



Highlight by topic

Reception Autumn-Pupil Choice

Reception Spring-Pupil Choice

Reception Summer -Pupil Choice /Minibeasts

Understanding the World

Reception

Knowledge, Skills and Understanding breakdown for Understanding the World

People, Culture and Communities

- **Talk about members of their immediate family and community. Name and describe people who are familiar to them-**
- * Ask questions and make comments about their own and others' families;
- * Discuss their own experiences with people who are familiar to them;
- * Take part in some Fieldwork by investigating the school-tour the building, locate different places in the school, look at the people who work there.
- **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class-**
- * Comment on images of familiar situations in the past, e.g., homes, schools, transport.
- **Compare and contrast characters from stories, including figures from the past-**
- * Understand the past through settings, characters and events encountered in books read in class and storytelling.

The Natural World

- **Explore the natural world around them. Understand the effect of changing seasons on the natural world-**
- * Describe what they see, hear and feel whilst outside;
- * Name, describe and make observations of plants, animals/ minibeasts.
- **Draw information from a simple map-**
- * 'About Me' topic features a large map detailing where everybody is from in the world;
- * Take part in some Fieldwork by investigating the school-tour the building, locate different places in the school, look at the people who work there;
- * Look at aerial views of the school setting, commenting on what they notice;
- * Children to draw simple maps of their immediate environment.
- **Recognise some environments that are different from the one in which they live-**
- * Recognise and describe/explain some similarities and differences between life in this country and life in other countries (including in the natural world), drawing on knowledge from stories, non-fiction texts and, when appropriate, maps;
- * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Challenge

Reception

- **Think about peoples' roles in society;**
- **Organise events using basic chronology, recognising that things happened before they were born.**
- **Use vocabulary related to their immediate environment;**
- **Use relevant, specific vocabulary to describe contrasting locations, thinking about both natural and manmade features;**
- **Discuss how we can care for the natural world around us.**



Highlight by topic

Year 1 Autumn - Once Upon a Time/Creatures of the Night

Year 1 Spring – Aquatic Adventures/Dawn of the Dinosaurs

Year 1 Summer – Brilliant Bristol/The Toymaker

Geography

Year 1

Knowledge, Skills and Understanding breakdown for GEOGRAPHY

Geographical Knowledge	Human and Physical Geography	Geographical skills and Fieldwork
<ul style="list-style-type: none"> • Name and locate the world's 7 continents and 5 oceans- * Name most of the continents and oceans of the world; • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas- * Identify the countries and capital cities of the U.K. * I know parts of my own address. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country- * Comparison of Bristol and Kibera (Lunchbowl link); * To describe a locality using words and pictures; * To find out about the similarities and differences between places around the world by asking geographical questions, e.g., what is this place like? What or who will I see in this place? What do people do in this place? (Challenging stereotypes). 	<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 hot and cold areas of the world in relation to the Equator and the North and South Poles; * Explain how the weather changes with each season; • Use basic geographical vocabulary to refer to: • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop- * Comparison of Bristol and Kibera (Lunchbowl link)-name key features associated with a place.; * Name human and physical features in school grounds. 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage- * Create a 'Me and My Area' map of special places near and far, demonstrating understanding of distances and travel; * Locate specific places at home and abroad using maps/atlases and globes, e.g., Kibera. • Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right) to describe the location of features and routes on a map- * Exploration of the school grounds-compass directions; • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key- * Draw a birds'-eye view of the school using aerial photographs/maps to help; * Map your journey to school, thinking about landmarks seen on the way; * Create a map with a simple key. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment- * To be able to answer the question 'What do our school grounds look, sound and feel like?' * Think about what else they would like to find out about the school grounds.

Challenge

Year 1	<ul style="list-style-type: none"> • Name all of the 7 continents and 5 oceans of the world; • I can explain each part of my address and locate where I live on a map. • Identify the key features of a location-is it a city, town, village, coastal or rural area? • Would you choose to visit this place and why? 	<ul style="list-style-type: none"> * Know where the Equator and the North and South Poles are; • Explain the main features of a hot and cold place. What might the weather be like at different times of the year in these places? What might you need to wear? 	<ul style="list-style-type: none"> • Be able to follow directions using a compass and directional/geographical language. • Are landmarks on your journey to school/in the school grounds human or physical features? How do you know? Can you use geographical language to describe them?
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Geography

Highlight by topic

Year 2 Autumn – Explorers/Rainforests

Year 2 Spring - All Aboard/Panic on Pudding Lane

Year 2 Summer – Myths and Maps/Castles

Year 2

Knowledge, Skills and Understanding breakdown for GEOGRAPHY

Geographical Knowledge	Human and Physical Geography	Geographical skills and Fieldwork
<ul style="list-style-type: none"> • Name and locate the world's 7 continents and 5 oceans- * Name and locate the 7 continents and 5 oceans of the world; • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas- * Identify the countries and capital cities of the U.K. and surrounding seas; * I can locate where I live on a map. I know my own address and can explain each part of it. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country- * Studying a contrasting environment (Borneo/Kibera), identifying the human and physical features of this place. * To be able to use my experiences and ask relevant questions to find out about the similarities and differences between places around the world, using different sources of evidence to help. Ask...what is this place like? What or who will I see in this place? What do people do in this place? (Challenging stereotypes). 	<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- * Use a variety of secondary sources to identify hot and cold areas of the world in relation to the Equator and the North and South Poles; * Make predictions about what the weather may be like in different parts of the world-how does this affect people? * Find rainforests on maps and globes and know about the four layers of the rainforest. • Use basic geographical vocabulary to refer to: • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop- * Compare and contrast cities using geographical language. 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage- * Locate a variety of places at home and abroad using maps/atlasses and globes. • Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right) to describe the location of features and routes on a map- * Using compass directions and navigational language to locate different items using a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key- * When working with a map of the local area-use an aerial image to recognise landmarks and basic physical features. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment- * Trip to the local park to investigate how the space is used and why. Generate questions to investigate and collect data whilst they are there.-what do people like about the park? What would they do to improve the park? Evaluate what they found out.; * Give own opinion about what they do and don't like about the park, with reasons.

Challenge

Year 1	<ul style="list-style-type: none"> • Locate the continents and oceans in an atlas; • Identify a specific country being studied on a world map, explaining what the climate is like there and why; • Name some major cities in the UK, including the city they live in. Know how an island is different to the mainland (features of an island) and explain how Borneo is similar and different to where we live (think about land use, tourism and people who live and work there, e.g., jobs may be different, what facilities are needed, etc). 	<ul style="list-style-type: none"> • Compare and contrast hot and cold places with an understanding of reasons for severe climates; • I know about the link between rainforests, climate and animal/human life; • Can they use geographical terminology accurately and consistently? 	<ul style="list-style-type: none"> • Can they point out the North, South, East and West associated with maps and compasses? • Locate a place on a map using a grid reference. Explain what that place is like using the map key; • Ask and answer geographical questions about physical and human characteristics of their locality.
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Geography

Highlight by topic

Autumn - Ancient Egypt

Spring – Around The World

Summer – They're coming

Year 3

Knowledge, Skills and Understanding breakdown for GEOGRAPHY

Geographical Knowledge	Human Geography	Physical Geography	Geographical skills & Field-work
<ul style="list-style-type: none"> Name and locate <u>some</u> of the key cities of the UK (to our locality). Name and locate <u>some</u> of the key countries in Europe (e.g. France, Germany, Spain, Italy etc.) and some beyond. Name and locate: the Equator, Northern and Southern Hemispheres and describe some of these geographical areas. Identify and locate geographical features of the UK e.g. hills, mountains, rivers, coasts, cities. 	<ul style="list-style-type: none"> Identify the main <u>human characteristics</u> of countries studied in Europe. Identify <u>human characteristics</u> of the local area (WOT). Describe and understand <u>key aspects</u> of human geography: settlements and land-use. Describe <u>similarities and differences</u> between countries studied focussing on <u>human characteristics</u> and how they have changed over time. 	<ul style="list-style-type: none"> Identify the main <u>physical characteristics</u> of countries studied in Europe. Identify <u>physical characteristics</u> of the local area (WOT). Describe and understand <u>key aspects</u> of physical geography: <u>rivers, mountains, the water cycle, volcanoes, and earthquakes.</u> Describe <u>similarities and differences</u> between countries studied focussing on <u>physical characteristics</u> and how they have changed over time. 	<ul style="list-style-type: none"> Begin using a <u>range of maps, atlases, globes and digital mapping</u> to locate countries and describe features. Use fieldwork to observe and record human and physical features in the local area (WOT) - using a range of sketch maps, plans, graphs and digital technologies. Describe how the local area (WOT) has changed over time. Answer geographical <u>questions about physical and human</u> characteristics of a location. Use the eight points of a compass, symbols and keys to present knowledge.

Challenge

Year 3	<ul style="list-style-type: none"> Name <u>most</u> of the key cities in the UK (to our locality). Name and locate <u>most</u> of the key countries in Europe and some beyond. 	<ul style="list-style-type: none"> Give possible reasons for changing <u>human characteristics</u> over time. 	<ul style="list-style-type: none"> Give possible reasons for changing <u>physical characteristics</u> over time. 	<ul style="list-style-type: none"> Can they locate the same place on a globe and in an atlas? Can they use geographical terminology independently?
Year 4	<ul style="list-style-type: none"> Name <u>all</u> of the key cities in the UK. Name and locate <u>all</u> of the key countries in Europe (e.g. France, Germany, Spain, Italy etc.) and some beyond. 	<ul style="list-style-type: none"> Explain why <u>human characteristics</u> have changed over time. 	<ul style="list-style-type: none"> Explain why <u>physical characteristics</u> have changed over time. 	<ul style="list-style-type: none"> Ask and answer geographical questions about physical and human characteristics of a location. Can they use geographical terminology accurately and consistently?



Geography

Highlight by topic

Year A Autumn - Tudors

Year A Spring – Splash

Year A Summer – Think Global, Act Local

Year 4

Geographical Knowledge	Human Geography	Physical Geography	Geographical skills & Field-
<ul style="list-style-type: none"> Name and locate <u>some</u> of the key cities of the UK (to our locality). Name and locate <u>some</u> of the key countries in Europe (e.g. France, Germany, Spain, Italy etc.) and some beyond. Name and locate: the Equator, Northern and Southern Hemispheres and describe some of these geographical areas. Identify and locate geographical features of the UK e.g. hills, mountains, rivers, coasts, cities. 	<ul style="list-style-type: none"> Identify the main <u>human characteristics</u> of countries studied in Europe. Identify <u>human characteristics of the local area (WOT)</u>. Describe and understand key aspects of <u>human geography: settlements and land-use</u>. Describe similarities and differences between <u>countries studied focussing on human characteristics and how they have changed over time</u>. 	<ul style="list-style-type: none"> Identify the main <u>physical characteristics</u> of countries studied in Europe. Identify <u>physical characteristics of the local area (WOT)</u>. Describe and understand key aspects of <u>physical geography: rivers, mountains, the water cycle, volcanoes, and earthquakes</u>. Describe similarities and differences between countries studied focussing on <u>physical characteristics</u> and how they have changed over time. 	<ul style="list-style-type: none"> Begin using a range of maps, atlases, globes and digital <u>mapping to locate countries and describe features</u>. Use fieldwork to observe and record human and physical features in the local area (WOT) - using a range of sketch maps, plans, graphs and digital technologies. Describe how the local area (WOT) has changed over time. Answer geographical questions about physical and human characteristics of a location. Use the eight points of a compass, symbols and keys to present knowledge.

Challenge

Year 3	<ul style="list-style-type: none"> Name <u>most</u> of the key cities in the UK (to our locality). Name and locate <u>most</u> of the key countries in Europe and some beyond. 	<ul style="list-style-type: none"> Give possible reasons for changing <u>human characteristics over time</u>. 	<ul style="list-style-type: none"> Give possible reasons for changing <u>physical characteristics over time</u>. 	<ul style="list-style-type: none"> Can they locate the same place on a globe and in an atlas? Can they use <u>geographical terminology</u> independently?
Year 4	<ul style="list-style-type: none"> Name <u>all</u> of the key cities in the UK. Name and locate <u>all</u> of the key countries in Europe (e.g. France, Germany, Spain, Italy etc.) and some beyond. 	<ul style="list-style-type: none"> Explain why <u>human characteristics have changed over time</u>. 	<ul style="list-style-type: none"> Explain why <u>physical characteristics have changed over time</u>. 	<ul style="list-style-type: none"> Ask and answer geographical questions about physical and human characteristics of a location. Can they use <u>geographical terminology</u> accurately and consistently?



Highlight by topic

Year Autumn - Ancient Greece

Year Spring – On the Latin Side

Year Summer – Changing Britain

Geography

Year 5

Geographical Knowledge	Human Geography	Physical Geography	Geographical skills & Field-
<ul style="list-style-type: none"> Name and locate <u>some</u> of the key counties of England (to our locality). Name and locate <u>some</u> of the key countries in North & South America and some beyond. Name and locate: the Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, lines of longitude and latitude and describe some of these geographical areas. Identify and locate geographical features of the UK e.g. hills, mountains, rivers, cities, topographical features, land-use patterns and understand how they might have changed over time. 	<ul style="list-style-type: none"> Identify the main <u>human characteristics</u> of countries studied in North & South America. Identify <u>human characteristics</u> of the local area (Bristol). Describe and understand key aspects of human geography: settlements, land-use, economic activity, trade links, and the distribution of natural resources including energy, food, minerals and water supplies. Describe similarities and differences between countries studied focussing on <u>human characteristics</u> and how they have changed over time. 	<ul style="list-style-type: none"> Identify the main <u>physical characteristics</u> of countries studied in North & South America. Identify <u>physical characteristics</u> of the local area (Bristol). Describe and understand key aspects of physical geography: climate zones and biomes. Describe similarities and differences between countries studied focussing on <u>physical characteristics</u> and how they have changed over time. 	<ul style="list-style-type: none"> Use a range of maps, atlases, globes and digital mapping to locate countries and describe features. Use fieldwork to observe and record human and physical features in the local area (Bristol) - using a range of sketch maps, plans, graphs and digital technologies. Describe how the local area (Bristol) has changed over time. Ask and answer geographical questions about physical and human characteristics of a location. Use the eight points of a compass, standard OS map symbols and keys to present knowledge. Use <u>four figure grid references</u> to locate places on a map.

Challenge

Year 5	<ul style="list-style-type: none"> Name and locate <u>most</u> of the key counties of England (to our locality). Name and locate <u>most</u> of the key countries in North & South America and some beyond. 	<ul style="list-style-type: none"> Can they report on ways in which humans have both improved and damaged the environment? 	<ul style="list-style-type: none"> Can they describe how physical locations around the world are changing? 	<ul style="list-style-type: none"> Can they plan a journey to a place in another part of the world taking account of distance and time? Can they use geographical terminology independently?
Year 6	<ul style="list-style-type: none"> Name and locate <u>all</u> of the key counties of England (to our locality). Name and locate <u>all</u> of the key countries in North & South America and some beyond. 	<ul style="list-style-type: none"> Can they explain how human activity has caused an environment to change? 	<ul style="list-style-type: none"> Can they give reasons for why there is physical change around the world? 	<ul style="list-style-type: none"> Can they use <u>six figure grid references</u> to locate places on a map. Can they use geographical terminology accurately and consistently?



Highlight by topic

Year A Autumn - The Blitz (WW2)

Year A Spring – Human Planet

Year A Summer – Bristol

Geography

Year 6

Geographical Knowledge	Human Geography	Physical Geography	Geographical skills & Field-
<ul style="list-style-type: none"> Name and locate <u>some</u> of the key counties of England (to our locality). Name and locate <u>some</u> of the key countries in North & South America and some beyond. Name and locate: the Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, lines of longitude and latitude and describe some of these geographical areas. Identify and locate geographical features of the UK e.g. hills, mountains, rivers, cities, topographical features, land-use patterns and understand how they might have changed over time. 	<ul style="list-style-type: none"> Identify the main <u>human characteristics</u> of countries studied in North & South America. Identify <u>human characteristics of the local area (Bristol)</u>. Describe and understand key aspects of human geography: settlements, land-use, economic activity, trade links, and the distribution of natural resources including energy, food, minerals and water supplies. Describe similarities and differences between countries studied focussing on <u>human characteristics</u> and how they have changed over time. 	<ul style="list-style-type: none"> Identify the main <u>physical characteristics</u> of countries studied in North & South America. Identify <u>physical characteristics of the local area (Bristol)</u>. Describe and understand key aspects of physical geography: climate zones and biomes. Describe similarities and differences between countries studied focussing on <u>physical characteristics</u> and how they have changed over time. 	<ul style="list-style-type: none"> Use a range of maps, atlases, globes and digital mapping to locate countries and describe features. Use fieldwork to observe and record human and physical features in the local area (Bristol) - using a range of sketch maps, plans, graphs and digital technologies. Describe how the local area (Bristol) has changed over time. Ask and answer geographical questions about physical and human characteristics of a location. Use the eight points of a compass, standard OS map symbols and keys to present knowledge. Use <u>four figure</u> grid references to locate places on a map.

Challenge

Year 5	<ul style="list-style-type: none"> Name and locate <u>most</u> of the key counties of England (to our locality). Name and locate <u>most</u> of the key countries in North & South America and some beyond. 	<ul style="list-style-type: none"> Can they report on ways in which humans have both improved and damaged the environment? 	<ul style="list-style-type: none"> Can they describe how physical locations around the world are changing? 	<ul style="list-style-type: none"> Can they plan a journey to a place in another part of the world taking account of distance and time? Can they use geographical terminology independently?
Year 6	<ul style="list-style-type: none"> Name and locate <u>all</u> of the key counties of England (to our locality). Name and locate <u>all</u> of the key countries in North & South America and some beyond. 	<ul style="list-style-type: none"> Can they explain how human activity has caused an environment to change? 	<ul style="list-style-type: none"> Can they give reasons for why there is physical change around the world? 	<ul style="list-style-type: none"> Can they use <u>six figure</u> grid references to locate places on a map. Can they use geographical terminology accurately and consistently?