

Geography EYFS		
Nursery	Mathematics	<ul style="list-style-type: none"> *Understand position through words alone. For example, "The bag is under the table," – with no pointing. *Describe a familiar route. *Discuss routes and locations, using words like 'in front of' and 'behind'.
	Understanding the World	<ul style="list-style-type: none"> *Use all their senses in hands-on exploration of natural materials. *Begin to understand the need to respect and care for the natural environment and all living things. *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World	<ul style="list-style-type: none"> *Draw information from a simple map. *Recognise some similarities and differences between life in this country and life in other countries. *Explore the natural world around them. *Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities: <ul style="list-style-type: none"> *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *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.
		The Natural World: <ul style="list-style-type: none"> * 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. *Understand some important processes and changes in the natural world around them, including the seasons.

Geography Year 1		
Term, Theme and Key Question	Knowledge & Understanding	Skills
Autumn 1 Community: <i>How has Chrisp Street changed over time?</i>	<ul style="list-style-type: none"> I am learning to identify seasonal and daily weather patterns in the United Kingdom. I can identify where we live and go to school within London and the UK. I can name and locate the four countries of the United Kingdom. I can identify key physical and human features of the British Isles 	<ul style="list-style-type: none"> To locate our school/London/UK Fieldwork I can observe and collect data.
Autumn 2 Once Upon a Time <i>Are Kings and Queens real, or only in Fairy Tales?</i>	<ul style="list-style-type: none"> To identify seasonal and daily weather patterns in the United Kingdom. To understand why castles were built where they were. 	<ul style="list-style-type: none"> can read a map
Spring 1 Toys: Then and Now <i>Why have toys changed over time?</i>	<ul style="list-style-type: none"> To identify seasonal and daily weather patterns in the United Kingdom 	<ul style="list-style-type: none"> can read a map
Spring 2 Our Garden What plants are growing in our Edible Playground?	<ul style="list-style-type: none"> To identify seasonal and daily weather patterns in the United Kingdom. Revision, with a focus on spring. 	<ul style="list-style-type: none"> can read a map To draw a map of the edible garden Fieldwork To use simple fieldwork and observational skills to study and collect data about the geography of the school gardens.

<p>Summer 1 On the Farm</p> <p><i>What is a farm and what are they used for?</i></p>	<p>To identify seasonal and daily weather patterns in the United Kingdom</p> <p>I am learning about land use.</p>	<p>I can read a map</p> <p>Fieldwork Use simple fieldwork and observational skills to study and collect data.</p>
<p>Summer 2 A Seaside Adventure:</p> <p><i>How have seaside holidays changed over time?</i></p>	<p>To identify seasonal and daily weather patterns in the United Kingdom.</p> <p>I am learning to locate the capital cities of the UK.</p> <p>I am learning about coasts</p> <p>I can name and locate some of the UK's surrounding seas and popular seaside towns</p>	<p>I can use an atlas or OS map</p>

Geography Year 2		
Term, Theme and Key Question	Knowledge & Understanding	Skills
<p>Autumn 1 Community: People who Help Us</p> <p><i>How do the emergency services keep us safe in the 21st century?</i></p>	<p>To locate Poplar on an aerial photograph</p> <p>To locate the nearest emergency services that serve Poplar on a map</p>	<p>I can use an aerial photograph</p> <p>Fieldwork To use simple fieldwork and observational skills to study and collect data of Poplar</p> <p>To devise a simple map of Poplar.</p>
<p>Autumn 2 The Fire of London</p> <p><i>Why was the Great Fire of London significant?</i></p>	<p>To locate famous landmarks of London that existed at the time of the Great Fire</p> <p>To study change over time</p>	<p>I can read a map</p> <p>To devise a simple map of London</p>
<p>Spring 1 Who lives in the Secret Garden?</p> <p><i>What is a habitat and how do they differ?</i></p>		<p>Fieldwork To use simple fieldwork and observational skills to study and collect data about the geography of the school gardens.</p> <p>I can read a map</p>
<p>Spring 2 Exploring the United Kingdom</p> <p><i>What is the United Kingdom and my place in it?</i></p>	<p>To understand geographical similarities and differences of two places</p> <p>To identify famous landmarks of the UK</p> <p>To know the national symbols for each country</p>	<p>Fieldwork To use simple fieldwork and observational skills to study and collect data about the geography of the local area</p> <p>To locate famous landmarks on a map</p> <p>I can use aerial photographs</p>
<p>Summer 1 The Seven Continents of the World:</p> <p><i>What are the different interpretations of Christopher Columbus?</i></p>	<p>To name and locate the world's seven continents and five oceans.</p> <p>I am learning what 'climate' means.</p> <p>To locate the hot and cold regions of the world in relation to the Equator and the North and South Poles.</p> <p>I can describe the characteristics of the continents and oceans in relation to their climate conditions</p>	<p>To use a map</p>
<p>Summer 2 Roald Dahl</p>	<p>I am learning about land use in the UK.</p>	<p>To use simple compass directions</p> <p>To devise a simple map of the world;</p> <p>I can use a map</p>
Geography Year 3		
Term,	Knowledge & Understanding	Skills

Theme and Key Question		
Autumn 1 Community: Festival of Britain <i>Why is my school special?</i>	To locate the key locations of the Festival of Britain on a map To identify change and continuity of the South Bank. To ask questions like a geographer.	Fieldwork To use simple fieldwork and observational skills to study and collect data about the geography of the Lansbury Estate AND/OR Southbank I can use a map
Autumn 2 Stone Age to the Iron Age <i>How did people's lives change between the Stone Age and Iron Age?</i>	To locate prehistoric sites of the UK.	I can use a map
Spring 1 The Human Body	I am learning about the equator, northern and southern hemisphere. I am learning about climate zones and biomes I am learning the features and locations of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	To use compass directions I can use a map
Spring 2 Ancient Civilisations <i>What do all ancient civilisations have in common?</i>	I can identify geographical similarities between the ancient civilisations (Indus Valley, Ancient Sumer, Ancient Egypt, Shang dynasty of ancient China) To find the ancient civilisation locations on a modern map	I can use an atlas and key
Summer 1 Mountains & Volcanoes of the World <i>Where are the mountains & volcanoes of the world, and how are they formed?</i>	I am learning about the physical geography of the UK I can locate the mountains of the UK I can locate the world's mountains, mountain ranges, their highest peaks and volcanoes. I am learning to study the key features of a mountain range. I am learning how mountains and volcanoes are formed. I am learning to compare one mountain range of the UK with another in the world	To describe geographical features
Summer 2 Who were the Romans? <i>How did Britain change from 43 - 410AD?</i>	To locate the Roman Empire at its height around Europe and the Mediterranean.	Fieldwork To use simple fieldwork and observational skills to study and collect data about the geography of the local area.

Geography Year 4		
Term, Theme and Key Question	Knowledge & Understanding	Skills
Autumn 1 Community: <i>What is the significance of The Tower of London?</i>	To name and locate counties and cities of the UK mentioned in Richard III To compare how an area has changed over time	Fieldwork To use simple fieldwork and observational skills to study and collect data about the geography of the local area - Tower of London To use four and six-figure grid references, symbols and a key on an Ordnance Survey Map
Autumn 2 Rainforests	I am learning about climate zones, biomes and vegetation belts	Fieldwork To use simple fieldwork and observational skills to study and

<p>Where are the Rainforests of the world and why are they important?</p>	<p>To locate the world's tropical rainforests using an atlas.</p> <p>To describe the geographical similarities of the rainforests of the world.</p> <p>To identify the features of a rainforest.</p> <p>I am learning about the Amazon rainforest.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and of South America</p>	<p>collect data about the geography of the local area</p>
<p>Spring 1 Anglo Saxons and Scots</p> <p>How do historians</p>	<p>To locate the origins of the Anglo Saxons from mainland Europe.</p> <p>To name and locate counties and cities of the Anglo-Saxon Britain</p> <p>To compare Anglo Saxon Britain with modern day Britain.</p>	<p>I can use a map</p>
<p>Spring 2 Who were the Vikings?</p> <p>Has history been fair to the Vikings?</p>	<p>To locate the origins of the Vikings from northern Europe/Scandinavia.</p> <p>To describe and understand key aspects of human geography of the Viking age</p>	<p>I can use a map</p>
<p>Summer 1 Explorers</p> <p>Why do humans explore?</p>	<p>To describe and understand key aspects of human geography, including types of settlement and land use.</p> <p>To describe and understand key aspects of physical geography</p> <p>To locate the world's countries explorers ventured to.</p> <p>To study some locations found in more detail.</p> <p>To identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones</p>	<p>Fieldwork</p> <p>To use simple fieldwork and observational skills to study and collect data about the geography of the local area.</p> <p>To use the eight points of a compass</p> <p>I can use a map</p>
<p>Summer 2 Extreme Earth</p> <p>Why do natural disasters happen in different parts of the world?</p>	<p>To locate the world's tectonic plates and past earthquake epicentres.</p> <p>To locate and describe the world's extreme places</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and of a region in a <u>European</u> country</p> <p>To describe and understand key aspects of earthquakes, tsunamis and climate zones.</p>	<p>To use the eight points of a compass, four and six-figure grid references, symbols and key</p> <p>To ask questions like a geographer.</p>

Geography Year 5		
Term, Theme and Key Question	Knowledge & Understanding	Skills
<p>Autumn 1 Community:</p> <p>Why was the Docklands so important to global trade?</p>	<p>I can locate the world's seven continents and five oceans</p> <p>I am learning about trade</p> <p>I am learning about how goods and raw materials are traded.</p> <p>I can locate countries I am studying and identify features.</p>	<p>To use symbols and key on an Ordnance Survey Map of The Docklands area</p>
<p>Autumn 2 Ancient Egyptians</p> <p>Why were the Egyptians so mighty?</p>	<p>To locate Egypt using maps/atlas and describe its features.</p> <p>To describe and understand key aspects of the physical and human geography of Ancient Egypt.</p>	<p>I can use a map</p>
<p>Spring 1 ECO Warriors</p>	<p>I am learning about the water cycle</p> <p>I am learning about water scarcity and sustainability</p>	<p>Fieldwork</p> <p>To use simple fieldwork and observational skills to study and</p>

How can we make the world a better place to live?	<p>I am learning about raw materials/natural resources</p> <p>I am learning renewable and non-renewable energy sources</p> <p>I am learning about food production</p> <p>I am learning about food sustainability</p>	<p>collect data about the geography of the local area.</p> <p>To ask questions like a geographer.</p>
<p>Spring 2 Ancient Greeks</p> <p>What was their legacy on the Western World?</p>	<p>I am learning to locate the cities and states of Ancient Greece.</p> <p>I am learning to identify the key human & physical features of modern Greece.</p>	
<p>Summer 1 Space Explorers</p>	<p>Retrieval: Locational knowledge of UK and the world</p>	<p>To use 6 figure grid references</p> <p>I can use a map</p>
<p>Summer 2 The Industrial Revolution</p> <p>Does technological advancement always mean progress?</p>	<p>I am learning to study change and continuity through a significant place.</p> <p>I am learning to locate the UK's major cities and describe their industrial past.</p>	<p>I can use a map</p>

Geography Year 6		
Term, Theme and Key Question	Knowledge & Understanding	Skills
<p>Autumn 1 Community: Political Poplar</p> <p>Who are the key figures in Poplar's political history?</p>	<p>To locate places that come up in study on a map</p>	<p>Fieldwork</p> <p>To use simple fieldwork and observational skills to study and collect data about the geography of the local area.</p>
<p>Autumn 2 Early Islamic Civilisation</p> <p>What was the Golden Age of Islam?</p>	<p>To locate Baghdad using maps/atlas and describe its features.</p>	<p>I can use a map</p>
<p>Spring 1 WWII</p> <p>What was the causes and consequences of WWII?</p>	<p>To locate the world's countries and major cities involved in the war,</p> <p>To locate the counties of the UK that evacuees were sent to</p> <p>To locate the East London targets during the Blitz.</p>	<p>I can use a map</p>
<p>Spring 2 Rivers</p> <p>What would London be without the River Thames?</p>	<p>I am learning about the water cycle.</p> <p>I am learning how rivers are formed.</p> <p>I am learning about flooding</p> <p>I am learning to locate the world's most important rivers.</p> <p>I am learning to name and locate the rivers of the of the United Kingdom and the counties and cities they flow through.</p> <p>I am learning how rivers can change over time.</p>	<p>To use the eight points of a compass, four and six-figure grid references, symbols and key</p> <p>Fieldwork</p> <p>To use simple fieldwork and observational skills to study and collect data about the geography of the local area.</p>
<p>Summer term Refugees and Immigration</p>	<p>I am learning about migration and immigration (human geography)</p>	<p>Fieldwork</p> <p>To use simple fieldwork and observational skills to study and</p>

<p>What is the rich history of migration within Tower Hamlets?</p>	<p>I am learning about refugees</p> <p>I can plot a journey of immigration</p> <p>I can locate and describes features of country of study</p> <p>I can name and locate counties and cities of the United Kingdom.</p> <p>I can locate and collect data about international migration</p>	<p>collect data about the geography of the local area.</p> <p>To ask questions like a geographer.</p> <p>Retrieval: Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>
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Geography Vocabulary

Subject terminology

Human Geography, Physical Geography, Fieldwork, Grid Reference, Map, Globe, Atlas, Key, Compass, Compass Directions, Locate, Observe, Record, Measure and Present

Subject Vocabulary KS1

key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

key human features: country, continent, city, capital city, town, village, factory, farm, house, office, port, harbour and shop

Subject Vocabulary KS2

Alongside vocabulary from KS1

Human & physical features, volcano, tsunami, earthquake, tectonic plates, biomes, vegetation belts, climate zones, longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian time zones, settlement, land use, economic activity, trade links, natural resources including energy, food, minerals and water, and the water cycle

Place Names for Locations studied