




GEOGRAPHY	AUTUMN	SPRING	SUMMER
<p>EYFS</p>	<p><u>MY WONDERFUL WORLD</u> (Keep it local – My journey to school) What do I see on my way to school?</p>  <p>Links to National Curriculum POS: Use basic geographical vocabulary to refer to: key physical and human features, including: village, road, path, houses, fields, farms, park, season and weather.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Use <u>world maps</u>, atlases and globes to <u>identify the United Kingdom</u> and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) <u>and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</u></p> <p><u>Use aerial photographs</u> 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</p> <p>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>	<p><u>PLANT! GROW IT! (Land Use)</u></p> <p>Where does our food come from?</p>  <p>Links to National Curriculum POS: Use basic geographical vocabulary to refer to: Key physical and human features including: soil, fields, farms, seasons and weather.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p><u>Use aerial photographs</u> 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.</p>	<p><u>OH I DO LIKE TO BE BESIDE THE SEASIDE!</u></p> <p>How is the seaside different from Thurlstone?</p>  <p>Links to National Curriculum POS: Use basic geographical vocabulary to refer to: key physical and human features, including: beach, sea, ocean, shops, seasons and weather</p> <p>Name and locate the world's seven continents and <u>five oceans.</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its <u>surrounding seas.</u></p> <p><u>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,</u> and of a small area in a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>

KS1 POS

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge

- name and locate the world’s seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

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

- 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
- 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
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and 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
- 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
- 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
- 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

	AUTUMN	SPRING	SUMMER
1	<p><u>WHERE WE LIVE</u> (Keep it local - Thurlstone) What are the features of the Local area?</p>  <p>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</p>	<p><u>BEAUTIFUL BRITAIN</u> What are the main features of the UK?</p>  <p>Name and locate the world’s seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p><u>OUR CAPITAL CITY</u> How is London different from Thurlstone?</p>  <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>

2

OUR LOCAL LAND

(Keep it local – Penistone area)
How is land used in our local area?



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

JAMAICA

How is Jamaica different from where we live?



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**

THE YORKSHIRE COAST

(Keep it local – seaside in Yorkshire area)
What is it like by the coast?



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.

KS2 POS

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

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
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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)

Place knowledge


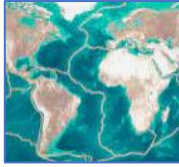







- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and 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**
- 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-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
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

<p>3</p>	<p><u>PEAKS AND PENNINES</u> (Keep it local) What is a mountain?  Human and physical geography Locational knowledge Geographical skills and fieldwork</p>	<p><u>OUR EXCITING EARTH</u> How is the Earth split into sections?  Locational knowledge Human and physical geography Geographical skills and fieldwork</p>	<p><u>ERUPTION!</u> What is a Volcano?  Geographical skills and fieldwork Human and physical geography tourism</p>
<p>4</p>	<p><u>FLOWING RIVERS</u> (Keep it local – The River Don) What happens to water?  Human and physical geography Geographical skills and fieldwork</p>	<p><u>AMAZON TO RAINFORESTS</u> Why should rainforests matter to us all?  Geographical skills and fieldwork Human and physical geography</p>	<p><u>ROUND THE WORLD IN 80 DAYS - world locations</u> What discoveries have explorers made?  Geographical skills and fieldwork Locational knowledge</p>
<p>5</p>	<p><u>SETTLING IN SHEFFIELD</u> (Keep it local – a local city) Why did people settle in Sheffield?  Human and physical geography</p>	<p><u>FARM TO FORK</u> (Keep it local – what is farmed locally?) How do we get our food?  Place knowledge Human and physical geography Geographical skills and fieldwork</p>	<p><u>FABULOUS FOOD!</u> Where does our food come from?  California and Mexico Locational knowledge Geographical skills and fieldwork Human and physical geography Place knowledge</p>

6

OUR CHANGING WORLD

What are humans doing to our world?



Human and physical geography Geographical skills and fieldwork

KEEPING PENISTONE CLEAN

(Keep it local – local traffic pollution fieldwork)

What is traffic pollution and how can we help?



Human and physical geography Geographical skills and fieldwork

BRRRRR!

What is life like in the Polar regions?



Locational knowledge Geographical skills and fieldwork Human and physical geography Place knowledge