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| **Class** | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum2** |
| Reception | Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. | Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. |  | Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.  Change in living things – Changes in the leaves, weather, seasons,  Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.  Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.  Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.  Look for children incorporating their understanding of the seasons and weather in their play. | Use Handa’s Surprise to explore a different country.  Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.  Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.  Use bee-bots on simple maps. Encourage the children to use navigational language.  Can children talk about their homes and what there is to do near their homes?  Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.  Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? | 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. |
| 1 |  |  | **UNDERSTANDING THE GLOBE**  Can a meerkat live in the North Pole?  name and locate the world’s seven continents and five oceans  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 | |  | **SKILLS & FIELDWORK**  What countries make up the UK?  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 |
| 2 |  | **Where can we fly to?**  Locational knowledge (continents, capital cities, maps)  Name the 7 continents.  Name the 5 oceans.  Name the countries of the UK and their capital cities. | **What would it be like to live in Africa?**  Non-EU (Africa)  (human and physical, maps, compass)  To locate Africa on a world map.  To name 5 countries in Africa.  To describe what I might see if I visited Africa. | **What would it be like to live in Kenya?**  Non-EU (Africa)  (human and physical, maps, compass)  To identify Kenya on a map of Africa.  Know the capital city of Kenya is Nairobi.  Describe how Nairobi is similar / different to Manchester. |  | **What is 500m from our school?**  Fieldwork and observational skills (Local area)  To locate St Mary’s School on a map of the local area.  To name at least 3 landmarks within 500m of school.  To show how you could make a map of our school. |
| 3 |  |  | What is special about where I live?  (Map skills-countries, locational knowledge, skills and fieldwork)  (Local area-land use and mapping)  Children know that a settlement is a community where people live.  Children know there are different types of settlements.  Children can explain that land use is the purpose of the land/what it is used for.  Children know that trade means buying and selling.  Children can explain what is special about Urmston. | How is our area similar/different to a coastal town?  (UK- Physical geography - mountains, hills, coasts and land use- compare costal area to local area)  Children know several similarities and differences between Whitby and Urmston.  Children know that natural resources are materials produced by the environment.  Children now how/why Urmston has changed over time.  Children know how/why Whitby has changed over time. |  | How do earthquakes occur?  (Contrasting location-earthquakes/fault lines)  Children know that an earthquake is a sudden shaking of the ground.  Children know and can locate some places where earthquakes have happened.  Children know that some places are more prone to earthquakes because they sit on the edges of tectonic plates.  Children know that earthquakes are measured with a seismograph. |
| 4 |  |  | **What are the main stages and features of a river? Where are the longest rivers located?**  **How does the water cycle work?**  **(Physical geography, rivers and the water cycle.)**  Identify the main stages and features of a river.  Highlight where the longest rivers are located.  Understand how the water cycle works.  Understand what a mountain is.  Name any mountain range. | | **What is the structure of earth? What are the main features of a volcano? What are the advantages and disadvantages of living near a volcano?**  **(Volcanoes)**  Identify the structure of earth.  Highlight the main features of a volcano.  Understand the advantages and disadvantages of living near a volcano.  Using a map/globe/atlas, highlight some of the places a volcano can be found.  Understand why volcanoes can be found in certain places. | **Where is Italy located on the map? What are the regions of Italy?**  **(Italy)**  Identify the location of Italy on a map.  Understand the meaning of region.  Highlight the regions of Italy.  Understand which regions are in the North/South of Italy.  Identify how Lazio is different/similar to Manchester. |
| 5 | **Why do people visit Salford Quays and what is it like there?**  **Geographical skills and fieldwork**  Know what physical/human features can be found in and around Salford Quay  Know how to travel from our school to Salford Quays  Know the difference between lines of longitude and latitude  Know what the eight points of a compass called  Locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle  Know what a time zone is |  |  | **What is it like to live in South America?South America (inc vegetation belts and climate zones)**  Know what a climate zone is  Talk about how the climate differs across South America  Talk about natural disasters that people in South America have experienced  Know about different landmarks in South America?  Name some countries in South America | **What is it like to live in Brazil?**  **South America (inc vegetation belts and climate zones)**  Explain how Brazil is similar/different to the UK  Talk about the human geography in Brazil  Talk about the physical geography in Brazil  Explain how life is different for different people in Brazil  Know why tourists visit Brazil |  |
| 6 |  |  | **Why can’t a polar bear survive in a rainforest?**  Rainforests Biomes/South America  Locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions.  To identify key physical and human characteristics, countries and major cities in South America.  To 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) in the context of rainforests.  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate.  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the layers of a rainforest.  To describe and understand key aspects of 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 in the context of rainforest conservation. (Deforestation)  Biomes  To be able to identify the location of plants around the world.  To explore what biomes are and identify major biomes around the world.  Exploring how plants survive in extreme environments.  To explore ways in which humans use plants.  To investigate the plants found in mega-diverse countries.  To comprehend the delicate interdependent nature of ecosystems.  Know about global environmental problems and solutions.  To investigate what the Eden project is. | | **Could you live in the Lake District?**  Human and Physical geography of a region of the UK  (Trafford & Lake District)  To construct maps of Davyhulme/Urmston & Elterwater.  To locate the Lake District, using maps & Google Earth.  To identify & sort the physical & human features of the Lake District.  To look at settlements, land use & economic impact in the Lake District.  To research employment possibilities in the Lake District. |  |