**National curriculum coverage for each subject**

**Geography 2024-2025**

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|  | **Early Years** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Autumn 1** | **Little Acorns - Where do I live?**   * To have an understanding of where they live. * **Great Oak Nursery-Proud to be me**   Understand position through words alone. Discuss loactions.  Use all their senses in hands-on exploration of natural materials.  Begin to understand the need to respect and care for the natural environment and all living things.  **Reception – Proud to be me**  Use positional language in context.  Exploring the wider environment in school. Drawing a picture map of how they got there.  Children explore their geographical skills across the indoor and outdoor areas of provision.  Draw information from a map.  Children to explore the natural world around them. | **Street detectives**  Key human features, including: city, town, village, factory, farm, house, office, and shop  Use simple compass directions and locational and directional language 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.  Changes in living Memory | **A Walk In The Park**  Locate and name and identify the characteristics of the 4 countries and capital cities of the UK and surrounding seas.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. | **Saltaire**  Name and locate cities of the UK using maps. | **Marvellous Maps**  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. |  | **The making of Bradford**  Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.  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 |
| **Autumn 2** | **Little Acorns**  **UTW 0-3 years**  Explore natural materials, indoors and outdoors  **GO Nursery**  **UTW 0-3 years**  Explore natural materials, indoors and outside.  **UTW 3-4 years**  Talk about what they see, using a wide vocabulary.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  **Reception**  **UTW – Reception**  Explore the natural world around them  Describe what they see, feel and hear outside  Understand the effect of changing seasons on the natural world around them | No Geography topic but this is done daily in year 1.  Identify seasonal and daily weather patterns in the United Kingdom | **The Bradford Pals: Injury!**  Locational Knowledge -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 | **Where in the UK?**  Locational Knowledge -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 |  | **From Malham to the sea**  Rivers and the water cycle  physical geography, including: climate zones, biomes and vegetation belts, rivers,  mountains, volcanoes and earthquakes, and the water cycle | **We are explorers**  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 |
| **Spring 1** | . | **Castles**  name and locate the world’s seven continents and five oceans | **Poles apart**  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  name and locate the world’s seven continents and five oceans  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 | **Stone Age – History unit but children identify and locate the famous land marks Skara Brae & Stonehenge.** |  |  | **Ancient Greece – A History topic**  **Areas of Greece**  **Trade links around the world**  human geography, including: types of settlement and land use, economic activity including trade links |
| **Spring 2** |  | **Castles**  name and locate the world’s seven continents and five oceans | **Poles apart**  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  name and locate the world’s seven continents and five oceans  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 |  |  |  | **Ancient Greece – A History topic**  **Areas of Greece**  **Trade links around the world**  human geography, including: types of settlement and land use, economic activity including trade links |
| **Summer 1** |  | **FIRE!** | **Down in the Caribbean**  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  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  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 |  | **Extreme earth**  **physical geography, including: climate zones, biomes and vegetation belts, rivers,**  **mountains, volcanoes and earthquakes, and the water cycle** | **Rainforests**  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 | **Let’s explore planet earth**  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) |
| **Summer 2** |  | **FIRE!**  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 | **Down in the Caribbean**  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  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  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 | **Coasts**  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 | **Green Planet**  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle |  | **Let’s explore planet earth**  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) |