

Learning threads (Breadth)	Reception			Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Year A	Me and my world	journeys	Wider world	What's around us	What's under our feet	What's up	What makes something memorable?	Is it better to stand out or fit in?	It's a kind of magic	Blood, chills and thrills	What a wonderful world	Healthy world			
Year B				Wonderful Events	Wonderful World	Wonderful Me	Wonderful World - Blue Planet	Wonderful World – Green Planet Rainforests/Mayans	Rise of the Machines - Inventions and inventors	Who loves chocolate?	Survive or Thrive	Space			
Investigate places	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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>			<p>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?).</p> <ul style="list-style-type: none">Identify the key features of a location 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, as well as the countries, continents and oceans studied.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, 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>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none">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 local area 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 a location.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.			<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <ul style="list-style-type: none">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.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 the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and					

			<ul style="list-style-type: none"> • Name and locate the countries of Europe and identify their main physical and human characteristics. 	<p>understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> • Name and locate the countries of North and South America and identify their main physical and human characteristics.
Investigate patterns	<p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</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. 	<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. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • Describe key aspects of: • 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 United Kingdom and the wider world.
Communicate Geographically	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Devise a simple map and understand basic symbols.</p>	<p>Use basic geographical vocabulary to refer to:</p> <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. 	<ul style="list-style-type: none"> • Describe key aspects of: • 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 	<p>Describe and understand key aspects of:</p> <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

		<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). 	communicate knowledge of the United Kingdom and the wider world.	<p>natural resources including energy, food, minerals, and water supplies.</p> <ul style="list-style-type: none"> • 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).
Learning Values				
Ready	From investigating locations, the children at the end of KS1 will develop curiosity and be ready to ask questions to develop their understanding. They will begin to appreciate the beauty of our planet whilst identifying the key features found in a range of areas. The children will develop enthusiasm whilst learning about different landmarks and features found around the world and will develop independence whilst using world maps, atlases and globes.		By the end of KS2 the children at Gilthill will work independently with a range of resources including maps, the internet and images. Their curiosity will guide them throughout KS2 as they analyse statistics and a range of processes found on our planet. We expect all learners to be resilient as they develop and use skills such as grid referencing and use of a compass.	
Respectful	Whilst studying and comparing different locations, the children will be tolerant of how others live, accept that we are all different and develop empathy for those that are less fortunate. They will spend time reflecting on the land use around school.		From studying the relationships and links between countries, the children at Gilthill will begin to develop a caring attitude about the goods and services we can provide as a country and how we rely on others. Through this, their acceptance of others will strengthen as they embrace the importance of the differences found on our planet.	
Safe	When studying human and physical features, the children will begin to develop an awareness of how we impact our planet in both a negative and positive way.		By the end of KS2, the children will have an adaptable approach to life and understand the need for constant change in a changing world. They will develop a keen understanding of co-operation as they learn the importance of working together to keep our planet safe. The children will leave Gilthill with the confidence that they can make a difference and an awareness of what they should do.	