	EYFS/Reception	Year 1/2	Year 3/4	Year 5/6
	E71 37 Reception	Milestone 1	Milestone 2	Milestone 3
Autumn 1	Marvellous Me! Or 'U for Unique!'		Our Wonderful Planet Earth	Climb Every Mountain!
	3-4 yr 3 - Talk about what they see, using a wide vocabulary  Reception 5 - Draw information from a simple map.  Exploring the school environment. Developing an awareness of the layout of the classroom to the Early years/KS1 block to the school grounds.  Exploring maps and plans and creating emergent plans and maps.  Introduction to a map of British Isles and its 4 countries - learning about the 4 parts of the UK, capitals, folk stories etc	Investigate Places  Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).  Identify the key features of Penruddock in order to say whether it is a city, town, village, coastal or rural area.  Use world maps, atlases and globes to identify the United Kingdom and its countries.  Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.  Use aerial images of Penruddock and plan perspectives to recognise landmarks and basic physical features.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Name and locate the world's continents and oceans.  Investigate patterns  Identify seasonal and daily weather patterns in the United Kingdom  Identify land use around the school.  Communicate Geographically  Use basic geographical vocabulary to refer to:  key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.  key human features, including: city, town, village, factory, farm, house, office and shop.  Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	Investigate Places  Ask and answer geographical questions about the physical and human characteristics of Great Britain and South America or Australia.  Explain own views about locations, giving reasons.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.  Use fieldwork to observe and record the human and physical features in the Penruddock using a range of methods including sketch maps, plans and graphs and digital technologies.  Use a range of resources to identify the key physical and human features of Penruddock, and surrounding catchment.  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  Name and locate the countries of Europe and Australasia or South America and identify their main physical and human characteristics.  Investigate Patterns  Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.  Communicate Geographically  Describe key aspects of:  physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.  Use the eight points of a compass	Lake District Pennines Himalayas Mountain ranges of Asia  Investigate Places  Mountain Ranges across the world. Impact of physical geography on land use, climate and human geography of the regions.  Collect and analyse statistics and other information in order to draw clear conclusions about locations.  Identify and describe how the physical features affect the human activity within a location. Mountain Ranges Lake District Asia  Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of mountains in Britain and Asia  Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.  Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).  Name and locate some of the countries and cities of Asia and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  Name and locate the countries of North and South America and identify their main physical and human characteristics.

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

Red: Milestone objectives sequenced to outline when learning should take place. See Chris Quigley Essentials document for more detail. Objectives to be repeated to ensure recall/revisiting prior learning.

	nruddock Primary School			outcomes (Opportunities)	
eography Curricu	lum Plan		Curriculum teaching/content (Milestones)		
eography Curricu				rriculum teaching/content (Milestones)	
Autumn 2		Colour my world		Shine a Light!	
	3-4 yr 3 - Talk about what they see, using a wide vocabulary 13 - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  Reception 5 - Draw information from a simple map.	Investigate Places Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Investigate patterns Understand geographical similarities and differences through studying the human and physical geography of a mountain location in the United Kingdom and of a contrasting non-European mountain location - compare Penruddock, Penrith and Mexico Communicate Geographically Use basic geographical vocabulary to refer to:			

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

Red: Milestone objectives sequenced to outline when learning should take place. See Chris Quigley Essentials document for more detail. Objectives to be repeated to ensure recall/revisiting prior learning.

Penruddock Primary School outcomes (Opportunities) Geography Curriculum Plan Curriculum teaching/content (Milestones) 8 - Recognise some similarities and · key physical features, including: beach, coast, forest, hill, differences between life in this mountain, ocean, river, soil, valley, vegetation and weather. country and life in other countries. · key human features, including: city, town, village, factory, farm, house, office and shop. Explore resources from Non-European country e.g Mexico Explore aerial photos of Mexico Investigate spiral patterns and make mountain pathway spirals etc. Look at other countries linked to festivals celebrated - India. Electric Energy Spring 1 Space Invaders! Or To infinity ... Roman Britain 3-4 yr GREAT BRITAIN AND ITALY **WALES** 3 - Talk about what they see, using **Investigate Places** a wide vocabulary Use a range of resources to identify the key physical and human Hydro electric power stations - link with later work on rivers. features of ITALY Compare with other forms of electricity generation and complete Ask and answer geographical questions about the physical and Reception data analysis to gauge views locally and in the wider town. human characteristics of ITALY Describe geographical similarities and differences between Communicate Geographically ITALY and GREAT BRITAIN Describe and understand key aspects of: Name and locate counties and cities of the United Kingdom and physical geography, including: climate zones, rivers, mountains, ITALY, geographical regions and their identifying human and and the water cycle. physical characteristics, including hills, mountains, cities, rivers, · human geography, including: settlements, land use, economic key topographical features and land-use patterns; activity including trade links, and the distribution of and understand how some of these aspects have changed over natural resources including energy and water supplies. · Use the eight points of a compass, four-figure grid references, Name and locate the countries of Europe and identify their main symbols and a key (that uses standard Ordnance Survey symbols) physical and human characteristics. to communicate knowledge of the United Kingdom. Explain own views about Italy and other countries within Europe Create maps of locations identifying patterns (such as: land use, / the Roman Empire, giving reasons. population densities, height of land). Use fieldwork to observe and record the human and physical **Investigate Patterns** features in the local area using a range of methods including Describe how countries and geographical regions are sketch maps, plans and graphs and digital technologies. interconnected and interdependent. **Investigate Patterns** Spring 2 Every picture tells a story! Down the River to the Sea · Describe geographical similarities and differences between 3-4 yr Study of rivers, water cycle. Map work of rivers of Great ITALY and GREAT BRITAIN 3 - Talk about what they see, using Britain. How are rivers formed, water courses, lakes and seas. Communicate Geographically a wide vocabulary Data collection, river studies and field work, Observe river · Describe key aspects of: features such as oxbow lake, delta etc. · physical geography, including: rivers, mountains, volcanoes and Reception earthquakes and the water cycle. 9 - Explore the natural world Investigate Places · human geography, including: settlements and land use in ITALY around them. · Use different types of fieldwork sampling (random and and GREAT BRITAIN systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. · Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

Red: Milestone objectives sequenced to outline when learning should take place. See Chris Quigley Essentials document for more detail. Objectives to be repeated to ensure recall/revisiting prior learning.

· Name and locate some of the rivers of Great Britain

Penruddock Primary School outcomes (Opportunities) Geography Curriculum Plan Curriculum teaching/content (Milestones) Communicate Geographically Describe and understand key aspects of: physical geography, rivers, mountains, **Investigate Patterns** Describe how countries and geographical regions are interconnected and interdependent. Summer 1 Mr McGregor's Garden Marvellous Machines The Great U.S. of A. 3-4 yr Investigate Places North America and Great Britain 3 - Talk about what they see, using · Ask and answer geographical questions (such as: What is this **Investigate Places** a wide vocabulary place like? What or who will I see in this place? What do people · Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images · Identify the key features of a location in order to say whether compared with maps and topological maps - as in London's Tube Reception it is a city, town, village, coastal or rural area. 9 - Explore the natural world around them · Use simple fieldwork and observational skills to study the · Name and locate some of the countries and cities in North 10 - Describe what they see, hear geography of the school and the key human and physical features America and their identifying human and physical and feel whilst outside. of its surrounding environment. characteristics, including hills, mountains, rivers, key 12 - Understand the effect of • Use aerial images and plan perspectives to recognise landmarks topographical features and land-use patterns; and understand and basic physical features. changing seasons on the natural how some of these aspects have changed over time. world around them. · Name and locate the world's continents and oceans. · Name and locate the countries of North America and identify Investigate patterns their main physical and human characteristics. Explore garden environment. Plan a · Identify seasonal and daily weather patterns in the United · Collect and analyse statistics and other information in order to garden for Mr McGregor Kingdom and the location of hot and cold areas of the world in draw clear conclusions about climate and population etc in North Find out about hot and cold weather relation to the Equator and the North and South Poles. · Identify land use around the school. • Identify and describe how the physical features affect the Make a garden, grow plants and Communicate Geographically human activity within North America care for them · Use compass directions (north, south, east and west) and · Use a range of geographical resources to give detailed locational language (e.g. near and far) to describe the location of descriptions and opinions of the characteristic features of Monitor the weather features and routes on a map. North America · Devise a simple map; and use and construct basic symbols in a • Identify and describe the geographical significance of latitude, Bee Bot finding his way around the longitude, Equator, Northern Hemisphere, Southern garden. key. Use simple grid references (A1, B1). Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). · Understand some of the reasons for geographical similarities and differences between North America and Great Britain · Describe how locations around the world are changing and explain some of the reasons for change. · Describe geographical diversity across the world. · Describe how countries and geographical regions are interconnected and interdependent. Communicate Geographically · Describe and understand key aspects of: · physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes in North America • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water · Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

Red: Milestone objectives sequenced to outline when learning should take place. See Chris Quigley Essentials document for more detail. Objectives to be repeated to ensure recall/revisiting prior learning.

**Investigate Patterns** 

Penruddock Primary School			outcomes (Opportunities)	
Geography Curricu	ulum Plan	Curriculum teaching/content (Milestones)		
			Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries.  Describe how locations around the world are changing and explain some of the reasons for change  Describe geographical diversity across the world.  Describe how countries and geographical regions are interconnected and interdependent.	
Summer 2	Knights of Penruddock		Forces	
	3 - Talk about what they see, using a wide vocabulary. 13 - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  Reception ELG PCC 1 - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 2 - 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. 3 - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.			

	EYFS/Reception	Year 1/2	Year 3/4	Year 5/6
	E7F3/Reception	Milestone 1	Milestone 2	Milestone 3
Autumn 1	Home Sweet Home		Our Local Area	The Vikings are Coming!
	3-4 yr	Investigate Places	Investigate Places	
	3 - Talk about what they see, using	<ul> <li>Ask and answer geographical questions</li> </ul>	The Lake District	
	a wide vocabulary.	(such as: What is this place like? What or who will I see in this	Ask and answer geographical questions about the physical and	
	13 - Know that there are different	place? What do people do in this place?).	human characteristics of the Lake District	
	countries in the world and talk	• Identify the key features of the location of Goldilock's House	Explain own views about locations, giving reasons.	
	about the differences they have	(Forest in Great Britain / America (bears)) in order to say	<ul> <li>Use maps, atlases, globes and digital/computer mapping to</li> </ul>	
	experienced or seen in photos.	whether it is in a city, town, village, coastal or rural area.	locate countries of <b>Great Britain</b> and describe features.	
		Where I live - Learn about Cumbria and then some of the	Use fieldwork to observe and record the human and physical	
	Reception	places Penrith, Maryport, Barrow, Carlisle.	features in <b>Penrith</b> using a range of methods including sketch	
	5 - Draw information from a simple	<ul> <li>Use world maps, atlases and globes to identify the United</li> </ul>	maps, plans and graphs and digital technologies.	
	map.	Kingdom and its countries, as well as the countries, continents	· Use a range of resources to identify the key physical and	
		and oceans studied.	human features of The Lake District	
	Explore forest located stories.	Finding different places in Cumbria. Compare Cumbria to	Name and locate counties and cities of the United	
	Goldilocks / Snow White	Bangladesh (CAFOD unit of work)	Kingdom, geographical regions and their identifying human and	
			physical characteristics, including hills, mountains, cities, rivers,	
	What's it like in the Forest?	• Use aerial images and plan perspectives to recognise landmarks	key topographical features and land-use patterns;	
	Pine cones, pine needles, animals etc		and understand how some of these aspects have changed over	
		Aerial photographs of places in Cumbria.	time.	
	Explore pictures - winter in the		· Name and locate the countries of Europe and identify their	
	Forest / summer in the forest etc.	Name, locate and identify characteristics of the four countries	main physical and human characteristics.	
		and capital cities of the United Kingdom and its surrounding seas.	Investigate Patterns	
	Mapping the school and the		• Describe how the locality of the school has changed over time.	
	grounds.	Communicate Geographically	Communicate Geographically	
	gr canac.	Use compass directions (north, south, east and west) and	· Describe key aspects of:	
	Begin looking at physical and human	locational language (e.g. near and far) to describe the location of	• physical geography, including: rivers, mountains, volcanoes and	
	geographical vocabulary.	features and routes on a map to Goldilocks House.	earthquakes and the water cycle.	
	geograpinear vocabarary.	Learning about the compass directions in relation to the towns	• human geography, including: settlements and land use.	
		and villages in Cumbria.	<ul> <li>Use the eight points of a compass, four-figure grid references,</li> </ul>	
		and vinages in cameria.	symbols and key to communicate knowledge of the Local Area	
		How does her location compare to another contrasting book	Symbols and key to communicate knowledge of the <b>cocal Area</b>	
		character e.g Snow White in Switzerland / Austria?		
		character e.g Show while in Switzerland / Austria?		
Autumn 2	EYFS	5 - Dinoroar! Time Travellers!		Refugees
	3-4 yr			Find out about reasons for mobility and why people flee their ov
	3 - Talk about what they see, using			countries as refugees. (economy, war, famine of different world
	a wide vocabulary.			countries etc.)
	13 - Know that there are different			Continent choice topical to current war zones- famine Africa
	countries in the world and talk			Investigate Places
	about the differences they have			· Understand some of the reasons for geographical similarities
	experienced or seen in photos.			and differences between countries.
				Describe how locations around the world are changing and
	Reception			explain some of the reasons for change.
	8 - Recognise some similarities and			Describe geographical diversity across the world.
	differences between life in this			Describe how countries and geographical regions are
	country and life in other countries.			interconnected and interdependent.
	death y and his in other countries.			Investigate Patterns
			1	Antestigute i utterns

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

Red: Milestone objectives sequenced to outline when learning should take place. See Chris Quigley Essentials document for more detail. Objectives to be repeated to ensure recall/revisiting prior learning.

graphy Curricu	y School lum Plan			outcomes (Opportunities) urriculum teaching/content (Milestones)
				Identify and describe the geographical significance of latitude longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities a differences between countries.  Describe how locations around the world are changing and explosome of the reasons for change  Describe geographical diversity across the world.  Describe how countries and geographical regions are interconnected and interdependent.  Communicate Geographically  Describe and understand key aspects of:  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.  human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.  Use the eight points of a compass, four-figure grid reference symbols and a key (that uses standard Ordnance Survey symbot to communicate knowledge of the United Kingdom and the worl  Create maps of locations identifying patterns (such as: land u climate zones, population densities, height of land).
Spring 1		Frozen Planet!	The Theory of Everything	Food, Glorious Food!
Ching 1	3-4 yr	Investigate Places	The theory of Everything	1 354, 5161 1543 1 564:
	3 - Talk about what they see, using	• Ask and answer geographical questions (such as: What is this		
	a wide vocabulary.	place like? What or who will I see in this place? What do people		
	13 - Know that there are different countries in the world and talk	do in this place?).		
	about the differences they have	Use world maps, atlases and globes to identify the United		
	experienced or seen in photos.	Kingdom and its countries, as well as the countries, continents		
		and oceans around the poles.		
	Reception	Foci on North and South Poles and identifying them on maps.		
	9 - Explore the natural world			
	around them.	Name and locate the world's continents and oceans.		
	11 - Describe what they see, hear	Learn and locate these on maps, and globes.		
	and feel whilst outside.  12 - Understand the effect of	Investigate patterns		
	changing seasons on the natural	<ul> <li>Understand geographical similarities and differences through</li> </ul>		
		<u> </u>		
	world around them.	studying the human and physical geography of a small area of the United Kingdom and <b>Antarctica/Arctic</b> .		
	Find out about Antarctica. Penguin	United Kingdom and Antarctica/Arctic.		
		United Kingdom and Antarctica/Arctic.  • Identify seasonal and daily weather patterns in the United		
	Find out about Antarctica. Penguin	United Kingdom and Antarctica/Arctic.  • Identify seasonal and daily weather patterns in the United Kingdom and the location of cold areas of the world in relation to		
	Find out about Antarctica. Penguin and ice related activities	United Kingdom and Antarctica/Arctic.  • Identify seasonal and daily weather patterns in the United		
	Find out about Antarctica. Penguin and ice related activities  Who lives in Antarctica? Where is	United Kingdom and Antarctica/Arctic.  • Identify seasonal and daily weather patterns in the United Kingdom and the location of cold areas of the world in relation to		
	Find out about Antarctica. Penguin and ice related activities  Who lives in Antarctica? Where is	United Kingdom and Antarctica/Arctic.  • Identify seasonal and daily weather patterns in the United Kingdom and the location of cold areas of the world in relation to		

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

Red: Milestone objectives sequenced to outline when learning should take place. See Chris Quigley Essentials document for more detail. Objectives to be repeated to ensure recall/revisiting prior learning.

Penruddock Primary School Geography Curriculum Plan outcomes (Opportunities)

## Curriculum teaching/content (Milestones)

## Spring 2 Bright Lights, Big City! Ancient Greece 3-4 yr Investigate Places Understand the geographical significance of settlement and 3 - Talk about what they see, using · Ask and answer geographical questions (such as: What is this economic growth in Greece today and in the past. a wide vocabulary. place like? What or who will I see in this place? What do people 13 - Know that there are different do in this place?). Investigate Places countries in the world and talk · Collect and analyse statistics and other information in order to about the differences they have · Identify the key features of a location in order to say whether draw clear conclusions about settlement in Greece experienced or seen in photos. it is a city, town, village, coastal or rural area. • Identify and describe how the physical features affect the human activity within Greece · Use a range of geographical resources to give detailed Reception Investigate patterns · Understand geographical similarities and differences through descriptions and opinions of the characteristic features of land 5 - Draw information from a simple studying the human and physical geography of a small area of the use in Greece today and in the past. 6 - Understand that some places United Kingdom and of a contrasting non-European country. · Analyse and give views on the effectiveness of different are special to members of their geographical representations of a location (such as aerial images community. Communicate Geographically compared with maps and topological maps - as in London's Tube 8 - Recognise some similarities and · Use basic geographical vocabulary to refer to: differences between life in this · key physical features, including: beach, coast, forest, hill, · Name and locate some of the countries and cities of Europe country and life in other countries. mountain, ocean, river, soil, valley, vegetation and weather. and their identifying human and physical characteristics, 11 - Recognise some environments · key human features, including: city, town, village, factory, including hills, mountains, rivers, key topographical features and that are different to the one in farm, house, office and shop. land-use patterns; and understand how some of these aspects which they live. have changed over time. Find out about the big city. Communicate Geographically How do we get around? • Describe and understand key aspects of: · human geography, including: settlements, land use, economic What is there to see? Explore Paddington stories. activity including trade links, and the distribution of natural resources including energy, food, minerals, and water Fine out about Buckingham Palace River Thames etc. • Use the eight points of a compass, four-figure grid references, Learning about London and the symbols and a key (that uses standard Ordnance Survey symbols) various sites. to communicate knowledge of the United Kingdom and Europe Early Civilization Our Precious Planet Summer 1 Rumble in the jungle! 3-4 yr Investigate Places Investigate Places Investigate Places 3 - Talk about what they see, using · Ask and answer geographical questions (such as: What is this · Ask and answer geographical questions about the physical and · Collect and analyse statistics and other information in order to place like? What or who will I see in this place? What do people human characteristics of Africa and Egypt in particular draw clear conclusions about locations. a wide vocabulary. 13 - Know that there are different do in this place?). Explain own views about Africa, giving reasons. · Identify and describe how the physical features affect the countries in the world and talk · Identify the key features of land around the equator · Use maps, atlases, globes and digital/computer mapping to human activity within a location. · Use world maps, atlases and globes to identify the United locate countries of Africa and describe features of the Nile · Use a range of geographical resources to give detailed about the differences they have experienced or seen in photos. Kingdom and its countries, as well as South America. descriptions and opinions of the characteristic features of a · Use a range of resources to identify the key physical and location. Reception Investigate patterns human features of Africa and Egypt in particular · Name and locate some of the countries and cities of the world 11 - Recognise some environments · Understand geographical similarities and differences through and their identifying human and physical characteristics, that are different to the one in studying the human and physical geography of a small area of the **Investigate Patterns** including hills, mountains, rivers, key topographical features and which they live. United Kingdom and jungles in South America, South Africa Asia · Describe geographical similarities and differences between land-use patterns; and understand how some of these aspects and Australasia. countries. have changed over time. Explore the jungle. Who lives • Identify seasonal and daily weather patterns in the United · Name and locate the countries of South America and identify Kingdom and the location of hot and cold areas of the world in there? Communicate Geographically their main physical and human characteristics. What's the weather like? relation to the Equator. Describe key aspects of: What happens when it rains? · physical geography, including: rivers, mountains, volcanoes and Investigate Patterns Is it a dangerous place? earthquakes and the water cycle. Identify and describe the geographical significance of latitude, · human geography, including: settlements and land use. longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

Red: Milestone objectives sequenced to outline when learning should take place. See Chris Quigley Essentials document for more detail. Objectives to be repeated to ensure recall/revisiting prior learning.

Penruddock Primar	y School		OL	utcomes (Opportunities)
Geography Curricu	•			rriculum teaching/content (Milestones)
beography curricu				Understand some of the reasons for geographical similarities and differences between countries.     Describe how locations around the world are changing and explain some of the reasons for change.     Describe geographical diversity across the world.     Describe how countries and geographical regions are interconnected and interdependent.  Communicate Geographically     Describe and understand key aspects of:     physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.     human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.     Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
Summer 2		Beside the seaside		Earth and Space
	3-4yr 3 - Talk about what they see, using a wide vocabulary. 13 - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  Reception ELG PCC 1 - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 2 - 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. 3 - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories,	Investigate Places  Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).  Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.  Use aerial images and plan perspectives to recognise landmarks and basic physical features.  Communicate Geographically  Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).		

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

Red: Milestone objectives sequenced to outline when learning should take place. See Chris Quigley Essentials document for more detail. Objectives to be repeated to ensure recall/revisiting prior learning.

Penruddock Primary School		OL	outcomes (Opportunities)	
Geography Curriculum Plan		<i>C</i> u	Curriculum teaching/content (Milestones)	
non-fiction texts and (when appropriate) maps.				
Explore the seaside. Textures, animals, weather. What does the sea do? Who lives near the sea?				
Where is the seaside near us?				