

Curriculum Coverage						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Marvellous Me	Amazing Animals	People who help us	Dinosaurs Mary Anning	Out in the Garden	At the Seaside Grace Darling
Y1	Me and My Wonderful world	Heroes and Villains <i>History Unit</i>	Let it Snow <i>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</i>	India <i>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]</i>	Woodland Wanderers <i>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.</i>	Castles <i>History Unit</i>
Y2	Great Fire of London <i>History Unit</i>		Under the Sea <i>name and locate the world's seven continents and five oceans</i>		Titanic <i>A local history unit</i>	
Y3	Stone Age to Iron Age <i>History Unit</i>	UK and its counties <i>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),</i>	European study compares Wareham and Andalusia in Spain <i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</i>	Boudicca <i>History Unit</i>	Mayans <i>History Unit</i>	Rainforests <i>describe and understand key aspects of physical geography - climate zones, and vegetation belts,</i>
Y4	Ancient Egypt <i>History Unit</i>	Ancient Greek Life <i>History Unit</i>	Britain settlements by Anglos Saxons and the Scots. Viking and Anglo-Saxon struggle <i>History Unit</i>		Natural Disasters <i>describe and understand key aspects of physical geography - earthquakes, and the water cycle</i>	

Y5	World War 2 + local study on Nothe Fort <i>A local history study</i>		The Americas <i>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>	Space Race <i>History Unit</i>	Volcanoes and the Pacific Ring of Fire <i>describe and understand key aspects of physical geography - volcanoes</i>
Y6	Countries of Africa <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>	Fair trade <i>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</i>	Climate change (Studland focus) <i>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</i>	Victorians <i>History Unit</i>	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills, and fieldwork	UTW new EYFS -Explore the natural world around them. Identify the things in their immediate local	-use aerial photos / maps to recognise features of an area (e.g. coast, harbour hill mountain cliff)	-Revisit the four compass points (Y1) -Construct a simple map of an area from a photo using a key	Use the key on an OS map to identify key human and physical features of an area	Locating features with a 4-figure grid reference Identify the scale	Locating features with a 6-figure grid reference Use different types of	Locating features with an 8-figure grid reference Use 8 points of a

	<p>area (e.g. school grounds) that come from nature (physical features) and are made by humans (human features)</p> <p>-Describe what they see, hear and feel whilst outside. Identify the features of an area (what they can see and hear) and use this to draw a conclusion e.g. whether a location is busy or quiet</p>	<p>-Use an aerial photo of the school to identify human and physical features</p> <p>-Compare an aerial photo (of the school) with a plan / map</p> <p>-Construct a simple map of an area of the school / route using a key (e.g. colours) to show simple physical (trees) human (building) features</p> <p>-Use simple locational language - near, far, left, right</p> <p>-Use simple compass directions like North, South, East and West.</p>	<p>with symbols (e.g. triangle =) to show simple physical & human features including landmarks</p> <p>-use aerial photos / maps to recognise landmarks within a given area</p>	<p>Draw a sketch map that includes compass points and OS symbols</p> <p>-Use digital software e.g. google earth / digital map to show an area at different scales (zoom out, in) to support in the identification of humans and physical features</p> <p>Collect data about the local area (e.g. rainfall) and present this as a graph.</p>	<p>on an OS map to help identify the size of human and physical features</p> <p>Use different scales to measure distances</p> <p>Draw a sketch map that includes compass points and OS symbols (Y3) revisited through different context</p>	<p>maps (e.g. climate maps, relief maps) interpret their keys and use this to draw conclusions about the areas studied within North and South America</p> <p>Use knowledge of lines of longitude and latitude to draw conclusions about a place (e.g. climate)</p>	<p>compass</p> <p>Orient themselves on a map and use it to follow a route</p> <p>Use atlases to find out data to about places. Use this to draw conclusions and comparisons between them</p>
Map and locational knowledge	<p>UTW</p> <p>- Know they go to Wareham St Mary</p> <p>-Draw information from a simple map</p> <p>-Know a map shows a place</p> <p>-Know where we live and our immediate surrounding area</p>	<p>Use maps (including digital) and atlases to locate England, Scotland Wales and Northern Ireland and their capital cities and its surrounding seas;</p> <p>-Locate mountain range Pennines in England</p> <p>- Ben Nevis in Scotland and that Scotland is north of England</p> <p>-That Dorset is in the South of England on the coast</p>	<p>-Using a map of Dorset to locate Bournemouth Christchurch and Poole / Studland / Swanage / Jurassic Coast</p> <p>-Locate Bournemouth / Swanage on a map</p> <p>-Use a map of the world / globe to locate 7 continents and 5 oceans</p> <p>-Identify hot and cold regions of the world linked to the north and south pole and the equator</p>	<p>See above for map knowledge</p> <p>Locate focus place on a map.</p> <p>Identify continent the place sits within, locate the country within the north/south hemisphere and location in relation to the equator. Use this to draw conclusions e.g. climate</p>	<p>Identify continent the place sits within, bordering countries, locate the country within the north/south hemisphere and location in relation to the equator. Identify key physical features (rivers, mountains) and in relation to tropics of cancer and Capricorn</p>	<p>Identify continent the place sits within, bordering countries, locate the country within the north/south hemisphere and location in relation to the equator. Identify key physical features (rivers, mountains) and climate zones and major cities</p> <p>Introduce Prime/Greenwich Meridian and time zones when looking at</p>	<p>Identify continent the place sits within, bordering countries, locate the country within the north/south hemisphere and location in relation to the equator. Identify key physical features (rivers, mountains) and climate zones and biomes.</p>

						maps, globes and atlases	
Place knowledge	<p>UTW new EYFS: - Recognise some similarities and differences between life in this country and life in other countries. -Recognise some environments that are different to the one in which they live.</p> <p>Additional Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Africa and Polar regions (Arctic and Antarctica)</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps. Africa and Polar regions (Arctic and Antarctica)</p>	<p>Features of local area Local Area: Human: town, village, farm, house, office, port, harbour, shop. Physical: coast forest mountain sea ocean river vegetation weather</p> <p>Understand similarities and differences between the UK (mixture of hot and cold) and the Arctic or Antarctica (cold all year round)</p>	<p>Geographical similarities and differences in human and physical geography: (Jurassic coastline in Dorset and Australia’s Gold Coast/Great Barrier Reef)</p> <p>Local Area: Physical: beach sea ocean vegetation cliff coast</p> <p>Contrasting small area non-European:</p>	<p>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; a region in a European country and a region in North or South America</p> <p>Comparison between Dorset and Andalucia in Spain</p>	<p>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; a region in a European country and a region in North or South America</p>	<p>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; a region in a European country and a region in North or South America</p> <p>Draw conclusions between human features and population size</p>	<p>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; a region in a European country and a region in North or South America</p>

<p>Human and physical geography</p>	<p>UTW new EYFS: -Understand the effect of changing seasons on the natural world around them. -Understand similarities and differences between the UK and cold places (e.g. Finland) during winter months</p>	<p>-identifying key features of Poole: harbour, port -Key features of coastline in Bournemouth/Swanage: beach, cliff coast sea ocean Forest, hill, mountain Town, city, village, factory, farmhouse, office shop Identifying key features of India Seasons, forest, ocean, vegetation, mountain, coast, beach</p>	<p>Identifying key features of The Great Barrier Reef: ocean, coral beach, vegetation</p>	<p>Identify land use, natural resources, trade links, economic activity, exports and imports, (Andalucia in Southern Spain and Dorset)</p>	<p>Identify land use, natural resources, trade links, economic activity (Japan)</p>	<p>Draw conclusions between physical geography and availability of resources and population size / migration Death Valley in California and Humboldt Toiyabe National Forest in Nevada</p>	<p>Identify land use, natural resources, trade links, economic activity within Africa -That the push and pull factors of a place may include: imports, exports, employment, climate, natural resources and key human and physical features (Americas?). Draw conclusions between physical geography and availability of resources and population size / migration within Africa</p>
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