

	Key Learning to be focussed upon	Daily Dashboard	Possible visits/ Experiences
EYFS	<p>EYFS focus on places within their own immediate lives including home and school and their local area. They begin to look at the wider world- linked to their own experiences of holidays/ family occasions and to specific learning in school eg- hot/ cold places. This is also taught and enhanced through provision/ understanding the world and through small world collections that allow the children to use and develop geographical vocabulary, knowledge and skills.</p> <p><u>Autumn</u> Everywhere Bear- exploring what our school is like, who is in our school? Our homes, who lives in our home? Autumn Walk- following a route, talking about what they notice, identifying changes, identifying key features Seasonal Changes/ Weather</p> <p><u>Spring</u> Cold Places- identifying on map, what would it be like here, identifying key features of places Winter- recognising seasonal changes, noticing similarities/ differences Traditional tales- imaginary places, making maps, where things are found, features of imaginary places Spring Walk- following a route, talking about what they notice, identifying changes, identifying key features</p> <p><u>Summer</u> Spring/ Summer- seasonal changes, similarities and differences Plants/ Animals- where would we find them/ different environments, locating places on map, making maps,</p>	<p>Days of the week and weather chart</p> <p>Looking at map of the world to identify and talk about places of interest eg places linked to festivals/ celebrations, places they have been, places linked to term themes- cold places etc</p>	<p>Exploring our school- inside and outside</p> <p>Local area walks</p> <p>Weather/season detectives- spotting changes</p> <p>Small world collections</p>

	Key Concepts to be developed and revisited across the year: To investigate places- location of places, human and physical features To investigate patterns-relationships between physical features of places and human activity within them, appreciation of how world's natural resources are used and transported To communicate geographically-understanding geographical representations, vocabulary and techniques	Repeated Skills	Daily/ Weekly Dashboard	Possible trips / Experiences
Year 1	<p>Amazing Places and Spaces in the UK Main focus is on our Local Area and United Kingdom. Key teaching and learning based around the local area and the four countries of the UK and their features, their capital cities and the amazing places within these countries around the UK, identifying land use around the school and asking and answering questions about a place.</p> <p>Key locational coverage could include: Local Area- school, Redcar- beach, woods, parks Saltburn/ Whitby Roseberry Topping , North York Moors/ Robin Hood's Bay High Force Lindisfarne Lake District Portmeirion Village (Wales) St Michael's Mount (Cornwall) Stonehenge Giant's Causeway (Nr Ireland) Seillebost Beach (Scotland) Meall Falls (Scotland) Caingorms N. Park (Scotland) Jurassic Coast of Devon/ Dorset</p> <p>When learning about countries of the UK investigate/ discover: landmarks, monuments, sculptures, bridges such as: Hadrian's Wall, Angel of the North, York Minster, Blackpool Tower, Edinburgh Castle, Parliament/ Big Ben, Buckingham Palace, St Paul's Cathedral, Nelson's Column, Victoria Memorial, Shard/ Gherkin, Transporter Bridge, Infinity Bridge, Millenium Bridge, Tower Bridge, Clifton Suspension Bridge, Carrick- a - Rede Rope Bridge (Nr Ireland), Glenfinnan Viaduct (Scotland), Severn Bridge</p> <p>Locate the major cities within each country linked to the location of the landmarks, bridges etc. National days/ National Anthem</p>	<p>Use basic geographical language to refer to and describe places- see vocab document</p> <p>Recognise and describe physical and human features of locations.</p> <p>Use world maps, atlases and globes</p> <p>Use simple fieldwork and observational skills.</p> <p>Use aerial images and plans to recognise landmarks/ physical features.</p> <p>Use simple compass directions.</p> <p>Devise maps and use basic symbols and simple grid references.</p>	<p>Name and locate the world's continents and oceans eg world map take a journey around the world, using different forms of transport</p> <p>Seasonal and daily weather patterns in UK and rest of world- temperatures / comparisons between places.</p> <p>Location of hot and cold areas of the world- similarities and differences between these places.</p>	<p>Local area trips- Redcar/ Saltburn Tees Outdoors to support</p> <p>Roseberry Topping</p> <p>High Force</p> <p>Lindisfarne</p> <p>Transporter Bridge/ Infinity Bridge</p>

Year
2

Australian Adventure

Main focus is on our Local Area and Australia.

Key teaching and learning based around the local area of the school and a non European country- Australia, comparing and contrasting the two locations, identifying key features within these locations and the amazing places within the two locations, understanding similarities and differences of places and asking and answering geographical questions about a place.

Key locational coverage could include:

Local area- school/ Redcar
Lake Hillier, Katherine Gorge
Kangaroo Island, Uluru
Great Barrier Reef, Yarra Ranges
Outback between Brisbane and Perth
Painted Cliffs (Tasmania)
Australian Alps, Kings Canyon
Daintree Rainforest, Sydney Harbour
Hyams Beach, Gold Coast

Key areas to include (locate key cities within each and link to physical and human features):

Queensland, Victoria, New South Wales, Western Australia, South Australia, Northern Territory

Research and compare/ contrast to UK:

Everyday life, Customs, Leisure,
Climate and how this affects way of life
Difference in way English is spoken
Also compare/ contrast the outback to the coastal cities and the UK

Investigate aborigine heritage/ beliefs, 'Dreamtime' and the origins of the boomerang/ didgeridoo

Use basic geographical language to refer to and describe places.

Recognise and describe physical and human features of locations.

Use world maps, atlases and globes.

Use simple fieldwork and observational skills.

Use aerial images and plans to recognise landmarks/ physical features.

Use simple compass directions.

Devise maps and use basic symbols and simple grid references.

Name and locate the world's continents and oceans

Seasonal and daily weather patterns in UK and rest of world- temperatures / comparisons between places.

Location of hot and cold areas of the world- similarities and differences between these places.

Captain Cook Museum

Francis Firebrace- visitor to school

Aboriginal Art workshops

Land of Hope and Glory

Main focus is on the United Kingdom

Key teaching and learning based around the counties and cities of the United Kingdom describing similarities and differences, their identifying human and physical characteristics and how these are linked to other places including transport links, urban and rural areas including economic activity and land use, the industrial past of the United Kingdom and it's influence on the world in the past.

Key locational coverage could include:

Major cities/ counties across the UK with key differences between town and country

London, Manchester, Liverpool, Glasgow, York, Newcastle Belfast, Cardiff etc

Major transport links between cities- ports, airports and links to other countries

Recognisable buildings around the UK eg- Big Ben, Houses of Parliament, Shard, Gherkin, Blackpool Tower, York Minster, Royal Albert Dock, Belfast City Hall

Ancient castles and monasteries with reasons for their location-

Lindisfarne, Whitby, Alnwick, Rievaulx, Bamburgh

Mountains/ Places of Beauty/ Rivers- journey of a river from source to mouth

Ben Nevis, Scafell Pike, Snowdon, Lake District, Giant's Causeway, The Needles, Portland Bill, Hills and Valleys of Wales, Peak District-caves, Loch Ness

Tees, Tyne, Ouse, Wye, Trent, Thames, Tay, Severn, Trent

Explore/ investigate the industrial past of the UK and how it has changed over time.

Railways, Coal Mining, Textiles, Ship building

Influence of the UK in the World in the past- (to link with History work)

Compare features of UK with other European countries- France

Compare and contrast cultures/ practices of the UK and other countries

Food, languages, government/ monarchies, national days/ festivals, weather/ climate

Recognise, identify and describe key aspects of physical and human geography.

Use geographical language to describe similarities and differences between locations and how some features have changed over time.

Use maps, atlases, globes and digital/ computer mapping to locate places and describe features.

Use fieldwork to observe and record human and physical features in local area. (sketch maps, plans and graphs, digital technologies)

Use eight point compass directions, four figure grid references, symbols and keys.

Name and locate Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones-

Name and locate countries, counties and cities of UK (once covered)

Visits to major cities- Newcastle, Lindisfarne/ Whitby Abbey
Alnwick/ Bamburgh
River walk- Tees
Outdoors

Beamish/ Darlington Steam Museum

Year
4

Eurovision

Main focus is on the countries of Europe

Key teaching and learning based around the countries, capitals and cities of Europe identifying their main physical and human characteristics, comparing and contrasting a region of the United Kingdom to European regions and describing similarities and differences between countries.

Key locational coverage could include:

France (to recap from Y3), Spain, Italy, Bulgaria, Germany, Russia, Iceland, Denmark, Norway, Cyprus, Croatia, Greece, Poland, Serbia, Portugal, Sweden

When learning about Europe investigate/ discover human and physical features such as:

Shard, Eiffel Tower, Brandenburg Gate, Sagrada Familia Cathedral, Leaning Tower of Pisa, St Basil's Cathedral, Colosseum, Acropolis, Stonehenge, Nessebar

Matterhorn, Dune of Pilat, Davolja Varos, Fjords in Norway, Northern Lights and any more from focus countries.

Seas, lakes, oceans, rivers of Europe- journey of a river from source to mouth

Volcanoes- Etna, Vesuvius, Stromboli, Katla

Mountains- Alps, Pyrenees, Matterhorn and how these were formed

Discover/ investigate European:

Flags/ anthems, significant people/ events, foods/ culture, weather/ climate

Recognise, identify and describe key aspects of physical and human geography.

Use geographical language to describe similarities and differences between locations and how some features have changed over time.

Use maps, atlases, globes and digital/ computer mapping.

Use fieldwork to observe and record human and physical features in local area. (sketch maps, plans and graphs, digital technologies)

Use eight point compass directions, four figure grid references, symbols and keys.

Name and locate Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.

Name and locate countries and cities of Europe

Geography workshops- in school

VR Experiences

Year
5

Land of the Free

Main focus is on the continent of North America (with some naming and location of South American countries)

Key teaching and learning based around the naming and locating of countries, capitals, cities of North America (and some of South America) identifying their main physical and human characteristics, comparing and contrasting North America with the United Kingdom and local environment, describing geographical diversity eg climate, vegetation, population, poverty levels, ethnicity, understanding some reasons for similarities and differences between countries and describing how countries are connected including human processes such as: transport, trade, settlements, industry and leisure and tourism.

Key locational coverage could include:

States and cities including:

New York, Hollywood/ Los Angeles, San Francisco, Chicago, Washington DC, Arizona, Florida, Texas, Kansas, Montana etc

Landscapes, wildlife, plant life including:

National Parks

Mountain Ranges- Rockies, Appalachians, Sierra Nevada

Active Volcanoes- Mount St Helens

San Andreas Fault

Great Lakes

Rivers- Colorado, Mississippi

Weather features- Tornado Alley

Discover and explore cultures across USA and compare with UK:

Native American people

Flag- origin

Festivals- Thanksgiving, 4th July

Past historical figures- JFK, Martin Luther King

Describe and understand key aspects of physical and human geography.

Understand some reasons for geographical similarities and differences between countries.

Use a range of resources to give detailed descriptions and opinions of features of locations.

Use different types of fieldwork sampling to measure and record human and physical features (local area).

Analyse and give views on the effectiveness of geographical representations (aerial images, maps, topological maps)

Use the eight points of a compass, four figure grid references, symbols (standard ordnance survey

Identify and describe lines of latitude, longitude, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones.

Name and locate countries and cities of the world, including North and South America and identify their features.

VR Experiences

Workshops into school

Earthquakes, Zones and Volcanoes

Main focus is on the wider world with a focus on physical and human processes and the effect of these on the world.

Key teaching and learning based around naming and locating countries and cities of the wider world and the key physical and human characteristics of these places, earthquakes and volcanoes, climatic and vegetation zones of the world, where natural resources are found and how countries are linked through their use of natural resources, describing how countries are interconnected and interdependent, understanding reasons for geographical similarities and differences between countries and how locations around the world are changing.

Key locational coverage could include:

Ring of Fire- volcanoes and earthquakes.

Location of countries around it

Types of volcanoes found there

How communities and engineers deal with volcanoes and earthquakes.

Pros/ cons of living near/ in location of volcanoes/ earthquakes.

Economic, social impact on people

Temperature zones from poles to tropics and the diversity of these

How vegetation/ animals differ

Location in world and to each other

Relationships and patterns between zones

Mountain chains of the world

Location and how they have formed over time

Life resources- water, food, energy

Places where these are found

Compare/ contrast these places

How scientists are trying to develop new energy resources/ technologies

Precious economic resources- metals, diamonds, energy

Where they are found eg South Africa, Russia, China, Australia

Compare/ contrast these places

Economic activity in different zones around the world

How countries trade natural resources

Concerns of overuse of natural resources- rainforest timber, fish, helium etc

Economic, social, environmental consequences

Mining- link to natural resources and precious resources around the world.

Where mines are eg Mponeng Gold Mine, Kidd Creek Copper and Zinc Mine, Jubilee Diamond Mine,

Describe and understand key aspects of physical and human geography.

Understand some reasons for geographical similarities and differences between countries.

Use a range of resources to give detailed descriptions and opinions of features of locations.

Use different types of fieldwork sampling to measure and record human and physical features (local area).

Analyse and give views on the effectiveness of geographical representations (a erial images, maps, topological maps)

Use the eight points of a compass, four figure grid references, symbols (standard ordnance survey

Identify and describe lines of latitude, longitude, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones.

Name and locate countries and cities of the wider world, and identify their features.

VR Experiences

Workshops into school

Global Learning Workshops

Culture links

