

	EYFS/Reception	Year 1/2 Milestone 1	Year 3/4 Milestone 2	Year 5/6 Milestone 3
Autumn 1	Marvellous Me! Or 'U for Unique!		Our Wonderful Planet Earth	Climb Every Mountain!
	<p>3-4 yr 3 - Talk about what they see, using a wide vocabulary</p> <p>Reception 5 - Draw information from a simple map.</p> <p>Exploring the school environment. Developing an awareness of the layout of the classroom to the Early years/KS1 block to the school grounds.</p> <p>Exploring maps and plans and creating emergent plans and maps.</p> <p>Introduction to a map of British Isles and its 4 countries - learning about the 4 parts of the UK, capitals, folk stories etc</p>	<p>Investigate Places</p> <ul style="list-style-type: none"> • 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. <p>Investigate patterns</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom • Identify land use around the school. <p>Communicate Geographically</p> <ul style="list-style-type: none"> • 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). 	<p>Investigate Places</p> <ul style="list-style-type: none"> • 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. <p>Investigate Patterns</p> <ul style="list-style-type: none"> • 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. <p>Communicate Geographically</p> <ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • Use the eight points of a compass 	<p>Lake District Pennines Himalayas Mountain ranges of Asia</p> <p>Investigate Places</p> <p>Mountain Ranges across the world. Impact of physical geography on land use, climate and human geography of the regions.</p> <ul style="list-style-type: none"> • 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. <p>Communicate Geographically</p> <ul style="list-style-type: none"> • 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 references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and Asia • 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.

Autumn 2	Colour my world			Shine a Light!
	<p>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.</p> <p>Reception 5 - Draw information from a simple map.</p>	<p>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.</p> <p>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</p> <p>Communicate Geographically • Use basic geographical vocabulary to refer to:</p>		

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.

	<p>8 - Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore resources from Non-European country e.g Mexico</p> <p>Explore aerial photos of Mexico</p> <p>Investigate spiral patterns and make mountain pathway spirals etc.</p> <p>Look at other countries linked to festivals celebrated - India,</p>	<p>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>• key human features, including: city, town, village, factory, farm, house, office and shop.</p>		
Spring 1	Space Invaders! Or To infinity ...		Roman Britain	Electric Energy
	<p>3-4 yr 3 - Talk about what they see, using a wide vocabulary</p> <p>Reception</p>		<p>GREAT BRITAIN AND ITALY Investigate Places Use a range of resources to identify the key physical and human features of ITALY Ask and answer geographical questions about the physical and human characteristics of ITALY Describe geographical similarities and differences between ITALY and GREAT BRITAIN Name and locate counties and cities of the United Kingdom and ITALY, 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 identify their main physical and human characteristics. Explain own views about Italy and other countries within Europe / the Roman Empire, giving reasons. Use fieldwork to observe and record 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>WALES</p> <p>Hydro electric power stations - link with later work on rivers. Compare with other forms of electricity generation and complete data analysis to gauge views locally and in the wider town.</p> <p>Communicate Geographically</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, rivers, mountains, and the water cycle. human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy and water supplies. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom. Create maps of locations identifying patterns (such as: land use, population densities, height of land). <p>Investigate Patterns Describe how countries and geographical regions are interconnected and interdependent.</p>
Spring 2	Every picture tells a story!		Investigate Patterns	Down the River to the Sea
	<p>3-4 yr 3 - Talk about what they see, using a wide vocabulary</p> <p>Reception 9 - Explore the natural world around them.</p>		<ul style="list-style-type: none"> Describe geographical similarities and differences between ITALY and GREAT BRITAIN <p>Communicate Geographically</p> <ul style="list-style-type: none"> Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use in ITALY and GREAT BRITAIN 	<p>Study of rivers, water cycle. Map work of rivers of Great Britain. How are rivers formed, water courses, lakes and seas. Data collection, river studies and field work. Observe river features such as oxbow lake, delta etc.</p> <p>Investigate Places</p> <ul style="list-style-type: none"> 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 rivers of Great Britain

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.

				<p>Communicate Geographically</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, rivers, mountains, <p>Investigate Patterns</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>
Summer 1	Mr McGregor's Garden		Marvellous Machines	The Great U.S. of A.
	<p>3-4 yr</p> <p>3 - Talk about what they see, using a wide vocabulary</p> <p>Reception</p> <p>9 - Explore the natural world around them</p> <p>10 - Describe what they see, hear and feel whilst outside.</p> <p>12 - Understand the effect of changing seasons on the natural world around them.</p> <p>Explore garden environment. Plan a garden for Mr McGregor</p> <p>Find out about hot and cold weather</p> <p>Make a garden, grow plants and care for them</p> <p>Monitor the weather</p> <p>Bee Bot finding his way around the garden.</p>	<p>Investigate Places</p> <ul style="list-style-type: none"> 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 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 and plan perspectives to recognise landmarks and basic physical features. Name and locate the world's continents and oceans. <p>Investigate patterns</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school. <p>Communicate Geographically</p> <ul style="list-style-type: none"> Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 		<p>North America and Great Britain</p> <p>Investigate Places</p> <ul style="list-style-type: none"> 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 in North America 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 America and identify their main physical and human characteristics. Collect and analyse statistics and other information in order to draw clear conclusions about climate and population etc in North America Identify and describe how the physical features affect the human activity within North America Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of North America 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 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. <p>Communicate Geographically</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> 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 supplies. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). <p>Investigate Patterns</p>

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.

				<p>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.</p>
Summer 2	Knights of Penruddock			Forces
	<p>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.</p> <p>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.</p>			

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.

	EYFS/Reception	Year 1/2 Milestone 1	Year 3/4 Milestone 2	Year 5/6 Milestone 3
Autumn 1	Home Sweet Home		Our Local Area	The Vikings are Coming!
	<p>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.</p> <p>Reception 5 - Draw information from a simple map.</p> <p>Explore forest located stories. Goldilocks / Snow White</p> <p>What's it like in the Forest? Pine cones, pine needles, animals etc</p> <p>Explore pictures - winter in the Forest / summer in the forest etc.</p> <p>Mapping the school and the grounds.</p> <p>Begin looking at physical and human geographical vocabulary.</p>	<p>Investigate Places</p> <ul style="list-style-type: none"> • 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 the location of Goldilock's House (Forest in Great Britain / America (bears)) in order to say whether it is in a city, town, village, coastal or rural area. <p>Where I live - Learn about Cumbria and then some of the places Penrith, Maryport, Barrow, Carlisle.</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. <p>Finding different places in Cumbria. Compare Cumbria to Bangladesh (CAFOD unit of work)</p> <ul style="list-style-type: none"> • Use aerial images and plan perspectives to recognise landmarks and basic physical features. <p>Aerial photographs of places in Cumbria.</p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Communicate Geographically</p> <ul style="list-style-type: none"> • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map to Goldilocks House. <p>Learning about the compass directions in relation to the towns and villages in Cumbria.</p> <p>How does her location compare to another contrasting book character e.g Snow White in Switzerland / Austria?</p>	<p>Investigate Places The Lake District</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of the Lake District <p>Explain own views about locations, giving reasons.</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries of Great Britain and describe features. • Use fieldwork to observe and record the human and physical features in Penrith 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 The Lake District • 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 identify their main physical and human characteristics. <p>Investigate Patterns</p> <ul style="list-style-type: none"> • Describe how the locality of the school has changed over time. <p>Communicate Geographically</p> <ul style="list-style-type: none"> • Describe key aspects of: <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the Local Area 	
Autumn 2	EYFS - Dinoroar! Time Travellers!			Refugees
	<p>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.</p> <p>Reception 8 - Recognise some similarities and differences between life in this country and life in other countries.</p>		<p>Find out about reasons for mobility and why people flee their own countries as refugees. (economy, war, famine of different world countries etc.)</p> <p>Continent choice topical to current war zones- famine Africa</p> <p>Investigate Places</p> <ul style="list-style-type: none"> • 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. <p>Investigate Patterns</p>	

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.

				<p>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.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Communicate Geographically</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> 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 references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
Spring 1	Frozen Planet!	The Theory of Everything	Food, Glorious Food!	
	<p>3-4 yr</p> <p>3 - Talk about what they see, using a wide vocabulary.</p> <p>13 - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception</p> <p>9 - Explore the natural world around them.</p> <p>11 - Describe what they see, hear and feel whilst outside.</p> <p>12 - Understand the effect of changing seasons on the natural world around them.</p> <p>Find out about Antarctica. Penguin and ice related activities</p> <p>Who lives in Antarctica? Where is it?</p>	<p>Investigate Places</p> <ul style="list-style-type: none"> 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?). Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans around the poles. <p>Foci on North and South Poles and identifying them on maps.</p> <ul style="list-style-type: none"> Name and locate the world's continents and oceans. <p>Learn and locate these on maps, and globes.</p> <p>Investigate patterns</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the 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 the Equator and the North and South Poles. 		

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.

<p>Spring 2</p>	<p>Bright Lights, Big City!</p> <p>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.</p> <p>Reception 5 - Draw information from a simple map. 6 - Understand that some places are special to members of their community. 8 - Recognise some similarities and differences between life in this country and life in other countries. 11 - Recognise some environments that are different to the one in which they live.</p> <p>Find out about the big city. How do we get around? What is there to see? Explore Paddington stories. Fine out about Buckingham Palace River Thames etc. Learning about London and the various sites.</p>			<p>Ancient Greece</p> <p>Understand the geographical significance of settlement and economic growth in Greece today and in the past.</p> <p>Investigate Places</p> <ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about settlement in Greece Identify and describe how the physical features affect the human activity within Greece Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of land use in Greece today and in the past. 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 Europe 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. <p>Communicate Geographically</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> 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 references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and Europe
<p>Summer 1</p>	<p>Rumble in the jungle!</p> <p>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.</p> <p>Reception 11 - Recognise some environments that are different to the one in which they live.</p> <p>Explore the jungle. Who lives there? What's the weather like? What happens when it rains? Is it a dangerous place?</p>		<p>Early Civilization</p> <p>Investigate Places</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of Africa and Egypt in particular Explain own views about Africa, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries of Africa and describe features of the Nile region. Use a range of resources to identify the key physical and human features of Africa and Egypt in particular <p>Investigate Patterns</p> <ul style="list-style-type: none"> Describe geographical similarities and differences between countries. <p>Communicate Geographically</p> <ul style="list-style-type: none"> Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. 	<p>Our Precious Planet</p> <p>Investigate Places</p> <ul style="list-style-type: none"> 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. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Name and locate some of the countries and cities of the world 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 South America and identify their main physical and human characteristics. <p>Investigate Patterns</p> <ul style="list-style-type: none"> 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).

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.

				<ul style="list-style-type: none"> 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. <p>Communicate Geographically</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> 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).
<p>Summer 2</p>	<p>Beside the seaside</p>			<p>Earth and Space</p>
	<p>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.</p> <p>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,</p>	<p>Investigate Places</p> <ul style="list-style-type: none"> 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. <p>Communicate Geographically</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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.

	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?			
--	---	--	--	--