

# Geography (years one to six)

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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. Understand some important processes and changes in the natural world around them, including the seasons.

**What are the main features of our school?**  
Using fieldwork and observational skills, study the geography of the school, its grounds and the key features of its surrounding environment. Simple compass points  
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. Seasonal and daily weather patterns in the United Kingdom

**Is the zoo far away?**  
Seasonal and daily weather patterns in the United Kingdom  
Simple compass points  
Use aerial photos and maps and plans.  
Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, river, soil, vegetation, season and weather  
Key human features, including: city, town, village, factory, farm, house, office and shop

**Is Trinidad the same as Christleton?**  
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. Seasonal and daily weather patterns in the United Kingdom

**Is London a country?**  
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, world maps, atlases and globes to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

**What makes the United Kingdom unique?**  
Use, world maps, atlases and globes to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

use basic geographical vocabulary to refer to: key physical features, key human features

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Is the world full of countries?**  
Name and locate the world's seven continents and five oceans  
Location of the hot and cold areas of the world in relation to the equator and the Tropic of Cancer  
Use world maps, atlases and globes to identify the United Kingdom and its country's position on the world map  
Identify the United Kingdom and its continent and oceans studied using this key stage

Reception

One

Two

**Why are rivers and water so important?**

Human geography – Focusing on Europe, looking at types of settlements, land use, trade links, natural resources, including energy, food, minerals and water (ongoing)  
Physical geography – Focusing on Europe, looking at rivers, mountains and the water cycle.

**Is Europe the same all over?**

Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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).

**Do all early settlements have a location in common?**

Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. (North Wales, South Wales, Highlands, Lowlands, North east etc)

**How has the U.K landscape and land use changed over time?**

Name and locate geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time

**Is the landscape of the UK all the same?**

Use eight points of a compass to build knowledge of the U.K.  
Use maps, atlases, globes and digital mapping to locate countries and describe features studied.  
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

Four

Three

**How is the North West of the U.K similar to Naples Bay?**

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  
Physical geography – Focusing on Europe, looking at rivers, mountains, volcanoes and earthquakes

**Is there more in North America than the USA?**

Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes 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).

**Where made a good home for the Anglo-Saxons and Vikings?**

Name and locate the countries and cities of the UK and their identifying human and physical characteristics, (linked to Anglo Saxon and Viking place names).  
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.

**Are the Great Lakes and NW England the same?**

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region within North America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

**Were people of Christleton affected by war?**

Name and locate the countries and cities of the UK and their identifying human and physical characteristics.  
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.

**Is South America the same all over?**

Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. 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).

**Do we have the power to change the world?**

DFE April 2022: Through their learned and lived experiences from early years to further and higher education, we will provide opportunities to develop a broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change and to translate this knowledge into positive action and solutions.

Five

Six

