**GEOGRAPHY TWO-YEAR ROLLING PROGRAMME**

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| **CYCLE A 2023-24** |
| **EYFS** | **ELG: People, Culture and Communities**Children at the expected level of development will:* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
* Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps

**ELG: The Natural World**Children at the expected level of development will:* Explore the natural world around them, making observations and drawing pictures of animals and plants
* Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
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| **Y1/2** | [**WEATHER AND SEASONS**](https://www.oddizzi.com/teachers/help/topic-planning/weather-climate-2/)Human and Physical Geography* Identify seasonal and daily weather patterns in the United Kingdom.
 | [**HOT AND COLD PLACES**](https://www.oddizzi.com/teachers/help/topic-planning/hot-cold-places/)Human and Physical Geography* identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Geographical Skills and Fieldwork* use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage
 | [**MUGURAMENO VILLAGE, ZAMBIA**](https://www.oddizzi.com/teachers/help/topic-planning/africa/)Place Knowledge* Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country

Human and Physical Geography* 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
* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Skills and Fieldwork* use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage

*You do not have to do this particular area as long as you chose another which is* ***non-European*** |
| **Y3/4** | [**RAINFORESTS**](https://www.oddizzi.com/teachers/help/topic-planning/rainforests/)Location Knowledge* Identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.

Human and Physical Geography* Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.
* 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.
 | [**THE AMAZON**](https://www.oddizzi.com/teachers/help/topic-planning/the-amazon-basin/)Location Knowledge* Locate the world’s countries, using maps to focus on South America, concentrating on its environmental regions.
* Identify the position and significance of latitude, longitude and the Equator.

Place Knowledge* Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.

Human and Physical Geography* Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle
* Describe and understand key aspects of human geography, including: types of settlement and land use, the distribution of natural resources including energy, food, minerals and water.

Geographical Skills and Fieldwork* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
 | [**CLIMATE ZONES**](https://www.oddizzi.com/teachers/help/topic-planning/climate/)Location Knowledge* Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.

Human and Physical Geography* Describe and understand key aspects of physical geography, including: climate zones.

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| **Y5/6** | [**MOUNTAINS**](https://www.oddizzi.com/teachers/help/topic-planning/mountains/)(FREAKY PEAKS)Locational Knowledge* Name and locate key topographical features of the UK, including mountains

Human and Physical Geography* Describe and understand key aspects of physical geography, including mountains
* 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

Geographical Skills and Fieldwork* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 | [**VOLCANOES**](https://www.oddizzi.com/teachers/help/topic-planning/volcanoes/) **AND** [**EARTHQUAKES**](https://www.oddizzi.com/teachers/help/topic-planning/earthquakes/)(NATURAL DISASTERS)Human and Physical Geography* Describe and understand key aspects of physical geography, including volcanos and earthquakes

Geographical Skills and Fieldwork* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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| **CYCLE B 2024 - 25** |
| **EYFS** | **ELG: People, Culture and Communities**Children at the expected level of development will:* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
* Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps

**ELG: The Natural World**Children at the expected level of development will:* Explore the natural world around them, making observations and drawing pictures of animals and plants
* Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter |
| **Y1/2** | [**UNITED KINGDOM**](https://www.oddizzi.com/teachers/help/topic-planning/the-uk/)Location Knowledge* name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Human and Physical Geography* 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
* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Skills and Fieldwork* 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
 | [**LOCAL AREA**](https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/)Human and Physical Geography* 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
* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Skills and Fieldwork* 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
* 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
* 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
 | [**CONTINENTS AND OCEANS**](https://www.oddizzi.com/teachers/help/topic-planning/continents-and-oceans/)Location Knowledge* name and locate the world’s seven continents and five oceans

Human and Physical Geography* 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
* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Skills and Fieldwork* use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans
* 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
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| **Y3/4** | [**NORTH AMERICA**](https://www.oddizzi.com/teachers/help/topic-planning/north-america/)Location Knowledge* Locate the world’s countries, using maps to focus on North America, concentrating on its environmental regions and key physical and human characteristics, countries and major cities.
* Identify the position and significance of latitude and longitude.

Human and Physical Geography* Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
* 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.
* Geographical Skills and Fieldwork
* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
 | [**RIVERS**](https://www.oddizzi.com/teachers/help/topic-planning/rivers/)Human and Physical Geography* Describe and understand key aspects of physical geography, including: rivers and the water cycle.
* 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.

Geographical Skills and Fieldwork* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
 | [**RIO AND SOUTH-EAST BRAZIL**](https://www.oddizzi.com/teachers/help/topic-planning/brazil/)Location Knowledge* Locate the world’s countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities.
* Identify the position and significance of the Equator, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge* Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.

Human and Physical Geography* Describe and understand key aspects of human geography, including economic activity and trade links.

Geographical Skills and Fieldwork* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
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| **Y5/6** | [**GREECE**](https://www.oddizzi.com/teachers/help/topic-planning/greece/)(GROOVY GREECE)Location Knowledge* Locate Europe’s countries, their environmental regions, key physical and human characteristics, countries and major cities

Place Knowledge* Understand geographical similarities and differences through the study of human and physical geography of a region in a European country

Human and Physical Geography* 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

Geographical Skills and Fieldwork* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 | [**THE UNITED KINGDOM**](https://www.oddizzi.com/teachers/help/topic-planning/the-uk/)(TOUR OF BRITAIN)Location Knowledge* Name and locate countries 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

Human and Physical Geography* 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

Geographical Skills and Fieldwork* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* 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
 | [**LOCAL AREA AND REGION**](https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/)Geographical Skills and Fieldwork* 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
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