

Driving focus is to instil into the children that 'I am a Geographer'

Overview of Areas of Focus

Area of Focus	Human	Physical	Environmental
Explanation	<p>How do we impact the world around us?</p> <p>Settlements – development of, impact of, size, reasons for growth</p> <p>Population – impact of growth, pollution, rich and poor, size</p> <p>Local human geography knowledge</p>	<p>Physical features of landscapes (eg coasts)</p> <p>River – water cycle, journey of a water droplet</p> <p>Plate Tectonics – earthquakes and volcanoes</p> <p>Weather and Climate – extreme weather, patterns, climate</p> <p>Biomes, ecosystems</p> <p>Local physical geography knowledge</p>	<p>Pollution - Why it's a problem, impact, how can we reduce it, personal responsibility</p> <p>Global warming – what? Why? How can we make a change?</p> <p>Renew/Reuse/Recycle</p> <p>Habitats of animals</p> <p>Local environment geography knowledge</p>

EYFS (Key: *P = Physical Geography, H = Human Geography, E = Environmental Geography*)

Topic Area	Knowing Me! Knowing You!	Down on the Farm	What's Under That Log?
<p>Key Skills and Areas of Focus</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (<i>H</i>)</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants (<i>H P E</i>)</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 (<i>P E</i>)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (<i>P E</i>)</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants (<i>H P E</i>)</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 (<i>P E</i>)</p>

Year 1 (Key: *P* = Physical Geography, *H* = Human Geography, *E* = Environmental Geography)

Topic Area	Let's Celebrate	G'Day Mate!	Ever Changing Earth
<p>Key Skills and Areas of Focus</p>	<p>Name, locate and identify the characteristics of the 4 countries and capital cities of the UK using maps and atlases (<i>H, P</i>)</p> <p>Identify seasonal and daily weather patterns in the UK. (<i>H, P</i>)</p> <p>Fieldwork to develop knowledge and understanding of the school and local area. (<i>H, P, E</i>)</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 e.g. note taking, videoing, data collection, sketches, observations (<i>H, P, E</i>)</p>	<p>Name, locate and identify the characteristics of the 4 countries and capital cities of the UK using maps and atlases (<i>H, P</i>)</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 – fieldwork in the local area / proximity to the school e.g. the road, park, river, shops. (<i>H, P, E</i>)</p> <p>Fieldwork to develop knowledge and understanding of the school and local area. (<i>H, P, E</i>)</p> <p>Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea' (<i>P</i>)</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 (<i>P</i>) key human features, including city, town, village, factory, farm, house, office, port, harbour and shop (<i>H</i>)</p> <p>Use of simple compass directions (NSEW), locational language (near, far, left, right) maps and atlases to locate places (<i>P</i>)</p>	<p>Name, locate and identify the characteristics of the 4 countries and capital cities of the UK using maps and atlases (<i>H, P</i>)</p> <p>Identify seasonal and daily weather patterns in the UK and climates around the World (<i>H, P</i>)</p> <p>Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea' (<i>P</i>)</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 (<i>P</i>) key human features, including city, town, village, factory, farm, house, office, port, harbour and shop (<i>H</i>)</p> <p>Use of simple compass directions (NSEW), locational language (near, far, left, right) maps and atlases to locate places (<i>P</i>)</p>

Year 2 (Key: P = Physical Geography, H = Human Geography, E = Environmental Geography)

Topic Area	This is Me!	Travels Turrets and Tiara's	What a Wonderful World	Roots, Shoots and Juicy Fruits	Adventurous Explorers
<p>Key Skills and Areas of Focus</p>	<p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country (H P)</p> <p>Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from (H P)</p>	<p>Use of maps and atlases to locate places and features (P)</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> <p>Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop (H)</p> <p>Use of simple compass directions (NSEW), locational language (near, far, left, right) maps and atlases to locate places (P)</p>	<p>Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea' (P)</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> <p>Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop (H)</p> <p>Use of simple compass directions (NSEW), locational language (near, far, left, right) maps and atlases to locate places (P)</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country (H P)</p>	<p>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 (P E)</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> <p>Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop (H)</p> <p>Use of simple compass directions (NSEW), locational language (near, far, left, right) maps and atlases to locate places (P)</p>	<p>Use of simple compass directions (NSEW), locational language (near, far, left, right) maps and atlases to locate places (P)</p> <p>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 (P E)</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country (H P)</p> <p>Name and locate the world's 7 continents and 5 oceans, understanding the</p>

			<p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. (<i>P</i>)</p> <p>Identify the human, physical and environmental features of the two localities studied (<i>H P E</i>)</p>		<p>terms 'continent' and 'sea' (<i>P</i>)</p> <p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. (<i>P</i>)</p> <p>Identify the human, physical and environmental features of the two localities studied (<i>H P E</i>)</p>
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Year 3 and 4 (2022-2023) (Key: P = Physical Geography, H = Human Geography, E = Environmental Geography)

Topic Area	We Will Rock You!	What's Happening Under Our Feet?	Who Burnt the Cakes?!	Inventive Incas	Traiders and Raiders
<p>Key Skills and Areas of Focus</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe. (P)</p> <p>Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks (P H)</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of different areas of the planet (P H)</p> <p>Children begin to experiment with and understand 4 figure grid references on maps. (P)</p>	<p>Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn. (P)</p> <p>Compare a region of the UK with a volcanic region of Italy e.g. Identify similarities and differences between this region and a region of the UK (P H)</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe. (P)</p> <p>Understand the 8 compass points and use them to explain/identify points on a map. (P)</p> <p>Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks (P H)</p>	<p>Understand the 8 compass points and use them to explain/identify points on a map. (P)</p> <p>Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks (P H)</p> <p>Use maps, atlases, globes and digital / computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of different areas of the planet (P H)</p> <p>Children begin to experiment with and understand 4 figure grid references on maps. (P)</p> <p>Make field notes / observational notes about land features. (P H E)</p>	<p>Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn. (P)</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe. (P)</p> <p>Understand the 8 compass points and use them to explain/identify points on a map. (P)</p> <p>Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks (P H)</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of</p>	<p>Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn. (P)</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe. (P)</p> <p>Understand the 8 compass points and use them to explain/identify points on a map. (P)</p> <p>Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks (P H)</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of different areas of the planet (P H)</p>

		<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of different areas of the planet (P H)</p> <p>Describe and explain the processes that cause natural disasters. (P E)</p> <p>Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. (P H E)</p>		<p>different areas of the planet (P H)</p> <p>Children begin to experiment with and understand 4 figure grid references on maps. (P)</p> <p>Understand the difference between the Northern and Southern hemisphere. (P)</p> <p>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 (P H E)</p>	<p>Children begin to experiment with and understand 4 figure grid references on maps. (P)</p> <p>Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc). (P E)</p> <p>Rivers and the water cycle including transpiration. Explain and present the process of rivers. Compare how river use has changed over time and research the impact on trade in history. (H P E)</p> <p>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 (P H E)</p>
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Year 5 (Key: P = Physical Geography, H = Human Geography, E = Environmental Geography)

Topic Area	Full Steam Ahead! World Explorers	Keep Calm and Carry On	I Want My Mummy	Who Let the Gods Out!	Pollution Solution
<p>Key Skills and Areas of Focus</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of the world. Latitude and longitude, Equator. Tropics and Polar Regions (P)</p> <p>Use 4 – 6 figure grid references to read maps. (P)</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. (P E)</p> <p>Understand the significance of Latitude and longitude (P)</p> <p>Children to be able to identify main physical and human features of countries studied (e.g. Capital cities/oceans etc) (P H).</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of the world. Latitude and longitude, Equator. Tropics and Polar Regions (P)</p> <p>Use 4 – 6 figure grid references to read maps. (P)</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. (P E)</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of the world. Latitude and longitude, Equator. Tropics and Polar Regions (P)</p> <p>Use 4 – 6 figure grid references to read maps. (P)</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. (P E)</p> <p>Understand the significance of Latitude and longitude (P)</p> <p>Children to be able to identify main physical and human features of countries studied (e.g. Capital cities/oceans etc) (P H).</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of the world. Latitude and longitude, Equator. Tropics and Polar Regions (P)</p> <p>Use 4 – 6 figure grid references to read maps. (P)</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. (P E)</p> <p>Understand the significance of Latitude and longitude (P)</p> <p>Children to be able to identify main physical and human features of countries studied (e.g.</p>	<p>Understand the impact on the environment of humans and be able to investigate solutions to the issues of pollution (P H E)</p> <p>Use 4 – 6 figure grid references to read maps. (P)</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of the world. Latitude and longitude, Equator. Tropics and Polar Regions (P)</p> <p>Show understanding of impacts of pollution (global warming, loss of habitat, threat to animal and plant species etc...) (E)</p>

	<p>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 (<i>P H E</i>)</p> <p>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 (<i>P H E</i>)</p>		<p>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 (<i>P H E</i>)</p>	<p>Capital cities/oceans etc) (<i>P H</i>).</p> <p>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 (<i>P H E</i>)</p>	
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