

	AUTUMN TERM Local	SPRING TERM	SUMMER TERM
EYC		EYC	
New Learning	<p>Harvest Festival Walk Around the Local Community</p> <p>EYFS Objectives</p> <ul style="list-style-type: none"> <i>I know how to recognise my own immediate family and relations.</i> <i>I know there are different places in the world.</i> <ul style="list-style-type: none"> <i>I know we are in Chard.</i> 	<p>Splash in Muddy Puddles (MC48) Library Visit</p> <p>EYFS Objectives</p> <ul style="list-style-type: none"> <i>I know how to, in pretend play, imitate everyday actions and events from my own family and culture.</i> <i>I know how to talk about the differences in some places.</i> 	<p>Travel Topic MC48 Picnic in a Local Park Library Visit</p> <p>EYFS Objectives</p> <ul style="list-style-type: none"> <i>I can show an interest in people who are familiar to me.</i> <i>I know that there are different countries in the world and can talk about the differences I have experienced or seen in photos/videos.</i>
Connections	<p>Cross-curricular connections: Understanding the World Physical Development</p>	<p>Cross-curricular connections: Understanding the World Literacy Physical Development</p>	<p>Cross-curricular connections: Understanding the World Literacy</p>
FS		Foundation Stage	
Revisit	<p>Links to prior learning: Understanding the World</p>		
New Learning	<p>Chard</p> <ul style="list-style-type: none"> <i>Find Chard on map of UK.</i> <ul style="list-style-type: none"> <i>School map.</i> <i>Draw information from a simple map.</i> 	<p>Mother's Day</p> <ul style="list-style-type: none"> <i>How Mother's Day is celebrated around the world.</i> <p>Handa Surprise</p>	<p>Comparing Chard to Other Places</p> <ul style="list-style-type: none"> <i>Describe their immediate environment using knowledge from observation, discussion, stories, maps and non-fiction texts.</i>

	<p>India and the UK</p> <ul style="list-style-type: none"> Find India/UK on map. Link country/continent. 	<ul style="list-style-type: none"> Africa and how we buy/carry/eat food compared to the UK. Comparing houses of Jerusalem to houses in Handa. 	<ul style="list-style-type: none"> Map of UK Mary Anning - find Chard and Lyme Regis on a map. Comparing Chard and Lyme Regis Neil Armstrong – look where he lived and compare it to the UK <ul style="list-style-type: none"> 5 senses walk Zog and the Flying Doctor maps of where he is.
Connections	<p>Cross-curricular connections:</p> <p>RE - Diwali</p>	<p>Cross-curricular connections:</p> <p>RE</p> <p>PSHE – Mother’s Day</p>	<p>Cross-curricular connections:</p> <p>English - stories</p> <p>History – Neil Armstrong</p>
1	Year 1		
Revisit	<p style="text-align: center;">Links to prior learning:</p> <p style="text-align: center;">Year 1 Geography curriculum builds directly on the learning undertaken in the EYFS.</p> <p>Understanding the World/ People, Culture and Communities/The Natural World</p> <ul style="list-style-type: none"> 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 		
New Learning	<p style="text-align: center;">Our local area</p> <p style="text-align: center;"><i>NC objective</i></p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <p><i>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i></p> <p><i>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Choose those that are relevant).</i></p>	<p style="text-align: center;">Britain (cities and landmarks)</p> <p style="text-align: center;"><i>NC objective</i></p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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 	<p style="text-align: center;">America</p> <p style="text-align: center;"><i>NC objective</i></p> <ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans. 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.

	<ul style="list-style-type: none"> 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. 		
Connections	Cross-curricular connections: Y1 -our local area	Cross-curricular connections: Y1-Great Fire of London	Cross-curricular connections: Y1-Columbus and Armstrong
2		Year 2	
Revisit	Links to prior learning: Y1-Seasonal changes (Science)	Links to prior learning: Y1-America (7 continents and 5 oceans)	Links to prior learning: Y1-7 continents and 5 oceans
New Learning	<p>Wonderful Weather</p> <p><i>NC objective</i></p> <ul style="list-style-type: none"> 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. 	<p>Oceans and Seas</p> <p><i>NC objective</i></p> <ul style="list-style-type: none"> 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 (pick those that are relevant). 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. 	<p>India</p> <p><i>NC objective</i></p> <ul style="list-style-type: none"> 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.
Connections	Cross-curricular connections:	Cross-curricular connections: History-Mary Anning and Grace Darling	Cross-curricular connections: Geography-weather History-Queen Victoria (Empire)

3	Year 3		
Revisit	<p>Links to prior learning:</p> <p>KS1-continents and oceans.</p> <p>KS1-maps, atlases and compass directions.</p>	<p>Links to prior learning:</p> <p>KS1-continents and oceans</p>	<p>Links to prior learning:</p> <p>Y3-Location of volcanoes and Earthquakes.</p> <p>Science-Rocks and Fossils</p>
New Learning	<p>Somerset</p> <p><i>NC objective</i></p> <ul style="list-style-type: none"> 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. (Focus on Somerset and neighbouring counties). 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. 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>Extreme Earth</p> <p><i>NC objective</i></p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 	<p>Magnificent Mountains</p> <p><i>NC objective</i></p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
Connections	<p>Cross-curricular connections:</p> <p>History-Chard</p>	<p>Cross-curricular connections:</p> <p>Science-Rocks and Fossils</p> <p>Y2 History-Mary Anning</p>	<p>Cross-curricular connections:</p>
4	Year 4		
Revisit	<p>Links to prior learning:</p> <p>Y3-Somerset and neighbouring counties</p>	<p>Links to prior learning:</p> <p>Y4 Geography-rivers of the UK</p>	<p>Links to prior learning:</p> <p>Y3-Somerset</p>
New Learning	<p>The UK</p> <p><i>NC objective</i></p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical 	<p>Water and rivers</p> <p><i>NC objective</i></p>	<p>Greece (comparison with Somerset)</p> <p><i>NC objective</i></p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a

	<p>features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 	<p>region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Connections	Cross-curricular connections:	Cross-curricular connections:	Cross-curricular connections:
	Science-States of Matter	History-Greece	
5		Year 5	
Revisit	<p>Links to prior learning:</p> <p>Y1-Continents and oceans</p> <p>Y3-Somerset</p> <p>Y4-UK</p>	<p>Links to prior learning:</p> <p>Y5-maps</p>	<p>Links to prior learning:</p> <p>Y5-Natural resources</p>
New Learning	<p>Maps</p> <p>NC objective</p> <ul style="list-style-type: none"> 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. 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). 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>Enough for everyone</p> <p>NC objective</p> <ul style="list-style-type: none"> 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. 	<p>Settlement</p> <p>NC objective</p> <ul style="list-style-type: none"> 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.
Connections	Cross-curricular connections:	Cross-curricular connections:	Cross-curricular connections:
	Maths-time zones	PSHE-migration	

	All other areas of Geography		
6		Year 6	
Revisit	<p>Links to prior learning: Y5-distribution of natural resources</p>	<p>Links to prior learning: Y5-settlement and natural resources</p>	<p>Links to prior learning: Y1-America Y4-Greece Y5-mapping</p>
New Learning	<p>Our changing world <i>NC objective</i></p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 	<p>Trade <i>NC objective</i></p> <ul style="list-style-type: none"> 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. 	<p>The Americas <i>NC objective</i></p> <ul style="list-style-type: none"> 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 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.
Connections	<p>Cross-curricular connections: PSHE-climate change Science-living things and their habitats</p>	<p>Cross-curricular connections:</p>	<p>Cross-curricular connections:</p>