

Geography At A Glance	Autumn	Spring	Summer
EYFS – Nursery (F1)	<p>Human and Physical: Recognise and name key features of their immediate environment</p> <p>Place Knowledge: Begin to make sense of their own life-story and family’s history (links to History) Show interest in different occupations (in the local area) Begin to understand the need to respect and care for the natural environment and all living things (links to PSHCE / Science)</p> <p>Locational Knowledge: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Geographical Skills and Fieldwork: Begin to understand maps hold information in patterns and print. Make imaginary maps with marks that have meaning, use journey strings to recall and sequence journeys. Describe a familiar route, begin to use appropriate vocabulary, and directions left and right with increasing confidence. Create closed shapes with continuous lines ... draw maps using shapes and purposeful mark making. Use symbols as cues such as footsteps on a playground. Use objects to represent other objects, e.g., a line of sticks as a road. Talk about distance and know some places are further away than others. Begin to explore scale through small world play. Begin to recognise some features on a large-scale aerial view, e.g. the cars in the car park, the school and playground, roads and houses (Google maps)</p>		
EYFS – Reception (F2)	<p>Human and Physical: Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> <p>Place Knowledge: Talk about members of their immediate family and community (links to PSHCE) Name and describe people who are familiar to them</p>		

	<p>Locational Knowledge: Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Geographical Skills and Fieldwork: Derive information from a simple map. Use a plan view to find / mark features. Follow a simple map using landmarks. Point to North and South Poles on a globe. Use a compass to identify the direction of North in the playground. Use more complex directional language. Draw and create simple maps from memory about features in a familiar environment. Begin to use simple symbols on maps to show features and journeys. Recognise some map symbols. Start to gain some knowledge of their own country, their location, and its features. Know that you need to zoom out to see a larger area. Manipulate and annotate large scale maps, adding simple text, markers, and photographs.</p>		
	Autumn	Spring	Summer
Year 1	<p>Continents, Countries and Capital Cities! (Locational knowledge, Geographical skills and fieldwork, Human and Physical)</p> <p style="text-align: center;">Composite task: <i>What can you tell me about the UK? How has the weather changed this week?</i></p> <p style="text-align: center;">Our Local Area: Hoyland (Place knowledge, Human and Physical)</p> <p style="text-align: center;">Composite task:</p>	<p style="text-align: center;">What's the difference? Kibera & Hoyland (Geographical skills and fieldwork, Human and Physical)</p> <p style="text-align: center;">Composite task: <i>What are the similarities and differences between Kibera and Hoyland?</i></p> <p style="text-align: center;">Out and About – Hoyland (Fieldwork) (Geographical skills and fieldwork, Human and Physical)</p> <p style="text-align: center;">Composite task: <i>Create a map of Hoyland and explain what you have included.</i></p>	<p style="text-align: center;">Out and About – Our School (Map Making) (Geographical skills and fieldwork, Human and Physical)</p> <p style="text-align: center;">Composite task: Create and film a weather report for a given season.</p>

	Explain some of the human and physical features of Hoyland.		
Year 2	<p>Oceans, Seas and Special Symbols (Locational knowledge, Geographical skills and fieldwork)</p> <p>Composite task: <i>What things make each country of the UK unique?</i></p> <p>Our Capital City: London (Place knowledge, Geographical skills and fieldwork, Human and Physical)</p> <p>Composite task: <i>Describe the human and physical features of London.</i></p>	<p>What's the difference? Sydney & London (Place knowledge, Human and Physical)</p> <p>Composite task: Discuss the similarities and differences between Sydney and London.</p> <p>Hot and Cold (Human and Physical)</p> <p>Composite task: <i>How are countries near to the equator different to the UK?</i></p>	<p>Marvellous Maps: London (Fieldwork) (Geographical skills and fieldwork, Human and Physical)</p> <p>Composite task: <i>What key features would appear on a map of London?</i></p>
Year 3	<p>The United Kingdom (Locational knowledge, Geographical skills and fieldwork, Human and Physical)</p> <p>Composite task:</p>	<p>Rivers (Locational knowledge, Geographical skills and fieldwork, Human and Physical)</p> <p>Composite task:</p>	<p>Marvellous Maps: The UK (Fieldwork) (Locational knowledge, Geographical skills and fieldwork)</p> <p>Composite task:</p>

	<p><i>How can we describe the different landscapes in the UK?</i></p>	<p><i>How does a river flow from high ground to the sea?</i></p> <p>What's the difference? Belfast & Paris (Place knowledge, Human and Physical)</p> <p>Composite task: <i>What are the similarities and differences between Belfast and Paris?</i></p>	<p><i>Can you draw and explain the key features of Hoyland using a sketch map?</i></p>
Year 4	<p>Our Continent: Europe (Locational knowledge, Geographical skills and fieldwork, Human and Physical)</p> <p>Composite task: <i>Where would you choose to live in Europe and why?</i></p>	<p>What's the difference? Edinburgh & Naples (A study of volcanoes) (Locational knowledge, Place knowledge, Geographical skills and fieldwork, Human and Physical)</p> <p>Composite task: <i>Where would you prefer to visit on holiday, Edinburgh or Naples, and why?</i></p>	<p>Marvellous Maps: Hoyland (Fieldwork) (Geographical skills and fieldwork)</p> <p>Composite task: <i>Create a map of Hoyland for someone who has never visited.</i></p>
	North America	<p>What's the difference? Lake Constance (Germany) &</p>	<p>Marvellous Maps: Hoyland (Geographical skills and fieldwork)</p>

<p>Year 5</p>	<p>(Locational knowledge, Geographical skills and fieldwork, Human and Physical)</p> <p>Composite task: <i>How do the biomes and climate zones of North America differ from each other and those of Europe?</i></p>	<p>The Great Lakes (North America) (Locational knowledge, Place knowledge, Geographical skills and fieldwork, Human and Physical)</p> <p>Composite task: <i>Discuss the similarities and differences between the Great Lakes and Lake Constance</i></p>	<p>Composite task: <i>Using an OS map, describe the route you would take from Hoyland library to the Academy Theatre for someone who has never visited Hoyland.</i></p>
<p>Year 6</p>	<p>South America (Locational knowledge, Place knowledge, Geographical skills and fieldwork, Human and Physical)</p> <p>Composite task: <i>King Charles said: "Forests are the world's air-conditioning systems – the lungs of the planet – and we are on the verge of switching it off." Discuss.</i></p>	<p>World Trade (Locational knowledge, Place knowledge, Geographical skills and fieldwork, Human and Physical)</p> <p>Composite task: <i>Discuss how human and physical geography can affect export.</i></p>	<p>Marvellous Maps: Barnsley (Geographical skills and fieldwork)</p> <p>Composite task: <i>Describe the key geographical features of Barnsley and Hoyland and explain the similarities and differences between them.</i></p>

