



	Autumn 1	Spring 1	Summer 1
N	<p>UTW</p> <p>Know where we go to school. Look at Hasmo building Draw different classrooms Know where nursery is relevant to school Draw a map of school and go on learning walks</p>	<p><u>UTW</u></p> <p>Know that there are different countries in the world and talk about their differences. Talk about places they have visited. Which countries do family members/staff come from? Label on a world map. Use personal experience and photographic sources.</p>	<p><u>How can I find it?</u></p> <p>Use a simple map to identify an object's position e.g. pirate treasure maps. Draw simplified maps.</p>
R	<p><u>Where do we live?</u></p> <p><u>Our Homes</u></p> <p>What are our homes like? Where do I live? Look at local area.(Place Knowledge) Look at homes around the world.</p>	<p><u>Discover the world</u> <u>Travelling to different countries</u></p> <p>Know that there are different countries in the world and talk about their differences. (Locational Knowledge) First look at a world map. Where have we travelled to?</p> <p><u>Weather around the world</u> Introducing differences in climate in different parts of the world. (Human and Physical Geography)</p>	<p><u>Journeys</u></p> <p>Our school and playground . Discover the local area. Use simple directional language</p>
1	<p><u>What country do we live in?</u></p> <p>Name and locate 4 countries of UK and seas (locational Knowledge) Make simple comparisons between the countries, using accurate vocabulary.</p>	<p><u>What will the weather be like today?</u></p> <p>Building on knowledge of UK location in world map/climate zones, and using knowledge of seasons, to describe weather Make comparisons with other places around the world</p>	<p><u>Our Local Area</u></p> <p>Human and Physical Geography Local study around Hendon - travel around area (Place knowledge/Fieldwork) Follow map of Brent Street /discuss journeys to school using geographical</p>

	Using evidence (photographs, pictures and maps) to find comparisons.	Previously: Discover the world, Travelling to different countries and Weather around the World. (Reception)	vocabulary (hill, slope, park, shops, empty space, people (population)).
2	<p><u>Where do wild penguins and elephants live?</u></p> <p>Name and locate worlds 7 continents and 5 oceans Understand hot and cold areas of the world - Human and physical Geography</p> <p>Previously: Weather in Year 1.</p>	<p><u>How does the UK (London) compare to Tel Aviv?</u></p> <p>Human and Physical Geography Understand geographical similarities and differences through studying the human and physical geography of the London area to Tel Aviv Physical: Beach, coast, sea, river, soil, vegetation, weather, climate. Human: City/town, housing, port, harbour, shopping, places of interest</p>	<p><u>Do we like to be beside the seaside?</u></p> <p>Explore coastal areas of the UK; compare and contrast Brighton/Bournemouth/Southend Use geographical skills to discuss area. Teach Vocabulary including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Previously: UK/Tel Aviv comparison last term.</p>
3	<p><u>What's a Settlement?</u></p> <p>Human (and Physical) Geography Settlement (early settlers resources, place names, settlement change over time, maps and symbols, grid references, plan new settlement)</p>	<p><u>2-3 week block on map/atlas skills</u></p> <p>Location/Place Knowledge Review of world map, continents, oceans. UK (counties, cities, geographical regions) 8 points of the compass, map symbols</p> <p>Previously: "What country do we live in" (Year 1)</p>	<p><u>How does a River flow?</u></p> <p>Physical (and Human) Geography Water cycle, formation of rivers, erosion, transports and deposit materials, importance of rivers, pollution and impact, river in detail Thames/Nile and effect on landscape, river Brent)</p>
4	<p><u>Discover Europe</u></p> <p>Location, Human, Physical Geography Europe (features, countries, capitals, comparisons, human/physical features (key rivers, mountains) Understand geographical similarities and differences and contrast to South East region of the UK.</p>	<p><u>2-3 week block on map/atlas skills</u></p> <p>Location/Place Knowledge World: Countries (latitude, longitude, equator, tropics, biomes, hemisphere, time zones, map symbols)</p> <p>Previously: World Map locational knowledge (Year 3)</p>	<p><u>Extreme Earth</u></p> <p>Physical (and Human) Geography Volcanoes and earthquakes (locations, eruptions, features, ring of fire, tectonic plates, life in volcanic areas, comparison to non-volcanic area)</p>

<p>5</p>	<p><u>Compare and Contrast North America to UK</u> <i>Location, Human, Physical Geography</i> North America (countries, features, compare climates (zones), capitals, time zones, compare with UK region, human/physical features, change over time)</p> <p><i>Previously: UK locational knowledge (Year 3 and Year 4)</i></p>	<p><u>2-3 week block on map/atlas skills</u> <i>Location/Place Knowledge</i></p> <p>South America (location, countries, mountain ranges, 4 figure grid references)</p>	<p><u>Explore Mountains</u> <i>Physical (and Human) Geography</i></p> <p>Mountains (major ranges, facts, local climate and data, topographical maps, comparison including seasons, tourism and neg/pos impacts)</p> <p><i>Previously: Volcanoes topic (Year 4)</i></p>
<p>6</p>	<p><u>Do we like the seaside?</u></p> <p>Coasts (formation, physical features, erosion, coastal management and defence, types of beaches, tourism and land use)</p> <p><i>Previously: Seaside topic in Year 2.</i></p>	<p><u>2-3 week block on map/atlas skills</u> <i>Location/Place Knowledge</i></p> <p>South America (coasts and rivers, rainforest, 6 figure grid references)</p> <p><i>Previously: Locational knowledge of South America (Year 5)</i></p>	<p><u>Discover Hendon</u> <i>Physical (and Human) Geography</i></p> <p>Our Local Area (in depth) (economic activity, land use, ordnance survey maps, settlement, rivers, hills)</p> <p>UK Natural Resources (use of UK resources, energy production, renewables, wood and steel, glass and concrete)</p>