places (e.g. towns/ cities/ countryside/ coast)</li> <li>-Use relevant vocabulary to describe topographical features</li> </ul>	<ul style="list-style-type: none"> <li>-Understand and use 4 figure grid references</li> <li>-Use 8 points of compass to describe location</li> <li>-Use keys and symbols, including in OS maps</li> </ul>
4	<b>Understanding of European locational knowledge</b>		
	<b>European Core Knowledge</b>	<b>Europe – Country Study -</b>	
			<b>Settlements</b>
CG	<ul style="list-style-type: none"> <li>-Use atlases and maps to locate places in Europe</li> <li>-Remember some key European places</li> </ul>	<ul style="list-style-type: none"> <li>-Compare physical and human features of regions in a Euro country</li> </ul>	<ul style="list-style-type: none"> <li>-Describe types of settlement and land use</li> <li>-Understand what trade is</li> </ul>

5	<b>Develop a strong understanding of Global locations</b>		
	<b>Global Core Knowledge</b>	<b>South American Locality Study</b>	
			<b>Recap Europe Facts</b>
	<ul style="list-style-type: none"> <li>-Use atlases and software to locate countries and major cities</li> <li>-Describe location in the world (using longitude/latitude/ hemisphere / tropics / time zones)</li> <li>-Revise and build upon Y2 global trivia/knowledge</li> </ul>	<ul style="list-style-type: none"> <li>-understand geographical similarities and differences</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-Remember countries and cities in Europe</li> </ul>
6	<b>Apply personal geographical knowledge</b>		
	<b>Use of geographical skills</b>		<b>Comparative global study</b>
		<b>Global Knowledge</b>	Fair Trade
CG	<ul style="list-style-type: none"> <li>-<u>Apply</u> skills with 4 and 6 figure grid references</li> <li>-Use 8 points of compass to describe location (revision)</li> <li>-Develop and <u>apply</u> understanding of keys and symbols, including in OS maps</li> <li><b>(significant fieldwork focus)</b></li> </ul>	<ul style="list-style-type: none"> <li>-To know which countries fought in 'World War 2' and where they are</li> </ul>	<ul style="list-style-type: none"> <li>-Understand importance of trade links between countries</li> <li>-Know that natural resources (energy, food, water) are not evenly distributed</li> </ul>