



Geography Coverage Map

<u>Geography Programme of Study</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>FOUNDATION STAGE 1</u>						
I can play with small-world models such as a farm, a garage or a train track.	F1 Autumn 1/2	F1 Autumn 1/2	F1 Spring 1/2	F1 Spring 1/2	F1 Summer 1/2	F1 Summer 1/2
I can notice features of objects in the environment.	F1 Autumn 1/2	F1 Autumn 1/2	F1 Spring 1/2	F1 Spring 1/2	F1 Summer 1/2	F1 Summer 1/2
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.			F1 Spring 1/2	F1 Spring 1/2		
I can ask questions about aspects of my familiar world such as the place where I live or the natural world.					F1 Summer 1/2	F1 Summer 1/2
<u>FOUNDATION STAGE 2</u>						
Draw information from a simple map.			F2 Spring 1/2	F2 Spring 1/2		
Recognise some similarities and differences between life in this country and life in other countries.			F2 Spring 1/2	F2 Spring 1/2		
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;					F2 Summer 1/2	F2 Summer 1/2
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.			F2 Spring 1/2		F2 Summer 1/2	F2 Summer 1/2



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<u>KEY STAGE 1</u>						
Pupils should be taught to name and locate the world's seven continents and five oceans.			Yr1/2 Cycle A China			Yr1/2 Cycle A Seaside
Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Yr1/2 Cycle B Amazing Me					Yr1/2 Cycle B London
Pupils should be taught to 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.	Yr1/2 Cycle B Amazing Me		Yr1/2 Cycle A China			Yr1/2 Cycle A Seaside
Pupils should be taught to 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.			Yr1/2 Cycle A China			Yr1/2 Cycle B London Yr1/2 Cycle A Seaside
Pupils should be taught to 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.	This vocab to be taught throughout the year following the skills ladders. Cycle A summer 2- Seaside main focus and Cycle B- Amazing Me					
Pupils should be taught to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	This vocab to be taught throughout the year following the skills ladders. Cycle A summer 2- Seaside main focus and Cycle B- Amazing Me					
Pupils should be taught to 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.			Yr1/2 Cycle A China			Yr1/2 Cycle B London Yr1/2 Cycle A Seaside
Pupils should be taught to 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.	Yr1/2 Cycle B Amazing Me					Yr1/2 Cycle B London



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<u>KEY STAGE 2</u>						
Pupils should be taught to 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.	Year 3/4 Cycle A Water				Year 5/6 Cycle B WW2	Year 3/4 Cycle B Romans
Pupils should be taught to 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.	Year 3/4 Cycle A Water		Year 3/4 Cycle B Around the world		Year 5/6 Cycle A Moving Up	Year 3/4 Cycle B Romans Year 5/6 Cycle B Toil & Trouble
Pupils should be taught to 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)	Year 5/6 Cycle A Great Explorers					Year 5/6 Cycle B Toil & Trouble
Pupils should be taught to 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. <i>(Year 3 & 4 UK focus- Year 5 & 6 European, North/South America).</i>	Year 3/4 Cycle A Water				Year 3/4 Cycle A stone age Year 5/6 Cycle B WW2	Year 5/6 Cycle B Toil & Trouble
Pupils should be taught to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Year 3/4 Cycle A Water		Year 3/4 Cycle B Around the world		Year 5/6 Cycle B WW2	Year 5/6 Cycle B Toil & Trouble
Pupils should be taught to 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.	Year 3/4 Cycle A Water				Year 3/4 Cycle A Savage stone age Year 5/6 Cycle A Moving Up	Year 3/4 Cycle B Romans Year 5/6 Cycle B Toil & Trouble
Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Year 5/6 Cycle A Great Explorers				Year 5/6 Cycle A Moving Up	Year 3/4 Cycle B Romans



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Pupils should be taught to 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.	Year 5/6 Cycle A Great Explorers				Year 5/6 Cycle A Moving Up	
Pupils should be taught to 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.		Year 3/4 – Hathers age- trip			Year 5 – Hathers age – trip Year 3/4 Cycle A stone age	Year 5/6 Cycle A Moving on up