

Geography in Early Year Foundation Stage is linked to their overarching topics of 'Here I am', 'Once upon a time' and 'Our wonderful world'.

Before entering KS1 children should be able to:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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 and changing states of matter.

	Autumn	Spring	Summer
	Here I am	Once upon a time	Our wonderful world
Nursery	Name and locate areas around the nursery and recognise features. Observe the weather.	Recognise geographical different features in stories. Weather linked to stories. Recognise places where people work.	Look at simple maps (recognising water is blue and land is green). Naming and locating places on simple floor mats. Different places around the UK and countries (holidays).
Reception	Name, locate and recognise features and places of the school setting. Describe their immediate environment using knowledge and observation, discussion and maps. Draw simple maps Observing Autumn weather.	Observing the winter weather. Create simple maps. Explore the similarities and difference between contrasting environments. Observe the Spring weather. Comparing maps of the UK. Use observational skills to locate people who help us.	Recognise some similarities and differences between life in this country and life in other countries. Observe summer weather and seasons. Use world maps to show where some places are based. Introduced to recycling and how it can take care of our world.

Using 'place' as an anchor and case study for each unit. Along with a consistent lesson sequence, this will ensure that children revisit key substantive knowledge throughout their experience of the Geography curriculum at school as detailed in the suggested lesson sequence below. The units for each year group ensure that there is a sense of 'zoom' in terms of local and places further afield.

	Autumn	Spring	Summer
	Local	UK	International
Year 1	Cotford St. Luke – our village	London	A location in Nigeria
Year 2	Taunton– local town	Edinburgh	Australia

Places in the KS2 geography curriculum are chosen which can demonstrate different biomes, vegetation belts, locations on the globe and the physical features and processes which need to be taught at KS2 – e.g. Italy for volcanoes and earthquakes or Brazil for a rainforest biome.

	Autumn	Spring	Summer
	UK (OS maps)	Europe	International
Year 3/4 – Year A	Somerset (counties)	Sicily (Tectonics)	Antarctica / Gobi / Sahara (Hot and cold deserts – people / resources / trade)
Year 3/4 – Year B	The Jurassic Coast (Coasts)	Russia / Lapland (Tundra)	The Amazon (Tropical rainforests)
Year 5/6 – Year A	Bristol (migration and trade, industry etc)	The Black Forest (Temperate Deciduous Woodland)	New York (Urbanisation)
Year 5/6 – Year B	Scotland – National Parks (OS focus, contours etc.)	Danube (Rivers)	Himalayas (Mountains)

Curriculum Design Principles:

- Children will learn about a large variety of different places during their experience of the geography curriculum at Cotford St Luke
- Children will learn about places on every continent
- There's a strong thread of local geographical knowledge, zooming out from the immediate vicinity through to the SW region and the UK as a whole.

KS2 – European and Wider World place studies		
	Generic lesson focus	Teaching should always refer to the following:
Session 1	Introduce new place and locate it within its context on the globe and in relation to the UK. Interact with different types of map of the place – political maps, physical maps, climate maps, elevation (topography) maps.	Latitude and longitude (in; . equator and tropics of cancer and Capricorn) Compass direction from the UK Names of seven continents Names of five oceans Reminder about 4 UK countries and capitals Key geographical features of the country Biomes Vegetation belts
Session 2	Zoom in on a small region within the country (urban or rural) and compare to UK local area	Compare climate, level of urbanisation, benefits and problems of living there – how the human and natural world interact.
Session 3	Significant biome or physical feature of place – rivers, mountains, volcanoes and earthquakes etc.	
Session 4	Study the science / geography of the focus features / processes	
Session 5	Continue to study the science / geography of the focus features / processes	
Session 6	Teachers' choice of further learning	Assessment of learning and disciplinary knowledge

Autumn term, UK focus units in KS2 should have a focus on reading OS maps and fieldwork, always referring to features of OS maps and grid references.

Spring and summer term KS2 units should incorporate some fieldwork which supports the other learning – e.g. measure local biodiversity (count species of plants / minibeasts in local area) to gain an understanding of biodiversity; or study the urbanisation of Wellington and compare to a larger city elsewhere.

KS1 units should always remind children about continents, oceans, location of hot and cold places, UK's countries and capital cities, where not explicitly taught for the first time.