

	Locational knowledge			Place Knowledge			Human and physical geography			Geographical skills and fieldwork		
	M	M/E	E	M	M/E	E	M	M/E	E	M	M/E	E
Cycle 1 Autumn	<b>My Environment</b> Name and locate places in the school environment – <i>Classroom / Playground / Key Adults / Toilet / Library / Forest School / P.E Hall</i>	<b>My Environment</b> Name and locate places in the school environment – <i>Classroom / Playground / Key Adults / Toilet /</i>	<b>My Environment</b> Explore using their senses and begin to identify key places in the school environment – <i>Classroom / Playground / Key Adults / Toilet /</i>									
Cycle 1 Spring							<b>Weather and Seasons</b> Identify seasonal and daily weather patterns – <i>Spring, Summer, Autumn and Winter. (Daily weather – rain, sun, wind) Season and Weather.</i>	<b>Weather and Seasons</b> Identify daily weather patterns – <i>rain, sun, wind, hot, cold.</i>	<b>Weather and Seasons</b> Explore using their senses different types of weather – <i>rain, sun, wind, hot, cold.</i>			
Cycle 1 Summer	Recognising locations outside of the school environment (Allotment and shops)									<b>Features of the Environment</b> Use simple fieldwork and observational skills to study the geography of their local area – <i>Recognise allotment / shops / Road / Path</i>	<b>Features of the Environment</b> Use simple observational skills to explore the geography of their local area – <i>Recognise allotment / shops / Road / Path</i>	<b>Features of the Environment</b> Use simple observational skills to experience and show curiosity within the geography of their local area – <i>Recognise allotment / shops / Road / Path</i>
Cycle 2 Autumn										<b>Geographical Skills</b> Use simple maps to follow routes and use some directional language <i>[forwards, backwards, left and right]</i>	<b>Geographical Skills</b> To follow routes with support and use some directional language <i>[Turn, forwards and backwards]</i>	<b>Geographical Skills</b> To explore their environment safely with support and begin to follow simple instructions <i>[stop, walk, sit, wait]</i>
Cycle 2 Spring	Explore and identify characteristics of the allotment.						<b>Geographical Knowledge (Allotment)</b> Use basic geographical vocabulary to name key physical features	<b>Geographical Knowledge (Allotment)</b> To begin to identify key physical features – <i>Soil / Water / Plant / Tree</i>	<b>Geographical Knowledge (Allotment)</b> To explore key physical features, sustaining their attention to find			

							– Soil / Water / Plant / Tree		out more – Soil / Water / Plant / Tree			
Cycle 2 Summer	Introduce the continent of Africa. Exploring characteristics of contrasting locations.			<b>Geographical Study (Locational Study –Africa)</b> Understand geographical similarities and differences – Africa - Soil / Water / Plant / Tree / Country / Continent / forest / Hill	<b>Geographical Study (Locational Study –Africa)</b> To begin to identify key similarities and differences – Africa - Soil / Water / Plant / Tree / Country /	<b>Geographical Study (Locational Study –Africa)</b> To show curiosity about the world around them, and begin to explore artefacts related to Africa.						
Cycle 3 Autumn	Introduce the continent of Europe. Name locate and identify characteristics of the countries of the UK.									<b>The UK</b> Use world maps, atlases and globes to identify the United Kingdom – Map / Flag / UK / Birmingham / map, atlas, globe.	<b>The UK</b> Explore maps, atlases and globes to identify the key features atlas, and globe.	<b>The UK</b> Explore a range of geographical resources such as maps, atlases and globes.
Cycle 3 Spring	Name locate and identify characteristics of the countries of the UK (urban and rural).			<b>The Countryside</b> Understand geographical similarities and differences – Farms – City / Town/ Village / Landscape / Field / Urban / Rural	<b>The Countryside</b> To begin to identify basic similarities and differences - Farms – Same / Different / City / Farm	<b>The Countryside</b> To show an interest and curiosity of the main features of a farm of city - City / Farm				Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, and digital technologies.	Use fieldwork to experience and record the human and physical features of a farm / city using methods, including maps, and digital technologies (photographs).	To respond to new experiences within a farm and city environment - City / Farm.
Cycle 3 Summer	Introduce the continent of South America.  Introduce Equator.			<b>Rainforests</b> Identify geographical similarities and differences of the physical geography of a region of the Amazon rainforest and England.	<b>Rainforests</b> To begin to identify key geographical similarities and differences between the Amazon rainforest and England.	<b>Rainforests</b> To engage with sensory stimulus related to the Amazon.	<b>Rainforests</b> Use basic geographical vocabulary to refer to key physical features of the Amazonian rainforest – Amazon Rainforest / Vegetation / Climate / Canopy / Species / Tropical / ecosystem	<b>Rainforests</b> Use basic geographical vocabulary to describe key physical features of the Amazonian rainforest - Amazon Rainforest / Plants / weather	<b>Rainforests</b> To engage with sensory stimulus related to the Amazon – rain, dry, wet.			

Cycle 4 Autumn	Name locate and identify characteristics of the countries of a European country.			<b>Compare and Contrast UK/European Country</b> Understand geographical similarities and differences through the study of human and Physical geography of Poland and the UK – <b>Forest / beach / town / city / village / river / mountain.</b>	<b>Compare and Contrast UK/European Country</b> To begin to identify geographical similarities and differences through the study of human geography of Poland and the UK. – <b>Forest / village / city</b>	<b>Compare and Contrast UK/European Country</b> To engage with stimulus related to <b>Poland.</b>				Use maps, atlases, globes and digital/computer mapping to locate Poland.	With support, use maps, atlases, globes and digital/computer mapping to locate Poland	
Cycle 4 Spring	Name and locate the five oceans			<b>Geographical Skills (Oceans)</b> Name and locate the <b>five oceans</b> in the world. Identifying physical features of the coastline.	<b>Geographical Skills (Oceans)</b> Locate <b>the five oceans</b> in the world. Identifying features of the coastline.	<b>Geographical Skills (Oceans)</b> To engage with sensory experiences related to seaside.				Use simple compass directions - <b>North, South, East and West.</b>	To engage with directional symbols to navigate environments. <b>Forwards, backwards, Left and right.</b>	To navigate familiar environments with support and direction.
Cycle 4 Summer	Name locate and identify characteristics of the countries of a non-European country. Introduce the continent of Australasia.			<b>Location Study Outside of Europe</b> Use basic geographical vocabulary to refer to key physical features (Australia) – <b>Seasons / Land use / Climate / Land use / Natural Resources.</b>	<b>Location Study Outside of Europe</b> Use basic geographical vocabulary to describe physical features (Australia) – <b>Seasons / Land use / Climate</b>	<b>Location Study Outside of Europe</b> To show greater curiosity about the world around them, and begin to explore artefacts related to <b>Australia.</b>						
Cycle 5 Autumn	Introduce North America.  Recap seven continents.			<b>The Coast</b> Describe and understand key aspects of physical geography, including: <b>beach, cliff, coast, mountain, sea, ocean, river, valley.</b> Describe and understand formation of beaches and cliffs.	<b>The Coast</b> Describe key aspects of physical geography, including: <b>beach, cliff, coast, river</b> Describe human geography, including: types of settlement and land use at the coast.	<b>The Coast</b> To explore properties of the coast through a range of multisensory experiences.				<b>The Coast</b> Use <b>symbols</b> and keys in maps, and atlases to locate coastlines and key geographical features.	<b>The Coast</b> Use <b>symbols</b> and keys in maps, and atlases, to locate coastlines.	

Cycle 5 Spring	<b>Geographical Skills and Field work (Arctic)</b> To identify the position of the <b>northern and southern hemispheres and the Antarctic and Arctic Circles.</b>	<b>Geographical Skills and Field work (Arctic)</b> To identify the position of the <b>Equator, Antarctic and Arctic circle.</b>	<b>Geographical Skills and Field work (Arctic)</b> To investigate a range of resources and their properties related to cold and warm weather.							<b>Geographical Skills and Field work</b> Use <b>four figure grid references</b> in maps.	<b>Geographical Skills and Field work</b> Use <b>simple grid references</b> within real life situations.	
Cycle 5 Summer	Expanding Locational knowledge.			<b>Towns and Cities around the World</b> To understand geographical similarities and differences through the study of human and physical geography of Tokyo and Nairobi. <b>Population density.</b>	<b>Towns and Cities around the World</b> To identify geographical similarities and differences through the study of human and physical geography of Tokyo and Nairobi. <b>Compare contrast housing.</b>		<b>Towns and Cities around the World</b> To describe and understand key geographical features of Japan. Physical geography, including: <b>climate zones, biomes.</b>	<b>Towns and Cities around the World</b> To identify and describe key geographical features of Japan Physical geography, including: <b>climate zones, biomes.</b>	<b>Towns and Cities around the World</b> With support, to explore and make artefacts related to <b>Japan.</b>			
Cycle 6 Autumn	Expanding Locational knowledge.			<b>Geographical Knowledge</b> Locate the world's continents and the identify similarities and differences between following countries; America, France, Pakistan Peru, South Africa, New Zealand.  <b>Land use, food and water.</b>	<b>Geographical Knowledge</b> Locate the world's continents and the following countries and identify features; America, France, Pakistan Peru, South Africa, New Zealand.  <b>Land use and geographical features.</b>	<b>Geographical Knowledge</b> To show an increasing curiosity towards artefacts related to different countries pick from; America, France, Pakistan Peru, South Africa, New Zealand.						
Cycle 6 Spring	Expanding Locational knowledge.						<b>Rivers and the Water Cycle</b> To explore and understand key facts related to Physical geography, including: <b>river labelling, mountains.</b>	<b>Rivers and the Water Cycle</b> To explore and identify key features related to Physical geography, including: <b>rivers, labelling mountains.</b>	<b>Rivers and the Water Cycle</b> To explore and make artefacts related to <b>rivers and the water cycle</b> with increasing independence.	<b>Rivers and the Water Cycle</b> Use fieldwork to observe, record and measure physical geography related to the waterways.	<b>Rivers and the Water Cycle</b> Use fieldwork to observe, and measure physical geography related to the waterways.	

Cycle 6 Summer	Expanding Locational knowledge.			<b>Climate</b> To understand the impact of human geography, including <b>the distribution of natural resources including energy.</b>	<b>Climate</b> To explore and begin to understand the impact of human geography, including <b>the distribution of natural resources – Pollution / overcrowding.</b>	<b>Climate</b> To explore objects and show curiosity related to <b>recycling.</b>						
Cycle 7 Autumn 1	<b>My City</b> Name and locate cities and towns across the West Midlands and surrounding counties. Identify key physical and human characteristics – <b>River systems, Land use, economic activity, urban, rural.</b>	<b>My City</b> Name and locate cities and towns across the West Midlands. Identify key physical and human characteristics – <b>economic activity, urban, rural.</b>	<b>My City</b> To experience and explore rural and urban environments. <b>Road safety</b>	<b>My City</b> Understand geographical similarities and differences through the study of human and physical geography of The West Midlands and Gwynedd in North Wales. <b>Identifying topographical features (valley, estuary, floodplain) and land-use.</b>	<b>My City</b> Understand geographical similarities and differences through the study of human and physical geography of Birmingham and Barmouth in North Wales. <b>Identifying key topographical features and land-use.</b>					<b>My City</b> Use maps (including OS maps) and digital/computer mapping to locate towns, cities and the topographical features studied. <b>Birmingham, Coventry, Dudley, West Bromwich, Staffordshire, Warwickshire. Use simple 4-point grid referencing.</b>	<b>My City</b> Use maps and digital/computer mapping to locate towns, cities and the topographical features studied. <b>Birmingham, Coventry, Dudley, West Bromwich, Staffordshire, Warwickshire. Use simple 4-point grid referencing.</b>	
Cycle 7 Autumn 2	<b>India</b> Locate India and the key cities on a map, focusing on comparing key physical and human characteristics, of Mumbai and Delhi. <b>Population distribution, Economy.</b>	<b>India</b> Locate India and on a map and surrounding countries, focusing on the key physical and human characteristics of Mumbai. <b>Key topographical features.</b>	<b>India</b> To engage with sensory experiences related to India. <b>Exploring taste and smell.</b>	<b>India</b> Understand geographical similarities and differences through the study of the physical geography between India and the UK. <b>Climate zones and economic activity. Introduce time zones.</b>	<b>India</b> Understand geographical similarities and differences through the study of physical geography between India and the UK. <b>Climate zones</b>  <b>Explore different time zones.</b>		<b>India</b> Describe and understand key aspects of: physical geography of India, including: <b>climate zones, and vegetation belts</b> and the human geography, including <b>food, minerals and water.</b>	<b>India</b> Describe key aspects of: physical geography of India, including: <b>rivers, mountains</b> and the human geography, including: <b>types of settlement.</b>				
Cycle 7 Spring 1	<b>The Caribbean</b> Identify the position and significance of the <b>equator and latitude and longitude.</b>	<b>The Caribbean</b> Identify the position and significance of the equator.	<b>The Caribbean</b> To engage with sensory experiences related to The Caribbean.	<b>The Caribbean</b> Understand geographical similarities and differences through the study of human	<b>The Caribbean</b> Identify geographical similarities and differences through the study of human					<b>The Caribbean</b> Use maps, atlases and globes to locate countries and across the Caribbean and	<b>The Caribbean</b> Use maps, atlases and globes to locate the two countries studied. Use	

			Exploring sights and sounds.	and physical geography of the Caribbean islands. Vegetation belts.	and physical geography of Saint Martin and Cuba. Topography.					describe features studied. Introduce the use of the 8-point compass.	simple compass directions - North, South, East and West	
Cycle 7 Spring 2	<b>Europe</b> Locate a range of countries within Europe using maps, atlases and globes.	<b>Europe</b> Locate a range of countries within Europe using maps.	<b>Europe</b> To show greater curiosity about the world around them, and begin to explore artefacts related to a European country. Choosing preferences.				<b>Europe</b> Identify and describe Iceland's physical geography, including: glaciation, climate change mountains, volcanoes and earthquakes.	<b>Europe</b> Describe Iceland's physical geography, including: glaciation, volcanoes and earthquakes.				
Cycle 7 Summer 1	<b>The Americas</b> Locate the countries within North and South America using atlases and globes. Understand the significance of the tropics of Capricorn and Cancer.	<b>The Americas</b> Locate the countries within North and South America using maps. Locate the tropics of Capricorn and Cancer.	<b>The Americas</b> To show greater curiosity about the world around them, and begin to explore photographs and sounds related to The Americas. Exploring sights and sounds.	<b>The Americas</b> Understand geographical similarities and differences through the study of human and physical geography of the deserts of Mexico and Mountains of Chile.	<b>The Americas</b> Describe geographical similarities and differences through the study of human and physical geography of the deserts of Mexico and Mountains of Chile.		<b>The Americas</b> Understand the physical geography of studied regions including: weathering and soils.	<b>The Americas</b> Describe the physical geography of studied regions including: weathering.				
Cycle 7 Summer 2	<b>Field Study – Forest School</b> Identifying human and physical characteristics, and describe how some of these aspects have changed over time.	<b>Field Study – Forest School</b> Identifying human and physical characteristics, and describe how some of these aspects have changed over time.	<b>Field Study – Forest School</b> Explore and engage with features of the Forest School. Safely exploring different environments independently.							<b>Field Study – Forest School</b> Use fieldwork to observe, measure and record the human and physical features in Forest School.	<b>Field Study – Forest School</b> Use fieldwork to observe and record the human and physical features in Forest School	
Cycle 8 Autumn 1							<b>Water</b> Describe and understand key aspects of physical geography, including: mountains, rivers and the water cycle. Recap rivers and cover The water cycle.	<b>Water</b> Describe the key aspects of physical geography, including: mountains, rivers and the water cycle. Rivers labelling, mountains. Identifying from maps..	<b>Water</b> To explore and engage with sensory activities related to water play. Safety around water in the home and in the community.			



Cycle 8 Autumn 2										<b>Map Skills</b> Use the eight points of a compass, and grid references, with symbols and keys (including OS maps) to build their knowledge of countries across the world.	<b>Map Skills</b> Use a 4-point compass to describe locations on maps to build their knowledge of countries across the world.	<b>Map Skills</b> To follow instructions and symbols to navigate familiar environments with support. Safely exploring different environments with increasing independence.
Cycle 8 Spring 1	<b>Big Cities</b> Locate the world's big cities, concentrating on identifying the impact of humans on the physical geography of each region. GMT and Time zones.	<b>Big Cities</b> Locate the world's big cities, concentrating on describing the impact of humans on the physical geography of each region. Time zones / pollution.	<b>Big Cities</b> To explore big cities through model making. Road Safety/Stanger Danger				<b>Big Cities</b> Understand the human geography of studied regions including: international development, urbanisation, Economic activity.	<b>Big Cities</b> Understand the human geography of studied regions including: Urbanisation, Economic activity.				
Cycle 8 Spring 2										<b>Field Study Allotment</b> Use fieldwork to observe, measure, record the human and physical features of the Allotment using sketch maps and plans.	<b>Field Study Allotment</b> Use fieldwork to observe, measure and record the human and physical features in Forest School.	<b>Field Study Allotment</b> To navigate and explore familiar environments safely. Safely exploring different environments with increasing independence.
Cycle 8 Summer 1							<b>Earthquakes</b> Describe and understand key aspects of: physical geography, including: earthquakes. Plate Tectonics and geological timescales.	<b>Earthquakes</b> Describe and understand key aspects of: physical geography, including: earthquakes. Location of earthquakes and impact.	<b>Earthquakes/Extreme weather</b> To show curiosity about the world around them, and begin to explore artefacts related to the weather. Appropriate clothing.			
Cycle 8 Summer 2							<b>Volcanoes</b> Describe and understand key aspects of physical geography, including: volcanos. Plate Tectonics, rocks and	<b>Volcanoes</b> Describe the key aspects of physical geography, including: volcanos. Location of volcanoes.	<b>Volcanoes</b> To explore volcanoes through model making. Dangers of fire/heat in the home.			

							geological timescales.	Labelling volcanoes.				
Cycle 9 Autumn 1				<b>Tourism</b> Understand geographical similarities and differences through the study of human and physical geography of tourist destinations around the world. Explore economic activity. Seasonal populations.	<b>Tourism</b> Describe geographical similarities and differences through the study of human and physical geography of tourist destinations around the world. Seasonal populations.	<b>Tourism</b> To engage with sensory experiences related to The holidays. Making choices.						
Cycle 9 Autumn 2							<b>China</b> Describe and understand key aspects of physical geography of China, including: climate zones, biomes and vegetation belts. Human geography, including: types of settlement and economic activity.	<b>China</b> Describe key aspects of physical geography of China, including: climate zones. Human geography, including: types of settlement.	<b>China</b> To engage with sensory experiences related to The China. Exploring tastes and smells.			
Cycle 9 Spring 1							<b>Kenya</b> Describe and understand key aspects of physical geography of Kenya, including: climate zones, weather and climate and international development. Human geography, including: types of settlement and economic activity.	<b>Kenya</b> Describe key aspects of physical geography of Kenya, including: topography. Human geography, including: types of settlement.	<b>Kenya</b> To engage with sensory experiences related to The Kenya. Making choices.	<b>Kenya</b> Use the eight points of a compass, and grid references, with symbols and keys (including OS maps) to build their knowledge of countries across the world.	<b>Kenya</b> Use the four points of a compass, and grid references, with symbols and keys (including OS maps) to build their knowledge of countries across the world.	



Cycle 9 Spring 2							<b>World Economy</b> Describe and understand key aspects of: Human geography, including: <b>types of settlement and land use, economic activity.</b> Explore economic activity and introduce <b>primary, secondary, tertiary and quaternary sectors.</b>	<b>World Economy</b> Describe and understand key aspects of: Human geography, including: types of settlement and land use. <b>Explore different economies, spending and infrastructure.</b>	<b>World Economy</b> Explore money and how we use it.			
Cycle 9 Summer 1	<b>Weather and Climate</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. <b>Change in climate from the ice age to present.</b>	<b>Weather and Climate</b> Identify the position and significance of Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle in relation to weather and climate. <b>Changes in climate related to location on the Earth.</b>	<b>Weather and Climate</b> Explore climate and suitable clothing for each different climate. <b>Making choices.</b>	<b>Weather and Climate</b> Understand geographical similarities and differences through the study of human and physical geography of contrasting climates around the world. <b>Analysing and interpreting a range of data.</b>	<b>Weather and Climate</b> Describe geographical similarities and differences through the study of human and physical geography of contrasting climates around the world. <b>Comparing data.</b>							
Cycle 9 Summer 2										<b>Field Study Sutton Park</b> Use fieldwork to observe, measure, record and present the human and physical features in Sutton Park using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<b>Field Study Sutton Park</b> Use fieldwork to observe, measure, record and present the human and physical features in Sutton Park using a range of methods, including graphs, and digital technologies.	<b>Field Study</b> To navigate unfamiliar environments increasing independence.

