

Geography Long Term Plan				
Year group	Autumn <i>(Full Schemes)</i>	Spring <i>(Full Schemes)</i>	Summer <i>(Full Schemes)</i>	Additional opportunities
Pine/Cedar	<a href="#">Weather and climate</a> * (fieldwork opportunity) (to include seasons)	<a href="#">United Kingdom</a> * (fieldwork opportunity)	<a href="#">Local area</a> * (Around our School)	<ul style="list-style-type: none"> <li>• <b>fieldwork</b></li> </ul> (opportunities linked to Schemes are marked with an asterisk: selected activities from the <a href="#">Lower KS2 Local Area Scheme</a> could be used at any point in Key Stage 2) •  <ul style="list-style-type: none"> <li>• <b>topical opportunities</b></li> <li>•</li> </ul>  <ul style="list-style-type: none"> <li>• <b>use of maps</b> •</li> </ul>
<b>Breadth of Study</b>	Explore weather and climate in the United Kingdom and around the world.  Use fieldwork and observational skills.	Investigate the countries and capitals of the United Kingdom.  Use basic geographical vocabulary to refer to and describe key physical and human features of locations.  Use world maps, atlases and globes.	Use simple compass directions.  <ul style="list-style-type: none"> <li>• Use aerial photographs.</li> <li>• Use fieldwork and observational skills.</li> </ul>	
<b>Threshold Concepts</b>	Investigate patterns  Communicate geographically	Investigate places  Communicate geographically	Investigate places  Communicate geographically	

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<p><b>Milestones</b></p>	<p>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>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <ul style="list-style-type: none"> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> </ul>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <ul style="list-style-type: none"> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> </ul> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <ul style="list-style-type: none"> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Use basic geographical vocabulary to refer to:</li> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>key geographical vocabulary</b> •</li> </ul>
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			<ul style="list-style-type: none"> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	
Willow/Cherry	<u>Continents and oceans</u>	<u>Hot and cold places</u>	<u>Mugumareno Village, Zambia</u>	
Breath of Study	Investigate the world's continents and oceans.	Explore weather and climate in the United Kingdom and around the world.	Compare and contrast a small area of the United Kingdom (Kirkby) with that of a non-European country.	
Threshold concepts	Investigate places	Investigate Patterns Communicate geographically	Investigate places Investigate Patterns	

			<b>Communicate geographically</b>	
<b>Milestones</b>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Name and locate the world's continents and oceans.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Name and locate the world's continents and oceans.</p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> </ul> <p>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>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <ul style="list-style-type: none"> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> </ul> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain,</li> </ul>	

			<p>ocean, river, soil, valley, vegetation and weather.</p> <ul style="list-style-type: none"> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul>	
Maple	<a href="#">Climate zones</a>	<a href="#">Volcanoes and earthquakes</a> (NB: this is a longer Scheme)	European region (Spain)	
<b>Breath of Study</b>	<p>Understand the significance of the geographic zones of the world.</p> <p>Locate the geographic zones of the world.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers,</li> </ul> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</p> <p>Describe and understand key aspects of: mountains, volcanoes and earthquakes and the water cycle</p>	<p>Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</p>	

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<b>Threshold concepts</b>	Investigate Places Investigate Patterns Communicate Geographically	Investigate places Investigate Patterns Communicate Geographically	Investigate Place Communicate Geographically	
<b>Milestones</b>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <ul style="list-style-type: none"> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> </ul> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> </ul>	<p>Name and locate counties and cities of geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul> <p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul> <p>Describe geographical similarities and differences between countries.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul> <p>Use a range of resources to identify the key physical and human features of a location.</p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>	

	Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.		<ul style="list-style-type: none"> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul> <p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements and land use.</li> </ul>	
Holly	<a href="#">Rivers*</a> (fieldwork opportunity)	<b>Map Skills - Lines of significance</b>	<a href="#">United Kingdom*</a> (Liverpool Focus)	
<b>Breath of Study</b>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers,</li> </ul> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build</li> </ul>	<p>Locate the geographic zones of the world.</p> <ul style="list-style-type: none"> <li>• Understand the significance of the geographic zones of the world.</li> </ul> <p>Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.</p>	<p>Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area of the UK- Liverpool</p> <p>Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build</p>	

	<p>knowledge of the United Kingdom and the world.</p> <ul style="list-style-type: none"> <li>• Use a wide range of geographical sources in order to investigate places and patterns.</li> <li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li> </ul>		<p>knowledge of the United Kingdom and the world.</p> <ul style="list-style-type: none"> <li>• Use a wide range of geographical sources in order to investigate places and patterns.</li> <li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li> </ul>	
<b>Threshold concepts</b>	<p>Communicate Geographically</p> <p>Investigate Place</p>	<p>Investigate patterns</p>	<p>Investigate Place</p> <p>Investigate Patterns</p> <p>Communicate Geographically</p>	
<b>Milestones</b>	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p>	<p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> </ul> <p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul> <p>Name and locate counties and cities of the United</p>	
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			Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	
Hazel	Water Cycle	<u>Rainforests</u>	<u>South America - the Amazon</u> (medium-term plan)	
Breath of Study	Describe key aspects of: <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements, land use, economic activity including trade</li> </ul> links and the distribution of natural resources including energy, food, minerals and water supplies.	Locate the geographic zones of the world. <ul style="list-style-type: none"> <li>• Understand the significance of the geographic zones of the world.</li> </ul> Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li> <li>• human geography, including: settlements, land use, economic activity including trade</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</li> </ul> Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li> </ul> </li> </ul>	

		<p>links and the distribution of natural resources including energy, food, minerals and water supplies.</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>• human geography, including: settlements, land use, economic activity including trade</li> </ul> <p>links and the distribution of natural resources including energy, food, minerals and water supplies.</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	
<b>Threshold Concept</b>	Communicate Geographically	Investigate pattern Investigate place	Investigate Place Investigate pattern Communicate Geographically	
<b>Milestones</b>	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul>	<p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> <li>• Explain own views about locations, giving reasons.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> </ul> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> </ul> <p>Describe geographical similarities and differences between countries.</p> <p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	
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<b>Chestnut</b>	<u>Mountains*</u> (fieldwork opportunity)	<u>North America</u> (medium-term plan)	<u>Rio and South-East Brazil</u>	
<b>Breath of Study</b>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li> <li>human geography, including: settlements, land use, economic activity including trade</li> </ul> </li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use a wide range of geographical sources in order to investigate places and patterns.</li> <li>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch</li> </ul>	<p>Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</p> <p>Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li> <li>human geography, including: settlements, land use, economic activity including trade</li> </ul>	<p>Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</p> <p>Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li> <li>human geography, including: settlements, land use, economic activity including trade</li> </ul>	

	maps, plans and graphs and digital technologies.	links and the distribution of natural resources including energy, food, minerals and water supplies.  • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Use a wide range of geographical sources in order to investigate places and patterns.	links and the distribution of natural resources including energy, food, minerals and water supplies.  • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Use a wide range of geographical sources in order to investigate places and patterns.	
<b>Threshold concepts</b>	Investigate Place  Communicate Geographically	Investigate Place  Investigate Pattern  Communicate Geographically	Investigate Place  Investigate Pattern  Communicate Geographically	
<b>Milestones</b>	Describe and understand key aspects of:  • <b>physical geography</b> , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.  • <b>human geography</b> , including: settlements, land use, economic activity including trade links, and the distribution of	Collect and analyse statistics and other information in order to draw clear conclusions about locations.  • Identify and describe how the physical features affect the human activity within a location.  • Use a range of geographical resources to give detailed descriptions and opinions of	Collect and analyse statistics and other information in order to draw clear conclusions about locations.  • Identify and describe how the physical features affect the human activity within a location.  • Use a range of geographical resources to give detailed descriptions and opinions of the	

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	<p>natural resources including energy, food, minerals, and water supplies.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <ul style="list-style-type: none"> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul> <p>Identify and describe how the physical features affect the human activity within a location.</p> <ul style="list-style-type: none"> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the</li> </ul>	<p>the characteristic features of a location.</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <ul style="list-style-type: none"> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are</li> </ul>	<p>characteristic features of a location.</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <ul style="list-style-type: none"> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>	
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	<p>local area. Record the results in a range of ways.</p> <ul style="list-style-type: none"> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>	<p>interconnected and interdependent.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li><b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li><b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	
<b>Sycamore</b>	<a href="#">European region</a> (Germany/France)		<a href="#">Local area and region - Upper KS2*</a> (Scotland Focus)	
<b>Breath of Study</b>	Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.		Identify key geographical features of the countries of the United Kingdom, and show an understanding	



	<p>Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li> <li>• human geography, including: settlements, land use, economic activity.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p>Use a wide range of geographical sources in order to investigate places and patterns.</p> <ul style="list-style-type: none"> <li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch</li> </ul>		<p>of how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom.</li> <li>• Use a wide range of geographical sources in order to investigate places and patterns.</li> <li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li> </ul>	
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	maps, plans and graphs and digital technologies.			
<b>Threshold Concepts</b>	Investigate place Investigate pattern Communicate Geographically		Investigate Place Communicate Geographically	
<b>Milestones</b>	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  Understand some of the reasons for geographical similarities and differences between countries.  Describe how countries and geographical regions are interconnected and interdependent.		Identify and describe how the physical features affect the human activity within a location.  • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.  • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.  • Analyse and give views on the effectiveness of different	

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	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul>		<p>geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul>	
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			<ul style="list-style-type: none"><li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li></ul>	
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<b>EYFS Understanding the World</b>	
<b><u>End of Nursery Expectations</u></b>	<b><u>End of Reception Expectations</u></b>
<p>Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos</p>	<p>Recognises some similarities and differences between life in this country and life in other countries</p> <p>Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)</p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class (ELG)</p> <p>Is able to 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 (ELG)</p>
<b><u>Common Topics/Themes that will enable children to meet these expectations</u></b>	
<p>Seasons/Weather            Chinese New Year            Hot/Cold Places            All about me - where I live            Under the Sea</p>	

(Review Summer 2024)

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