



Geography Plan and Sequence of Learning



	Area of Learning (Teaching Programme from Framework)	The Child's Physical World and their Community The Child's Knowledge and Sense of the World Around them	Skills and Knowledge we want the children to have at end of EYFS	ELG: Understanding the World People, Culture and Communities	FS vocabulary
FS	<p>Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>FS1 Discuss occupations/jobs their parents do. Looking at our local environment.</p> <p>FS2 Autumn Term Finding out about the child, their family and where they live.</p> <p>Spring Term Finding out about the school and their local community</p> <p>Visits within the school environment</p> <p>Visitors into school from the local community</p> <p>Summer Term Visit to a place of local interest/importance</p> <p>Find out about children in other parts of the world.</p>	<p>We want the children to know for Understanding of the World by the time they leave EYFS and enter Y1:</p> <ol style="list-style-type: none"> 1. Know the town and country they live in (GEOGRAPHY) 2. Know the parts of a plant or animal (Science) 3. Know the chronology of their life (HISTORY) 4. Know about a celebration in this country and another country (RE) 	<p>Children at the expected level of development will:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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> <p>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</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>world country England United Kingdom Hull city village celebration weather seasons home same different change farm zoo mountains field wood forest sea ocean River pond</p>

Domains			
Investigate and interpret the world	Build an overview of geography	Communicate (Tier 3)	
		Theme specific	Subject specific

Year	Theme	Strands			
Year 1	<p>Comparisons of our world Comparing the weather and animals in the UK and hot (Africa (Sierra Leone)) and cold (the North & South Poles) countries.</p> <p>Weather and seasonal changes. Animals from around the world. Contrasting a small area of a non-European country: Africa-Sierra Leone</p>	<p>Keys and symbols Read maps Draw maps/plans Digital maps Use images Use a compass Observe/measure Locate Record Ask questions Present information</p>	<p>Location Place Human geography Physical geography Climate</p>	<p>thermometer, weather chart, (Sunny, Cloudy, Rainy, Foggy, Snowy and Windy), Spring, Summer, Autumn, Winter, climate, forecasts, weather symbols, maps, UK, Sierra Leone,</p>	<p>KEY STAGE 1 World United Kingdom Locality Locate Country Continent Ocean Weather Atlas Globe Physical Human Landscape Characteristics Country Capital city Equator Hot and cold Beach Cliff Coast Forest Mountain Sea River Soil Valley Vegetation Season City Town Village Factory Farn House Office Port</p>
	<p>Our local area Human & physical features of the local area of the school (park, church, Asda, KCOM stadium etc.), capital cities of the UK.</p> <p>Local Geography; National capital cities of the UK and its surrounding seas; compass points: North, East, South, West.</p>	<p>Keys and symbols Read maps Draw maps/plans Digital maps Use images Use a compass Observe/measure Locate Record Ask questions Present information</p>	<p>Location Place Human geography Physical geography Climate</p>	<p>world maps, England, Wales, Scotland, Northern Ireland, Belfast, Cardiff, Edinburgh, London, North, South, East and West, compass points, The Atlantic Ocean, The Irish Sea, The North Sea, The English Channel, aerial photographs, local area, jobs,</p>	

				shops, garage, school, hospital, police, pub, church, local area, change, KC stadium, Chiltern Primary School, The Boulevard Academy, The park, St Johns Church, Selby St Mission, The hospital, Shops, Hesse Road, Anlaby Road, Train line, fountain roundabout	Harbour Shop Landmarks Symbols Near / far Left / right Environment
	<p>Comparisons of our world</p> <p>Learning the continents and oceans of the world. Discussing the difference between oceans and seas.</p> <p>Location knowledge: Name and locate 7 continents and 5 oceans.</p>	<p>Keys and symbols</p> <p>Read maps</p> <p>Draw maps/plans</p> <p>Digital maps</p> <p>Use images</p> <p>Use a compass</p> <p>Observe/measure</p> <p>Locate</p> <p>Record</p> <p>Ask questions</p> <p>Present information</p>	<p>Location</p> <p>Place</p> <p>Human geography</p> <p>Physical geography</p> <p>Climate</p>	<p>Seas, Map, Compass, North, South, East, West, Atlantic, Antarctic, pacific, Southern, Indian, North America, South America, Africa, Asia, Australasia (Oceania), Antarctica, Europe</p>	
Year 2	<p>Our local area</p> <p>A study of Hull: human & physical features of the city. Know capital cities of the UK.</p>	<p>Keys and symbols</p> <p>Read maps</p> <p>Draw maps/plans</p> <p>Digital maps</p>	<p>Location</p> <p>Place</p> <p>Human geography</p> <p>Physical geography</p>	<p>Shop, landmarks, symbols, globe, near / far, left /</p>	

<p>Local area study: Hull (Revisiting capital cities of m Y1). Using geographical skills & field work, studying the local area. Compass points: North, East, South, West. Skills & field work: use aerial photos to recognise landmarks & plan perspectives, constructing simple maps (using symbols).</p>	<p>Use images Use a compass Observe/measure Locate Record Ask questions Present information</p>	<p>Climate</p>	<p>right, environment, city, town, United Kingdom (UK), country, railway, local area, stadium, street, residential, map, human features, physical features, compass, North, East, South, West, locality, locate</p>
<p>Comparisons of our world Comparing the weather conditions, animals & plants in a hot continent, Africa (Sahara) and a cold continent, Antarctica (South Pole).</p> <p>Compare & contrast hot & cold climates, continents and seas (incl. poles). Physical & human geography: incl: rivers, forests, soils, valleys, vegetation (revisiting continents & seas from Y1).</p>	<p>Keys and symbols Read maps Draw maps/plans Digital maps Use images Use a compass Observe/measure Locate Record Ask questions Present information</p>	<p>Location Place Human geography Physical geography Climate</p>	<p>Asia, Africa, Europe, Australia, North America, South America, Antarctica, equator, Earth, continents, desert; Weather; Rainfall; Temperature; Sunshine; Wind; Fog; Snow; Tornado; Drought; Cloud; Thermometer; Rain gauge; Weather vane; Compass; Season; Winter; Spring; Summer; Autumn; Thunderstorm; Ice; Country; City; Canal; Island; Equator; North Pole; South Pole; Key; Solar; Desert; Ocean; Sahara;</p>

				Antarctica; Blizzard; Environment; Atmosphere.	
	<p>Impact/effect of and on our world Study of coasts in the UK and in Sierra Leone: geographical features, human use and impact.</p> <p>Human & physical geography: coasts Contrasting a small area of a Non-European country: Africa - Sierra Leone (Freetown peninsula)</p>	<p>Keys and symbols Read maps Draw maps/plans Digital maps Use images Use a compass Observe/measure Locate Record Ask questions Present information</p>	<p>Location Place Human geography Physical geography Climate</p>	<p>Spurn Point, Flamborough, coast, Freetown Peninsula, Africa, seaside, town, erosion, coastlines, map, equator North sea, Atlantic Ocean, North, East, South, West, Rockpool, destructive, waves, Hydraulic action, Abrasion, Attrition, Solution, pebbles, pollution, marine, wildlife, environment, seaside, surfing, canoeing, snorkeling, commercialised, tourist, desolate, cliffs, sea, sand, defences.</p>	
Year 3	<p>Comparisons of our world. Comparing Hull to other major cities in the UK; naming and locating these cities; identifying features. Identifying the position of the UK on a global map.</p> <p>Hull in comparison to other places in the UK</p>	<p>Keys and symbols Read maps Draw maps/plans Digital maps Use images Use a compass Observe/measure Locate Record Ask questions Present information</p>	<p>Location Place Human geography Physical geography Climate</p>	<p>physical characteristics, river, estuary, counties, cities, hills, land, human characteristics,, continents, oceans, map, atlas, capital cities, United</p>	<p>KEY STAGE 2 All of the above and ... Formation Terrestrial Marine Spatial variation Region Major cities Topographical features</p>

<p>Location knowledge: name and locate counties and cities in the UK identifying hills, mountains & coasts (building on Y2). Begin with Hull (building on Y2) and working outwards.</p> <p>Location knowledge: identify the position and significance of latitude, longitude, Equator, Northern & Southern hemispheres, Tropics of Cancer & Capricorn, Arctic & Antarctic Circles, Prime/Greenwich Meridian and time zones.</p>			<p>Kingdom, England, Wales, Scotland, Northern Ireland.</p>	<p>Latitude Longitude Equator Northern Hemisphere Southern Hemisphere Tropics of Cancer and Capricorn Arctic and Antarctic Circle Prime/Greenwich Meridian Time zones Ordnance Survey</p>
<p>Impact/effect of and on our world Study of mountains, earthquakes and biomes in Asia ((Mount Everest) Nepal & Chinese border) and the UK: geographical features, human use and impact.</p> <p>Physical geography: mountains, earthquakes, volcanoes and how these are formed (biomes - tectonic plates)</p>	<p>Keys and symbols Read maps Draw maps/plans Digital maps Use images Use a compass Observe/measure Locate Record Ask questions Present information</p>	<p>Location Place Human geography Physical geography Climate</p>	<p>alpine, altitude, atlas, biomes, climate, continent, crevasse, Earth's crust, erosion, globe, hill, landscape, mountain, mountain range, peak, physical geography, ravine, ridge, summit, topography, weather, earthquakes, tectonic plates, hypocenter, epicenter, foreshocks, aftershocks, seismic waves, magnitude, Moment, Magnitude Scale,</p>	<p>Eight points of a compass 4 and 6 figure grid references Sketch maps</p>
<p>Impact/effect of and on our world Study of sustainability, renewable and</p>	<p>Keys and symbols Read maps Draw maps/plans Digital maps</p>	<p>Location Place Human geography Physical geography</p>	<p>sustainable, sustainability, resources,</p>	

	<p>non-renewable energy in the UK: geographical features, human use and impact.</p> <p>Sustainability Renewable/non-renewable energy</p>	<p>Use images Use a compass Observe/measure Locate Record Ask questions Present information</p>	<p>Climate</p>	<p>turbine, solar energy, fossil fuels, carbon footprint, energy, pollution, renewable, non-renewable, landfill, electricity, greenhouse gas, hydropower, wind energy, geothermal energy, biomass energy,</p>	
<p>Year 4</p>	<p>Comparisons of our world. Comparing Africa to the UK; naming and locating countries and major cities; identifying human & physical features. Identifying countries on a global map using the 5 major latitude lines and 8 compass points.</p> <p>Compare & contrast Africa and the UK (including: Hull and Freetown, Sierra Leone)</p> <p>Location knowledge: Compare and contrast Africa to the UK (countries, major cities, capital cities etc. including Hull & Sierra Leone) (building on Y2 & 3). Location knowledge: identify the position and significance of latitude, longitude, Equator, Northern & Southern hemispheres, Tropics of Cancer & Capricorn, Arctic & Antarctic Circles, Prime/ Greenwich Meridian and</p>	<p>Keys and symbols Read maps Draw maps/plans Digital maps Use images Use a compass Observe/measure Locate Record Ask questions Present information</p>	<p>Location Place Human geography Physical geography Climate</p>	<p>Location; North Pole; Equator; Location; Distribution; Country; Classification; Key; Tropic of Cancer; Tropic of Capricorn/ Cancer; Polar; Continental; Mediterranean; Tropical; Northern Hemisphere; Southern Hemisphere; Tundra; Mountain; Environment; Grassland; Shrubs; Trees; Animals; Herbivores; Landscape; City; Country; Inhabited; Adaptation.</p>	

<p>time zones. (Building on Y3)</p>			
<p>Impact/effect of and on our world Study of rainforests and climates in Africa (Congo rainforest) and the UK: geographical features, human use and impact.</p> <p>Climates and weather (building on Y1 & 2) in the rainforests (including climate zones, equator etc.)</p>	<p>Keys and symbols Read maps Draw maps/plans Digital maps Use images Use a compass Observe/measure Locate Record Ask questions Present information</p>	<p>Location Place Human geography Physical geography Climate</p>	<p>biodiversity botanist camouflage canopy carbon dioxide climate cloud forest colony crown deforestation drip tips emergent layer equatorial evergreen extinct habitat hibernate humid indegious liana monsoon temperate tropical understory vegetation</p>
<p>Impact/effect of and on our world Study of settlements in Africa and the UK: geographical features, human use and impact.</p> <p>Mapping settlement areas (including around rivers (Congo, Nile, Niger) and geography of these areas.</p> <p>Locating economic activity and trade links e.g. chocolate production factories and cocoa bean farms.</p>	<p>Keys and symbols Read maps Draw maps/plans Digital maps Use images Use a compass Observe/measure Locate Record Ask questions Present information</p>	<p>Location Place Human geography Physical geography Climate</p>	<p>Fold Mountains, Block Mountains, Dome Mountains, Volcanic Mountain, Plateau Mountains, Nile, Niger, Congo, Senegal, Orange, Limpopo, Zambezi Bank, current, erosion, estuary, flood, floodplain, rapid, salt water, source, stream, tidal river, transportation, upstream, watershed, waterfall, valley, agroforestry, mining, dam, distribution, mixed farming,</p>

				inter-cropping, sustainable
Year 5	<p>Comparisons of our world. Comparing Europe to the UK; naming and locating countries, regions and major cities; identifying human & physical features. Identifying countries on a global map using the 5 major latitude lines and 8 compass points.</p> <p>Compare Europe with UK</p> <p>Location knowledge: Compare and contrast Europe to the UK (countries, major cities, capital cities, hills, coasts (Y2), mountains (Y3), climates (Y4) etc. including Hull).</p> <p>Location knowledge: identify the position and significance of latitude, longitude, Equator, Northern & Southern hemispheres, Tropics of Cancer & Capricorn, Arctic & Antarctic Circles, Prime/ Greenwich Meridian and time zones. (Building on Y3 & 4).</p>	<p>Keys and symbols Read maps Draw maps/plans Digital maps Use images Use a compass Observe/measure Locate Record Ask questions Present information</p>	<p>Location Place Human geography Physical geography Climate</p>	atlas; capital; regions; population, climate, human and physical characteristics; topography;
	<p>Impact/effect of and on our world Study of Volcanoes in Europe (Italy) & UK: geographical features, human use and impact.</p> <p>Volcanoes</p> <p>How volcanoes are formed and the effects of volcanoes on others in that area. Locating Italy on</p>	<p>Keys and symbols Read maps Draw maps/plans Digital maps Use images Use a compass Observe/measure Locate Record Ask questions Present information</p>	<p>Location Place Human geography Physical geography Climate</p>	lava, ash, dormant crater, eruption, extinct, magna, conduit, vent, active, extinct,

	<p>a map and identifying key human and physical features.</p>			<p>core, crust, sill,</p>	
	<p>Impact/effect of and on our world Study of Rivers in Europe & UK: geographical features, human use and impact.</p> <p>Rivers</p> <p>How rivers are formed (link Y2 coasts, Y3 mountains) and the water cycle. Locating (using 8 compass points) major rivers in Europe and how these are used for economic activity including trade links (link to Y4 settlements & Congo river)</p>	<p>Keys and symbols Read maps Draw maps/plans Digital maps Use images Use a compass Observe/measure Locate Record Ask questions Present information</p>	<p>Location Place Human geography Physical geography Climate</p>	<p>Bank, basin, bed, brackish, canal, confluence, current, channel, delta, downstream, deposition, erosion, estuary, flood, floodplain, gorge, mouth, meander, pollution, rapid, reservoir, sediment, salt water, silt, source, stream, tidal river, tributary, transportation, upstream, watershed, waterfall, valley</p>	
<p>Year 6</p>	<p>Comparisons of our world. Comparing North & South America to the UK; naming and locating countries, capital and major cities; identifying human & physical features. Identifying countries on a global map using the 5 major latitude lines and 8 compass points.</p> <p>Compare North and South America to UK and Africa</p> <p>Location knowledge: Compare and contrast North America and South America to the UK (countries, major cities, capital cities etc. including</p>	<p>Keys and symbols Read maps Draw maps/plans Digital maps Use images Use a compass Observe/measure Locate Record Ask questions Present information</p>	<p>Location Place Human geography Physical geography Climate</p>	<p>continent, country, city, longitude, latitude, equator, tropics, poles, coordinates, Northern Hemisphere, Southern Hemisphere, physical geography, human geography, weather, climate, The Koppen System, biomes, population, land formation, land use</p>	

<p>Hull & Sierra Leone. Coasts & deserts (Y2), weather & climates (Y1 & Y4), mountains & earthquakes (Y3), settlements, rivers & trade (Y4 & Y5), volcanoes (Y5)).</p> <p>Location knowledge: identify the position and significance of latitude, longitude, Equator, Northern & Southern hemispheres, Tropics of Cancer & Capricorn, Arctic & Antarctic Circles, Prime/ Greenwich Meridian and time zones. (Building on Y3, 4 & 5)</p>				
<p>Impact/effect of and on our world Study of Vegetation belts in North & South America & the UK: geographical features, human use and impact.</p> <p>Vegetation belts and distribution of natural resources</p> <p>Human and physical geography: vegetation belts (biomes - Y3, rainforests & climate - Y4) and rivers (Y5) in North & South America. Identifying economic activity including trade links (Y4) and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Keys and symbols Read maps Draw maps/plans Digital maps Use images Use a compass Observe/measure Locate Record Ask questions Present information</p>	<p>Location Place Human geography Physical geography Climate</p>	<p>biomes, ecosystem, climate, vegetation, taiga forest, temperate, deciduous forest, grassland, savannah, tundra, desert, rainforest, vegetation belt, The Koppen System, agriculture, natural resource, landuse.</p>	
<p>Impact/effect of and on our world Study of the distribution of natural resources and World Trade: geographical features, human use and</p>	<p>Keys and symbols Read maps Draw maps/plans Digital maps Use images Use a compass</p>	<p>Location Place Human geography Physical geography Climate</p>	<p>natural resources, substance, climate, distribution (availability), manufactured</p>	

	<p>impact.</p> <p>World trade (distribution of natural resources, economic activity). Rainforests, climate, trading (Y4), rivers & trading (Y5).</p> <p>Why is Fairtrade, fair?</p>	<p>Observe/measure Locate Record Ask questions Present information</p>		<p>goods, processed goods, Fairtrade, plantation, justice, fairness, poverty, export, import, profits, produce, community, free market</p>	
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