

	Autumn	Spring	Summer
EYFS	ELGs that feed into Geography – Understanding the World <i>People Culture and Communities:</i> The children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They 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. The children can 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. <i>The Natural World:</i> They explore the natural world around them, making observations and drawing pictures of animals and plants. The children 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. They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
Year 1	Toys To know human and physical geography in the area around school and locate on a map. Devise a simple aerial map of objects on a table, of the classroom/bedroom and school using appropriate symbols and pictures. Read a simple map of the local area.	People Who Help Us Understand geographical similarities and differences when looking at physical & human features in the local area. Work on an aerial map and place symbols to represent features in the local area.	In the Park Name, locate and identify characteristics of the four countries in the United Kingdom. Name the capital cities of the four countries in the UK. Name the surrounding seas of the four countries in the UK. Locate Darlington in the UK. Devise a simple map.
Year 2	Transport Name and locate the world's seven continents and five oceans. Identify the route of Captain Cook Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Dirty Beasts Fieldwork: Observe and describe key human and physical features of Darlington (local study). Collect data on shops/house types. Identify the hospital on map.	The Seaside Understand geographical similarities and differences through studying the human (Victorian history) and physical geography of Saltburn compared to Darlington. Make observations of the Valley Gardens, houses, beach, promenade (Link to Victorian seaside town). Devise a simple map; and use and construct basic

Identify countries and locate them on a map/globe.

symbols in a key.

Begin to use North, East, South and West to describe locations.

Add labels onto a sketch map, map or photograph of features.

Year 3

The Stone Age

Name and locate sites in the United Kingdom, and their identifying human and physical characteristics to explain why Stone Age man would have settled there. Use detailed maps with keys.

Darlington- Local Study

Investigate origin of Darlington. Why it began as a town (Skerne)

Name and locate Darlington and neighbouring towns associated with the train (case study: Darlington, Stockton, Middlesbrough & London using a range of maps including OS & digital.

The Rainforest

Understand similarities and differences through the study of the physical geography of Brazilian Rainforest.

To name oceans and continents.

To identify Tropics of Capricorn and Cancer in relation to the rainforest.

Begin to use single letter/number coordinates to identify features on a map of the rainforest & Brazil.

Ancient Egypt

Identify the river Nile on a map. Source and path of the River Nile. Name some features of the river and its importance.

Use 8 figure compasses, and letter/number coordinates to identify features & places of Egypt on a map.

Year 4

Ancient Greece

Locate the world's countries, using maps to focus on Europe & Greece.

Brazil

To know Prime/Greenwich Meridian and time zones (including day and night). Identify Brazil in the time zone.

Identify key physical and human characteristics (types of settlement and land use) of major cities of Brazil.

Use 8 figure compass and four figure grid references to identify location and features of Brazil on a map.

The colonisation of Brazil.

The Roman Empire

Name and Identify the countries of the Roman empire.

Identify places in Britain on a map that have Roman place names and settlements (York, Binchester).

Understand what place names mean.

Use 8 figure compass and four figure grid references to identify location and features of countries of the Roman empire or Roman origin places in Britain on a map.

Locate countries of South America.

Year 5

Invaders & Settlers

Origins of place names from Anglo Saxon and Viking period and how they compare to today (Darlington, Stockton, York and Skerne)

Locate countries, using maps begin to use 6 figure grid references.

The Tudors

Compare historical/ modern day maps - and how they have changed from Tudor times.

Rivers

The River Tees: Source and route of the River Tees through the Tees valley.

Fieldwork: Teesmouth study

Use 6 figure grid references to locate features of the river.

Year 6

Britain at War

Locate the world's countries and major cities involved in the WW1 and WW2

Use 8 figure compass and 6 figure grid reference accurately to pinpoint key cities targeted during the war.

Use lines of longitude and latitude on maps to be specific to find key locations.

Early Islam

Geographical similarities and differences between Baghdad and London around 900AD.

Use 8 figure compasses and use 6 figure grid references to locate specific town and cities in Asia.

Where Ibn Battuta travelled.

Across the Atlantic

To locate the states which were in favour of the slave trade and to see the North/South divide in the country.

Use 8 figure compasses and use 6 figure grid references to locate specific locations of the Slave Trade Triangle in England, Africa and America.

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SCHOOL