












































	EYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><b>Understanding of the world</b></p> <p><b>Locational knowledge</b>   Where they live – look at pictures, maps of their town.</p> <p><b>Human and physical</b>   Look for changes of autumn, what we see, hear &amp; feel</p>	<p><b>What do I know about the United Kingdom?</b></p> <p><b>Locational knowledge</b>   UK countries, capitals and surrounding seas</p> <p><b>Geographical skills and fieldwork</b>     Use simple compass directions (N, S, E, W) and locational directional language (E.G. near and far, left and right)</p> <p><i>Split unit – History</i></p>	<p><b>Can you give directions?</b></p> <p><b>Locational knowledge</b>       7 continents and 5 oceans, UK countries, capitals.</p> <p><b>Geographical skills and fieldwork</b>   Compass directions and directional language   World maps atlases and globes   Devise a treasure map – use and construct basic symbols in a key</p>	<p><b>What does our world look like?</b></p> <p><b>Locational knowledge</b>   7 continents and 5 oceans (focus on identifying Russia, North and South America) equator, North and South Pole. UK countries and capitals.</p> <p> Identify latitude and longitude.</p> <p><b>Geographical skills and fieldwork</b>   Use eight point compass directions, symbols and key (Ordnance survey maps) to build knowledge of the wider world.</p>		<p><b>What was life like in Victorian Luton?</b></p> <p><b>Geographical skills and fieldwork</b>         Use eight points of a compass and six-figure grid references symbols and key (Ordnance survey maps) to build knowledge of the United Kingdom.</p> <p><i>Split unit – History</i></p>	
Autumn 2	<p><b>Understanding of the world</b></p> <p><b>Human and physical</b>   Look for changes of season, what we see, hear &amp; feel</p> <p><b>Understanding of the world</b>       To take care of animals in the world around us, recognising their needs e.g bird feeder or hedgehog house</p> <p><b>Geographical skills and fieldwork</b>       Provide opportunities to draw a simple map of my classroom</p>			<p><b>How diverse is land use across the United Kingdom?</b></p> <p><b>Locational knowledge</b>   Name and locate counties and cities of the United Kingdom and land use patterns across the UK.</p> <p><b>Geographical skills and fieldwork</b>     Eight-point compass directions, four-figure grid references, symbols, and keys (Ordnance survey maps) of the UK .</p> <p><b>Human and physical geography</b>       Name and locate highest peaks of the UK: Ben Nevis, Snowdon and Scafell.</p>		<p><b>How is Berglisch Gladback similar/different to Luton?</b></p> <p><b>Locational geography</b>   Identify Germany on the map/ atlases etc and name and locate Luton's twin town, Berglisch Gladback.</p> <p><b>Place knowledge</b>     Similarities and differences between Luton and Berglisch Gladback (key physical and human geography)   Communicate with a school in Berglisch Gladback and make comparisons.</p> <p><b>Geographical skills</b>   Use eight points of a compass and six-figure grid references, symbols and key (Ordnance survey maps) to build knowledge</p>	<p><b>How is Greece similar/different to the UK?</b></p> <p><b>Locational knowledge</b>   Use maps, atlases, digital mapping (Google Earth) to identify and locate Greece and some of its major cities, draw conclusions and identify similarities and differences to the UK.</p> <p>   Explain the climates of Greece and relate this to knowledge of the hemispheres, the Equator, and the Tropics.</p> <p><b>Human and physical geography</b>   Climate, vegetation, culture, trade and land use.</p>

**Geographical skills**  
 6 figure grid references.  
 Name and locate the key topographical features of Greece (understand how these features have changed over time)


**Understanding of the world**  
**Human and physical**

 Look for changes of spring, what we see, heat & feel


**What is the weather like in winter?**


**Human and physical**  
 Identify seasonal and daily weather patterns in the United Kingdom


**Where is home?**

**Human and physical/ Geographical skills and fieldwork**  
 Luton- identify key human and physical features and geographical vocabulary


**How is Isle of Coll similar/different to Luton?**


**Place knowledge**  
 Understand geographical similarities and difference between Luton and Isle of Coll (small area of UK)


**Human and physical**  
 Use basic geographical vocabulary (human and physical features)


**Geographical skills and fieldwork**  
 Use aerial photos and name landmarks, human and physical features.
















**How does water affect the world?**





















**Human and physical geography**  
 Describe and understand rivers and the water cycle

**Locational knowledge**  
 Use maps and atlases to locate rivers in the UK and locally (River Lea)





**Geographical skills and fieldwork**  
 Field study of the River Lea

**Geographical skills**  
 Use eight points of a compass and four-figure grid references, symbols and key (Ordnance survey maps) to build knowledge

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 2</p>	<p><b>Understanding of the world</b></p> <p><b>Geographical skills and field work</b>   Draw children's attention to the immediate environment, name town &amp; school road. Draw Simple map of the immediate environment e.g school</p> <p><b>Place knowledge</b>   Recognise some similarities &amp; differences between life in this country &amp; life in other countries, focusing on lives of children eg what they eat, where they live &amp; how they learn</p> <p> Recognise some environments that are different from the one in which they live in          Draw a simple map my school</p> <p><b>Human and physical</b>   Look for changes of winter, what we see, hear &amp; feel</p> <p><b>Locational geography</b>   Look at the map of the world &amp; pinpoint where some of our children are from</p>	<p><b>What is the history of Bramingham?</b></p> <p><b>Geographical skills and fieldwork</b>   Use ariel photographs and fieldwork to recognise basic human and physical features of Bramingham area.</p> <p><i>Split unit – History</i></p>				<p><b>What can we learn about Earth from space?</b></p> <p><b>Locational knowledge</b>   Locate the world's countries (focus on Europe and Russia) on the map, atlas and from space. Identify key physical and human characteristics.</p> <p> Understand latitude, longitude, Equator, Northern and Southern hemisphere, Topics of Cancer and Capricorn, Arctic and Antarctic circle. Understand time zones.</p> <p><i>Split unit – History</i></p>	<p><b>Why did the Vikings settle in Britain?</b></p> <p><b>Human and physical geography</b>   Viking settlements - locate on maps, atlases. Understand land use and trade links.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1</p>	<p><b>Understanding of the world</b></p> <p><b>Human and physical</b>   Draw attention to the weather &amp; provide opportunities to record the weather</p>			<p><b>How do we have access to natural resources?</b></p> <p><b>Human and physical geography</b>   Understand vegetation that grows in various locations and impact on settlements. Understand the distribution of natural resources including energy, food, minerals and water.</p>	<p><b>How is our planet active?</b></p> <p><b>Human and physical geography</b>   Describe and understand volcanoes and earthquakes.</p> <p> Tectonic plates and seismic activity with the focus on Mount Vesuvius.</p>	<p><b>Is all trading fair?</b></p> <p><b>Place geography</b>   Locate South and North America on the map, atlases etc and compare to the UK.</p> <p> Locate the position of latitude, longitude, equator, North and South hemisphere and the tropics.</p>	

					<p><b>Geographical skills</b>   Use eight points of a compass and four-figure grid references, symbols and key (Ordnance survey maps) to build knowledge</p>	<p><b>Human and physical geography</b>   Climate zones, temperatures, Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. Discover where food comes from.          Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion. Generate solutions and promote ethically sound trade</p> <p><b>Geographical skills</b>   Use eight points of a compass and six-figure grid references, symbols and key (Ordnance survey maps) to build knowledge</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p>		<p><b>What impact does the weather have?</b></p> <p><b>Place knowledge</b>   Understand geographical similarities and differences (UK and Brasilia – non-European country)</p> <p><b>Human and physical</b>   Identify the location of hot and cold areas in the world (in relation to the Equator and the North and South poles)</p> <p><b>Geographical skills and fieldwork</b>   Use of atlas, maps and globe and compass directions and directional language.</p>	<p><b>How are Luton and Kenya similar/different?</b></p> <p><b>Place Knowledge</b>   Geographical similarities and differences through studying human and physical geography of Kenya (non-European country).</p> <p><b>Human and physical</b>   Identify the location of hot and cold areas in the world (in relation to the Equator and the North and South poles)   Use basic geographical vocabulary (human and physical features)</p>	<p><b>How has the Caribbean influenced Britain?</b></p> <p><b>Place knowledge</b>   Locate the Caribbean on a map.</p> <p><b>Human and physical geography</b>   Compare similarities and differences of the physical and human geography features to the UK.  <i>Split unit – History</i></p>	<p><b>How is Clacton similar/different to Luton?</b></p> <p><b>Locational knowledge</b>   Name and locate different counties and cities in UK   (geographical regions and human and physical characteristics)</p> <p> Identify UK coast lines (focus: Clacton) and how they have changed over time.</p> <p><b>Geographical skills and fieldwork</b>   Study of Clacton on Sea compared to Luton. Use graphs, photos, grid references and maps for comparison.  </p>	<p><b>How is Brazil similar/different to the United Kingdom?</b></p> <p><b>Geographical skills</b>   Study of Brazil – locate on maps, atlases, and Google Earth.</p> <p><b>Human and physical geography</b>   Climate zones, vegetation, biomes and culture. Make comparisons between Brazil and the UK.</p> <p><b>Geographical skills</b>   Use eight points of a compass and six-figure grid references, symbols and key (Ordnance survey maps) to build knowledge</p>	<p><b>How good a geographer are you?</b></p> <p> Using learnt geographical knowledge and skills to conduct a research project about a chosen country.</p>

2023-2024

	Build – area of study that builds on previous area of learning		Revisit – spaced retrieval
	Link – area of study links to another curriculum area		New - Introduce new content