


 <u>Climate</u>			
EYFS	Year 1/2	Year3/4	Year 5/6
<ul style="list-style-type: none"> - Where should I go on holiday? - Contrasting environments 	<ul style="list-style-type: none"> -How does the weather affect our lives? - Why do we love being by the seaside? - Why don't penguins need to fly? 	<ul style="list-style-type: none"> - Beyond the Magic Kingdom – what is the sunshine state really like? - Why are jungles so wet and deserts so dry? 	<ul style="list-style-type: none"> - How do volcanoes affect the lives of people on Hiemaey? - How is climate change affecting the world

 <u>Settlement</u>			
EYFS	Year 1/2	Year3/4	Year 5/6
<ul style="list-style-type: none"> -Where do I live? 	<ul style="list-style-type: none"> - What is the geography of where I live? - How does Kampong Ayer compare with where I live? 	<ul style="list-style-type: none"> - How and why is my local area changing? - Why do so many people live in megacities? - How can we live more sustainably? 	<ul style="list-style-type: none"> - How do volcanoes affect the lives of people on Hiemaey? - Why are mountains so important? - How is climate change affecting the world? - Who are Britain's National Parks for?

 <u>Industry</u>			
EYFS	Year 1/2	Year3/4	Year 5/6
<ul style="list-style-type: none"> - Where should I go on holiday? 	<ul style="list-style-type: none"> - Why does it matter where my food comes from? 	<ul style="list-style-type: none"> - Beyond the Magic Kingdom – what is the sunshine state really like? - How can we live more sustainably? 	<ul style="list-style-type: none"> - Why are mountains so important? - Why is fair trade fair? - Who are Britain's National Parks for?

 <u>Trade</u>			
EYFS	Year 1/2	Year3/4	Year 5/6
<ul style="list-style-type: none"> - Where should I go on holiday? 	<ul style="list-style-type: none"> - Why does it matter where my food comes from? - 	<ul style="list-style-type: none"> - Why do so many people live in megacities? - How can we live more sustainably? 	<ul style="list-style-type: none"> - How is climate change affecting the world? - Why is fair trade fair?



Environment

EYFS	Year 1/2	Year3/4	Year 5/6
<ul style="list-style-type: none">- Where should I go on holiday?- Where do I live?	<ul style="list-style-type: none">- Why do we love being beside the seaside so much?- Why don't penguins need to fly?- How does Kampong Ayer compare with where I live?	<ul style="list-style-type: none">- Why do so many people live in megacities?- How and why is my local area changing?-	<ul style="list-style-type: none">- What is a river?- Why are mountains so important?- Who are Britain's National Parks for?













Disaster

EYFS	Year 1/2	Year3/4	Year 5/6
	-	<ul style="list-style-type: none">- Why do some earthquakes cause more damage than others?	<ul style="list-style-type: none">- How do volcanoes affect the lives of people on Hiemaey?- How is climate change affecting the world?

Key Concepts within each topic



Key Concepts:

<p>Environment </p> <p>The surroundings of a place in which a person, animal or plant lives and interacts.</p>	<p>Location </p> <p>The precise site, position, or situation of a place. (Maps)</p>	<p>Processes </p> <p>The natural or human events and actions occurring in a place that maintain equilibrium or cause change.</p>	<p>Distribution </p> <p>The pattern or arrangement of the physical (mostly natural) and human features of a place across its surface.</p>
<p>Change </p> <p>The alteration or modification of places over time as a result of natural and/or human processes.</p>	<p>Interaction </p> <p>How the physical and human elements of a place affect or impact each other and other places. Interaction occurs both within and between the physical and human features of a place and other places.</p>	<p>Interdependence </p> <p>The degree to which what happens in one place impacts positively or negatively on what happens in another.</p>	
<p>Sustainability </p> <p>The extent to which a place can balance meeting the needs of its people with ensuring an ecological equilibrium is maintained and biodiversity (the variety of living things) enhanced.</p>	<p>Cultural understanding and diversity </p> <p>The variety and distinctiveness of the physical and cultural composition of the society of a place.</p>	<p>Scale </p> <p>The size or extent of the area of the place e.g., local, regional, national, international, or global.</p>	

EYFS	Year 1/2	Year 3/4	Year 5/6
<u>Where should I go on holiday?</u> <ul style="list-style-type: none"> - Environment - Location - Distribution - Cultural understanding and diversity 	<u>What is the geography of where I live?</u> <ul style="list-style-type: none"> - Environment - Location - Processes - Distribution - Scale 	<u>How and why is my local area changing?</u> <ul style="list-style-type: none"> - Location - Change - Scale - Processes - Distribution 	<u>What is a river?</u> <ul style="list-style-type: none"> - Interaction - Processes - Scale - Distribution - Change
	<u>Why do we love being by the seaside?</u> <ul style="list-style-type: none"> - Processes - Distribution - Location - Interdependence - Change - 	<u>Why do some earthquakes cause more damage than others?</u> <ul style="list-style-type: none"> - Sustainability - Environment - Interaction - Cultural understanding and diversity - Distribution 	<u>Who are Britain's National Parks for?</u> <ul style="list-style-type: none"> - Cultural understanding and diversity - Processes - Interdependence
<u>Where do I live?</u> <ul style="list-style-type: none"> - Sustainability - Location - Interdependence - Interaction - Distribution 	<u>Why does it matter where my food comes from?</u> <ul style="list-style-type: none"> - Location - Environment - Sustainability - Cultural understanding and diversity - Interdependence 	<u>Why do so many people live in megacities?</u> <ul style="list-style-type: none"> - Location - Environment - Processes - Distribution - Sustainability 	<u>How do volcanoes affect the lives of people on Hiemaey?</u> <ul style="list-style-type: none"> - Change - Processes - Distribution - Interaction - Sustainability
	<u>How does Kampong Ayer compare with where I live?</u> <ul style="list-style-type: none"> - Cultural understanding and diversity - Scale - Interaction - Interdependence - Distribution 	<u>How can we live more sustainably?</u> <ul style="list-style-type: none"> - Sustainability - Processes - Distribution - Environment 	<u>Why are mountains so important?</u> <ul style="list-style-type: none"> - Processes - Distribution - Interaction - Sustainability - Scale
<u>Contrasting Environments</u> <ul style="list-style-type: none"> - Location - Interaction - Scale - Distribution - Environment 	<u>How does the weather affect our lives?</u> <ul style="list-style-type: none"> - Environment - Interaction - Processes - Distribution - Location 	<u>Beyond the Magic Kingdom – what is the sunshine state really like?</u> <ul style="list-style-type: none"> - Location - Environment - Processes - Distribution - Sustainability 	<u>Why is fair trade fair?</u> <ul style="list-style-type: none"> - Cultural understanding and diversity - Sustainability - Distribution - Processes
	<u>Why don't penguins need to fly?</u> <ul style="list-style-type: none"> - Location - Interaction 	<u>Why are jungles so wet and deserts so dry?</u> <ul style="list-style-type: none"> - Environment - Distribution 	<u>How is climate change affecting the world?</u> <ul style="list-style-type: none"> - Processes - Interdependence

	<ul style="list-style-type: none"> - Distribution - Scale 	<ul style="list-style-type: none"> - Processes - Scale - Interaction 	<ul style="list-style-type: none"> - Interaction - Scale - Change
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Geography Skills and Field Work

Geography Skills and Fieldwork		
<p>EYFS: 3- and 4-year-olds: Mathematics: -Understand position through words alone. For example, “The bag is under the table,” – with no pointing. -Describe a familiar route. -Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>In Reception: UTW: -Draw information from a simple map.</p>		
<p>KS1: -Use world maps, atlases and globes; -Use simple compass directions; -Use aerial photos, construct simple maps; -Undertake simple fieldwork within school locality.</p>		
<p>KS2: -Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. -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. -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.</p>		
<p>Mapping Skills</p> 	<p>Enquiry</p> 	<p>Geography local area study fieldwork</p> 