

Reception		
Topics		<p>Fairytales</p> <p>Colour</p> <p>Water</p> <p>Eggs</p> <p>Pirates</p> <p>Holidays</p>
ELG: People, Culture and Communities	<ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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. 	<p>Exploring and getting to know the local area: Can talk about key places in their local area and simple regular routes such as their journey from home to school.</p> <p>Local landmarks and geographical features: Hoad Hill, Sir John Barrow Monument, Church</p> <p>Simple geographical vocabulary: Uses some geographical vocabulary when talking about places, the world and the environment. Can identify key features and share their knowledge. Fieldwork and discussions</p> <p>Using programmable toys to follow a route (Computing & maths link).</p> <p>Skills related to geographical enquiry, for example: recording on a tally, drawing a map Fairytales & pirates, writing a set of directions.</p> <p>Drawing large scale maps with the children (pirates & goldilocks).</p> <p>Games using positional and directional language (PE), using simple maps.</p> <p>Resources and artefacts to explore: holidays, food, pirate role play area (maps)</p> <p>Protecting our planet and caring for the local environment: Expresses views about how to look after our planet and local environment. Link to RE. Everyday tasks- fruit compost. Recycling and junk modelling. Contributes to school led projects in the local area/ school grounds.</p> <p>Mark-making: Draws, writes and creates in response to what they see and learn out about.</p>
ELG: The Natural World	Know some similarities and differences between the natural world around them	

	and contrasting environments, drawing on their experiences and what has been read in class.	
Ongoing whole school cross-curricular focus	Connecting Classrooms link with Ethiopia (UN Sustainability Goals), Rights Respecting Schools, Fairtrade	

	National Curriculum Statement	Year 1	Year 2
Topics		Cycle A: Introduction to atlases and maps (Australia) Local Study- Ulverston East Africa	
Locational Knowledge	Name and locate the world's 7 continents and 5 oceans.	Africa, Antarctica, Asia, Australia, Europe, North America, South America Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean	
	Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.	Weather Forecasts- label map with England, Scotland, Wales and Northern Ireland. Their capital cities: London, Edinburgh, Cardiff and Belfast. Surrounding seas: English Channel, North Sea, Irish Sea, Atlantic Ocean.	
Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Human and physical geography of Ulverston and Kenya (literacy link), identifying similarities and differences.	
Physical Geography	Identify seasonal and daily weather patterns in the	Hoard visit each season, identifying seasonal weather patterns. Daily weather patterns, using weather chart.	

	United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Climate areas are studied through the weather forecast project.
	Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
Human Geography	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Vocabulary introduced in local study and reinforced in Kenya study: city, town, village, factory, farm, house, office, port, harbour and shop.
Geographical skills & fieldwork	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.	Studied during Autumn's introduction to atlases and maps topic. Reinforced through a travel agents role play area.
	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	Map work covered in all units Directional language also covered in maths and related to geographical work.

	location of features and routes on a map.	
	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.	Aerial photographs and plan perspectives are used to recognise landmarks and basic human and physical features, during the local study of Ulverston. Simple maps are devised, using basic symbols in a key.
	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>Ask geographical questions e.g. what is it like to live in this place? Where is this place? What is it like? How has it changed?</p> <p>Express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences.</p> <p>Recognise how places have become the way they are e.g. shops (patterns and processes)</p> <p>Observe and record e.g. identify buildings on a street – memory maps, sketches, diagrams, ICT</p> <p>Communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams, writing, charts</p> <p>Use simple field sketches and diagrams, use a camera</p> <p>Fieldwork: Hoad seasonal visits, Ulverston land use, locating industry etc</p>
Ongoing whole school cross-curricular focus	Connecting Classrooms link with Ethiopia (UN Sustainability Goals), Rights Respecting Schools, Fairtrade	

	National Curriculum Statement	Year 3	Year 4	Year 5	Year 6
Topics		<p>Cycle A: Stone Age Geography Italy & Weather Rainforests (South America)</p> <p>Cycle B: Anglo-Saxon & Viking Geography (settlements) Polar Climates (North America) Contrasting European locality (Greece)</p>		<p>Cycle A: Marvellous Maps & Local Study The Middle East (Migration & Refugees) Eastern Europe & USA Comparison</p> <p>Cycle B: Geography linked to WW2 Deserts Sustainability (Enough for Everyone) Our Changing World (focus on Coasts)</p>	
Locational Knowledge	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	<p>Countries in Europe: UK (inc. Orkney), Greece, Italy, France, Spain, Scandinavia, Holland, Belgium, Turkey, Iceland Volcano</p> <p>Countries in North America: Greenland, USA (Alaska), Canada</p> <p>Countries in South America: Brazil, St Lucia, Caribbean Islands, Mexico</p> <p>Rainforests: location, deforestation and human geography.</p>		<p>Countries in Europe: UK, France, Italy, Poland, Russia, Ukraine, Turkey, Belarus, Finland, Estonia, Germany, Italy, Czech Republic, Slovakia</p> <p>Cities in Europe: Moscow, Kiev, Ankara, Warsaw, London, Minsk, Helsinki, Tallinn</p> <p>Features in Europe: River Mersey, River Humber, River Loire, Adriatic Sea, Ullswater, Loch Ness.</p> <p>Countries in North America: USA, Canada, Mexico</p> <p>Features in North America: Hudson Bay, Pacific Ocean, Cascade Volcanic Arc, Mount St. Helens, Ring of Fire</p> <p>Countries in South America: Bolivia, Peru, Brazil</p> <p>Features in South America: River Amazon, Lake Titicaca</p> <p>Countries in the Middle East: Iraq, Iran, Israel, Syria, Saudi Arabia, Palestinian Territories, Yemen, Oman, United Arab Emirates (UAE), Qatar, Kuwait, Jordan</p> <p>Capital city of Iraq: Baghdad:</p>	

			<p>Features in Iraq: Syrian Desert, Arabian Desert, North-eastern Highlands, Euphrates River, Tigris River, Persian Gulf</p> <p>Human geography: migration and refugees.</p> <p>Location of countries in the rest of the world: Russia, USA, China, Japan, Ethiopia</p> <p>Deserts:</p> <p>Location and physical features of: Sahara Desert, Antarctica, Atacama Desert, Gobi Desert, Arabian Desert, Thar Desert, Patagonian Desert, The Great Victorian Desert, Taklamakan Desert, The Empty Quarter, The Painted Desert, Monument Valley, Salar de Uyuni, Great Shady Desert, Namib Desert, Danakil Desert.</p> <p>Uses of deserts: salt, oil, copper, diamonds, aircraft testing, solar panels, wind turbines, recreation.</p> <p>How people live in the desert, including cities that have been built in deserts (Las Vegas, Dubai, Abu Dhabi)</p> <p>Desertification- changes and effects</p> <p>Weather and climate in deserts.</p> <p>Desert formations.</p> <p>Eastern Europe & USA:</p> <p>Compare landscapes, climates and human geography.</p>
	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</p>	<p>Counties in UK: Cumbria</p> <p>Location of Cities in UK: London, Edinburgh, Cardiff, Belfast, York, Chester, Manchester, Bristol (cities of Roman, Viking & Anglo-Saxon origin)</p> <p>Key topographical features: hills, mountains & rivers</p>	<p>Counties in UK: Cumbria, Lancashire, Merseyside, North Yorkshire, South Yorkshire, Devon, Cornwall, Greater London, Greater Manchester, Dumfries & Galloway, Flintshire</p> <p>Location of cities in the UK: London, Swansea, Cardiff, Bristol, Southampton, Plymouth, Birmingham, Coventry, Liverpool.</p>

	(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Land use: farming and settlements across historical periods studied. Focus areas- Walney and Coniston (Coppermines)	Land use- industrial revolution, cities, docks & the effect of WW2 Coasts- how and why have these changed over time? How do they continue to change? What are the impacts of these changes?
	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)	Lines of latitude & longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer & Capricorn, Arctic and Antarctic Circle.	Lines of longitude, Prime/ Greenwich Meridian and time zones (including day and night) Lines of latitude, Equator, Tropics of Cancer and Capricorn, in relation to deserts.
Place Knowledge	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, and a region in North or South America	Region of UK- Walney (coasts, salt marshes, iron age settlements) & Coniston (tourism, agriculture & mining) Region in a European country: Italy, Greece comparison studies Region in North/ South America: Greenland (Climate and human geography)	Local Study- Ulverston (focus on changes through history due to human and physical factors) Comparison study- Eastern Europe & USA (regions dependent on differentiation)
Physical Geography	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Climate Zones: label all and focus on tropical and polar Biomes: rainforest & tundra Rivers: features, River Ure (the Gill)	Climate Zones & Biomes in relation to: deserts, UK, Eastern Europe & USA Vegetation belts in relation to sustainability and Fairtrade. Volcanoes & Earthquakes: (USA & the Pacific Ring of Fire)

		<p>Mountains: Lake District and formation of mountains</p> <p>Volcanoes: Mt Vesuvius- link to topic</p> <p>Water Cycle:</p>	
Human Geography	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.	<p>Settlements: linked to history topics</p> <p>Land use: Walney and Coniston</p> <p>Economic activity and trade links: Fairtrade & Viking links</p>	<p>Settlements: types of settlement in UK, reasons for growth of settlements UK (including location, industrial revolution, docks, trade links), settlements in extreme environments (deserts, near volcanoes).</p> <p>Land use: local study of changes over time, deserts. Economic activity and trade links in relation to settlements and Fairtrade.</p> <p>Distribution of natural resources in relation to sustainability.</p> <p>Migration & refugees.</p>
Geographical skills & fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Draw maps more accurately plan view (from above) use key accurately (United Kingdom, Brazil, Greece) use contents/index to locate page quickly and accurately (ICT) ·draw accurate map –develop more complex key use contents/index to locate position of location including page/coordinates	Locate information/ place with speed and accuracy Use an atlas by using the index to find places. Use maps, globes and digital/ computer mapping.
	Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	<p>Begin to use 8 points of a compass.</p> <p>Begin to use Ordnance Survey symbols and 4- figure grid references.</p> <p>Use simple keys.</p>	<p>Use the 8 (16) points of a compass</p> <p>Know how to use Ordnance Survey symbols and six-figure grid references.</p> <p>Use keys to make deductions about landscape/ industry/ features etc.</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	Ask geographical questions: where is this location? What do you think about it? what is this landscape like? what will it be like in the future?	Ask questions: what is this landscape like? how has it changed? what made it change? how is it changing? What patterns can you see/ how has the pattern changed?

	<p>maps, plans and graphs, and digital technologies.</p>	<p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population make comparisons between locations using photos/pictures/maps</p> <p>Identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort in Greece (role play) hold geographical issues through drama role play e.g. Rainforests identify and explain different views of people including themselves</p> <p>Collect and record evidence: use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases), river measurements</p> <p>Communicate in ways appropriate to task and audience creating a sense of place eg. charts, graphs to show results, write views to communicate in ways appropriate to task and audience</p> <p>Use more detailed field sketches and diagrams</p> <p>Fieldwork: Walney, Coniston, The Gill (rivers)</p>	<p>Analyse evidence and draw conclusions: compare historical maps of varying scales (including overlays); compare temperature of various locations; compare photographs of different coastal features; compare photographs of different desert features; from field work data on land use comparing land use. Look at patterns and explain reasons behind it – influence on people/ everyday life</p> <p>Identify and explain different views of people including themselves design and use questionnaires to obtain views of community on subject identify and explain different views of people including themselves give increased detail of views, justification – detailed reasons influencing views</p> <p>Collect and record evidence: take photographs, questionnaire, : show questionnaire results in simple chart conduct a land use survey, use field sketches (showing understanding of pattern/ movement/ change), conduct a traffic survey, measure volume of locations (using data loggers).</p> <p>Communicate in ways appropriate to task and audience: persuasive writing, show information on map overlays in showing levels of information e.g. old/ new, use email to exchange information about locality with another school, detailed graphs, infographics, field sketches (showing understanding of pattern/ movement/ change)</p> <p>Fieldwork: Locality Study (change in town since Victorian times), Coastal study (Roanhead)</p>
<p>Ongoing whole school cross-curricular focus</p>	<p>Connecting Classrooms link with Ethiopia (UN Sustainability Goals), Rights Respecting Schools, Fairtrade</p>		

