

Subject Lead						
Thomas Codd						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R/1 (a and b)						
2			Rainforests			
3 and 4 (a)	Rivers				Our Village	
3 and 4 (b)	Prehistoric Britain					
5 and 6 (a)	Amazing Americas					
5 and 6 (b)			Greece (within Ancient Greece)			
Why we learn Geography at Ewelme C.E. Primary School			Cultural Capital			
<ul style="list-style-type: none">- To inspire pupils to have a curiosity and fascination about the world.- To equip pupils with knowledge about diverse places and people.- To gain a knowledge of how the human and physical Geography of our local city of Oxford has changed throughout time.- Exploring different cultures of people around the world and how their life differs to ours.- Better understanding of how our local area has developed over time.- The impact of certain human factors that affect the planet we live in – for example Climate change.- Making connections with prior learning about how certain places change through time.			<p>Throughout the Geography Curriculum the children will gain a variety of experiences to aid their cultural capital such as:</p> <ul style="list-style-type: none">- Carry out fieldwork in places of local interest relating to their topic- Use computer software to identify places in the world and understand their key physical and human characteristics- Partake in trips associated with their current topic. E.g. The Living Rainforest- Use artefacts and other primary and secondary resources to support hands on learning.- Learn about famous geographers- Gain knowledge about physical geography through the shared work of others, e.g. Sir David Attenborough.- Have an exposure to a wide range of reading materials linked to their current topic.			

Reception and Year 1 – Cycle A and B: Skills and knowledge progression and coverage

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Year A: Dinosaurs and Us Year B: Toys and animals		Year A: The Seasons Year B: Whatever the Weather		Year A: In the Country Year B: About Town	
Reception				Understand some important processes and changes in the natural world around them, including the seasons and changes of state.		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.	
Year 1	Locational Knowledge	<ul style="list-style-type: none"> - Know that I live in Europe - Understand that the world is divided into 7 continents; name at least 3 of them. - Know that there are different oceans; name at least 2 of them 		- Know where the equator is.		<ul style="list-style-type: none"> - Name the 4 countries of the UK - Know the capital city of England is London 	
	Place knowledge	<ul style="list-style-type: none"> - A local study of our area. - Non-European study compare to local area (North Pole) - understand the similarities and difference of a small area in UK and a small area in a non-European country 				- Begin to understand and recognize physical and human features	
	Human and Physical Geography	<ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, shop - Describe cold areas of the world related to the poles. 		<ul style="list-style-type: none"> - Name the seasons - Recognise the weather type in each season - Talk about day to day weather - Describe daily weather patterns 		<ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to local and familiar features: forest, hill, mountain, valley, farm, city, town, village, factory, farm, house, office, shop 	
	Skills and Fieldwork	<ul style="list-style-type: none"> - 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 - Use simple compass directions and locational and directional language to 				<ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the United Kingdom and its countries - Use simple compass directions and locational and directional language to describe the location of features and routes on a map 	

		describe the location of features and routes on a map - Use a simple picture map to move around the school - Use picture maps and globes		- Learn names of some places within/around the UK - Use relative vocabulary (bigger/smaller) - Draw picture maps of imaginary places and from stories; use own symbols on the map
	Vocabulary (not exhaustive)	Village, farm, house, shop, school, Cold, poles, equator, North Pole, South Pole, North America, South America, Europe, Asia, Africa, Australia, Antarctica,	Summer, Spring, Autumn, Winter, weather, hot, cold, temperature, season,	Forest, hill, mountain, valley, farm, countryside, city, town, factory, office, capital city, London, symbol, map

Year 2: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Castles		Rainforests	Fire! Fire!	Inventors and Explorers	
Locational Knowledge	- Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding areas.		- Name and locate the equator, North and South Poles		- Recognise and name all 7 continents and 5 oceans	
Place knowledge	- Understand human and physical features		- Non-European study compare to local area - Locate hot and cold regions of the world	- City study: London		
Human and Physical Geography			- Know how seasons change throughout the year and characteristic weather associated with it. - Describe the pattern of hot and cold areas of the world related to the equator and the poles			
Skills and Fieldwork	- Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features and routes on a map. - Begin to understand the need for a key. - Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)		- Use an atlas to locate places. - Find land/sea on a globe	- Locate and name on UK map major features. E.g. London, River Thames	- 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. - Draw a map of a real or imaginary place. - Use class agreed symbols to make a simple key. - Follow a route on a map. - Use large scale OS maps.	

Vocabulary (not exhaustive)	- Vocab linked to local and familiar physical features: forest, hill, mountain, sea, river, soil, valley,	- Vocab linked to local and familiar physical features: vegetation, season, weather	- Vocab linked to key human features: city, town, village, factory, house, office, shop	- Vocab linked to local and familiar physical features: beach, cliff, coast, sea, ocean, river - Vocab linked to key human features: harbour, port - North America, South America, Europe, Asia, Africa, Australia and Antarctica - Indian Ocean, Pacific Ocean, Southern Ocean, Arctic Ocean and Atlantic Ocean
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Year 3/4 - Cycle A: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rivers		Egypt now and in Ancient Times		Local Study – Ewelme and the surrounding area over time.	
Locational Knowledge	<ul style="list-style-type: none"> - Identify the position and significance of latitude, longitude, Equator, Northern and Southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/ Greenwich Meridian and time zones - Locate physical environments in the UK 		<ul style="list-style-type: none"> - Locate the world's countries - Egypt – concentrating on their environmental regions, key physical and human characteristics, countries and major cities 		<ul style="list-style-type: none"> - Relate continent, country, county and city where we live - Locate cities of UK - Begin to identify counties of the UK 	
Place knowledge	<ul style="list-style-type: none"> - Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) 		<ul style="list-style-type: none"> - Understand the basic human and physical geography of a region 		<ul style="list-style-type: none"> - Analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding 	
Human and Physical Geography	<ul style="list-style-type: none"> - Describe and understand key aspects of the water cycle. 		<ul style="list-style-type: none"> -types of settlement and land use 		<ul style="list-style-type: none"> - Identify 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. 	
Skills and Fieldwork	<ul style="list-style-type: none"> - Use maps, atlases and digital / computer mapping to describe features studied - Follow a route on a map - Begin to match boundaries (e.g. find same boundary of a country on a different scale map) 		<ul style="list-style-type: none"> - Begin to use map sites on internet and junior atlases 		<ul style="list-style-type: none"> - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) - Use symbols and key (including the use of Ordnance Survey maps) to build knowledge of United Kingdom. - Observe, measure, record and present the human and physical features in a local area using methods such as sketch maps, plans, graphs and digital technologies. 	
Vocabulary (not exhaustive)	Latitude, longitude, arctic circle, Antarctic circle, Water cycle, river, condensation, evaporation, precipitation,		Settlement, pyramid		Mountain, contour lines, peak, ridge, compass, map, Ordnance Survey Map, key, symbol	

Year 3/4 - Cycle B: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Prehistoric		Romans		Anglo-Saxons	
Locational Knowledge	- Locate cities of the UK		- Locate the world's countries, using maps to focus on Europe (inc Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities			
Place knowledge	- Build their knowledge of the United Kingdom and the wider world. - Explain why some regions are similar / different in terms of human and physical geography		- Develop contextual knowledge of the location of globally significant places			
Human and Physical Geography	- physical geography including types of settlement and land use		- Describe and understand key aspects of physical geography including: mountains, volcanoes and earthquakes - Describe how and explain why, physical processes can cause hazards to people			
Skills and Fieldwork	- Use the 8 points of a compass - Use letter / number coordinates to locate features on a map - Use standard symbols - Know why a key is needed - Begin to use 4 figure grid references		- Use maps, atlases and digital / computer mapping to describe features studied			
Vocabulary (not exhaustive)	Settlement, land use, trade		Active, dormant, lava, lava bomb, eruption, fissure, ash cloud			

Year 5/6 - Cycle A: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Amazing Americans		Earth and Space		Off with their heads!	
Locational Knowledge	<ul style="list-style-type: none"> - Locate places, countries and regions of North / South America - Locate places in relation to equator, tropics and their latitude and longitude - Locate places concentrating on their environmental regions, key physical and human characteristics, countries and major cities - Describe and explain a range of contrasting physical environments - Comparison between UK /European and N/S American – understand differences in physical and human geography 		<ul style="list-style-type: none"> - Locate places in relation to equator, tropics and their latitude and longitude 		<ul style="list-style-type: none"> - Locate counties and cities of the UK 	
Place knowledge	<ul style="list-style-type: none"> - Understand why biomes are important and how they are under threat from human activity - Explain ways in which biomes are valuable and how they can be protected - Explain how regions are unique - Compare cities – Oxford and a city in America 		<ul style="list-style-type: none"> - understand causes of hazards from physical environment and their management - Describe and explain why some physical processes cause hazards to people 			
Human and Physical Geography	<ul style="list-style-type: none"> - Identify physical and human characteristics - Physical geography: climate zones, biomes and vegetation belts, mountains, rivers 		<ul style="list-style-type: none"> - Physical geography: earthquakes 			
Skills and Fieldwork	<ul style="list-style-type: none"> - Use 8 compass points, 4 fig. grid ref and begin to use 6 fig grid ref. - Identify significant places and environments - Use atlases to find out about other features of places 					
Vocabulary (not exhaustive)	Rural, settlement, linear, dispersed, nucleated, suburban, urban, urbanization		Richter scale, tectonic plate, ring of fire			

Year 5/6 - Cycle B: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Victorians		Ancient Greece/Democracy		War and Peace	
Locational Knowledge			<ul style="list-style-type: none"> - Locate countries in Europe using an atlas / map - Use maps, atlases, globes and digital / computer mapping to describe features studied - Describe and contrast key human and physical characteristics (trade links) 			
Place knowledge			<ul style="list-style-type: none"> - Compare regions 		<ul style="list-style-type: none"> - Explain how and why a region has changed. 	
Human and Physical Geography			<ul style="list-style-type: none"> - Describe and understand key aspects of 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 		<ul style="list-style-type: none"> - have an understanding of the importance of capital cities 	
Skills and Fieldwork			<ul style="list-style-type: none"> - Confidently use 4 compass points - Begin to use 8 compass points - Locate places on larger scale maps e.g. map of Europe - Draw a variety of thematic maps 		<ul style="list-style-type: none"> - Draw a sketch map using symbols and keys - Use and recognize OS map symbols - Compare maps with aerial photos. - Select a map for a specific purpose - Measure straight line distance on a plan - Follow a short route on an OS map - Use a scale to measure distances 	
Vocabulary (not exhaustive)			Political map, trade links		Urban, capital city, suburban,	