RFS- Planning & Progression: Geography

Curriculum Intent – Geography

At Redcastle Family School our Geography curriculum allows children to develop an understanding of British Geography, with a focus on the local area, and that of the wider world. The curriculum is carefully planned and structured to ensure that current learning is linked to previous learning throughout their time at Redcastle across all Key Stages (EYFS, KS1, KS2). This allows children to build upon and further understand different aspects of Geography. For example, in year 1 the children study the UK with a focus on identifying the four countries on a map. In year 2 this is extended to the children looking at specific regional features of the UK such as rivers, hills, cities and seas found in each of the four UK countries. This is in preparation for the children to then study countries from around the world in KS2.

To identify which areas to focus on, we identified the links that make our curriculum coherent from reception to year 6 with great care taken to find opportunities to develop literacy. The content chosen to study, although influenced by the National Curriculum, was chosen to further develop children's knowledge and understanding of their local area by studying places of geographical significance. In Redcastle Family School we understand the importance for our children's need to continuously build on prior knowledge by developing their geographical skills. Therefore, we have ensured our curriculum has clear learning threads throughout. For example, in KS1 children are introduced to map skills through picture maps and simple directions. This is then developed in KS2 resulting in the children being able to use four figure coordinates, six figure grid references and an eight-point compass whilst using globes, atlases and digital maps.

In addition to this, we recognise the important role that Geography plays in preparing our children with skills that are transferable to other curriculum areas. Geography is, by nature, an investigative subject, so at Redcastle Family School we help the children to develop an understanding of concepts, knowledge and skills. The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

RFS Curriculum

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Autumn Term	Autumn Term	Autumn Term	Autumn Term	Autumn Term	Autumn Term
Why do we teach this: **How does it build upon prior learning:**	**Why do we teach this:** Statutory unit on identifying the UK on a map and knowing the names of countries. Also required to know UK weather. We have put field work here to develop a sense of locality ready for later comparison work. **Farming unit:** We know that settlement, agriculture and other land use is a large part of KS2 curriculum e.g. Stone Age, Egyptian, all invaders & settler. Our children need the introduction to this through first-hand experience to develop relevant vocabulary and knowledge. **How does it build upon prior learning:** In EYFS, children are introduced to using maps and observations to describe their immediate environment. This is developed further in Year 1 by using maps to locate and identify the four countries of the UK. Children are also describing the features of the UK by using observation and a variety of sources.	**Why do we teach this:** It extends UK work into characteristics such as rivers, hills and size. It introduces children to statutory elements on continents and non-UK countries. It also lets us introduce a topic to be studied further in KS2: Polar Ice Trap. **How does it build upon prior learning:** This consolidates UK knowledge of countries and capitals, ready to look at wider world.	**Why do we teach this:** It consolidates KS1 knowledge, skills & language from the NC. Children should be equipped to look at a local area in depth and consider the human and physical geography. **How does it build upon prior learning:** Builds on KS1 work on seas by looking at oceans of the world. It develops KS1 weather knowledge into beginning to understand climate. Children should be able to link their KS1 knowledge of London landmarks to local landmarks.	**Why do we teach this:** It is a statutory requirement to describe aspects of physical geography e.g. volcanoes and earthquakes. This introduces the theme that there are processes that give rise to these features; this will be revisited in UKS2. We can also introduce children to North and South America through the location of earthquakes & volcanoes. **How does it build upon prior learning:** It builds on map work to look at a range of towns and cities. The theme of how the environment is used should also be linked to the Egyptians. E.g. settlements were by the Nile due to fertile land and settlements were by Versuvius due to fertile land.	**Why do we teach this:** This is a location focused unit that allows us to teach the statutory requirement to learn about Europe, capital cities, longitude and latitude. Children will explore major cities and environmental regions – to include Russia. **How does it build upon prior learning:** It builds on KS1 and KS2 map and location work. It specifically builds on Yr.3 work on use of a wider range of maps.	**Why do we teach this:** At this point, children have covered a vast amount of statutory requirements and we are looking at mastery elements. They will be able to draw together their locational knowledge of the world, choosing appropriate maps and presentation devices to show their understanding. Deeper learning would include a focus on land use to think about patterns over time e.g. UK now and during war. New learning would include 6 fig grid ref. **How does it build upon prior learning:** Consolidates KS2 map work so far in identifying locations and choosing the correct map for the purpose. Experience of using a key in both KS1 & KS2 will be necessary in presenting WW2 geography knowledge.
	My World I can use maps and globes to locate the UK (4 countries of the UK) ● Using picture maps and globes ● Learn names of some places within and around the UK (England, Scotland, Ireland, Wales) ● Make observations about where things are ● Recognise that a map is about a place	**Explorers, Inventors and their Discoveries** To know the name and locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas. ● Find land and sea on a globe ● Identify the location and features of countries using atlases, maps, and the internet.	**Discrete Unit: Local Study** Know where Thetford is in England, UK, Europe and the World. Know that the UK is an island and know which seas surround the UK ● By locating places on larger scale maps and begin to match boundaries on different scales Know how to use compass directions to identify the position of UK cities in relation to Thetford.	**Discrete unit: The Earth and Natural Disasters** To know the structure and layers of the Earth. ● To construct a diagram using labels and key vocabulary To know how changes in the Earth occur (movement of tectonic plates, movement of sea beds, creation of mountain ranges).	**Discrete Unit: Europe** To know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. ● use maps, atlases, globes and digital/computer mapping to gain better understanding of geographical terminology.	**World War II** To know the countries involved during World War II (axis and allies). ● Locate places on a world map. ● Recognise the world map as a flattened globe. To know the main cities and counties in England, focusing on the cities/counties targeted during The Blitz (Liverpool, Birmingham, Coventry, Sheffield and Manchester).

	I know the different geographical features of the UK (human and physical) ● Use information books/pictures as sources of information ● Use relative vocabulary I know the seasonal weather patterns of the UK ● Teacher led enquiry to ask and respond to simple closed questions I know how the UK weather patterns are different to other countries such as Australia, Iceland and China. ● Teacher led enquiry to ask and respond to simple closed questions I know the geographical features of my local area (human and physical) Investigate their surrounding ● Use relative vocabulary ● Learn names of some places within and around the UK I know how to make a map of my local area (school & Thetford Forest field work) ● Learn names of some places within and around the UK (Norwich, Bury, Cambridge) ● Investigate their surroundings ● Follow directions (link to maths) ● Use a simple map to move around the local area. **Discrete unit: Farming (visit to a farm - Gressenhall)** To know where our food comes from ● Make observations about where things are To know key vocabulary linked to farming ● Use relative vocabulary To know how farming is linked to the local area ● Investigate their surroundings	● Identify and name and locate the surrounding seas. ● Locate and name major features, e.g. London, Edinburgh, Cardiff, Belfast, River Thames, East Anglia, To know how to name and locate the World's Seven continents and five oceans. ● Name and identify the seven continents using globes, maps, atlases, ● Use online resources e.g. The Seven Continents song ● Name and identify the seas of the World using globes, atlases, maps, internet – Five Seas song To know the locations and movement of key significant Inventors/Explorers - The Wright Brothers, Amelia, Earhart, Ada Lovelace, Black NASA Women (Context for skills in above knowledge point)	● By using 4 compass points to follow/give directions Know how to describe Thetford in terms of a market town. Know the key human and physical features of Thetford ● To be able to plot these on a simple map with standard symbols and a key. Know that areas can be described as urban and rural, that Thetford is an urban area and the surrounding area is rural. Know that Thetford, and the UK are within a temperate climate (moderate), with four seasons and changeable weather. ● By using correct geographical terms Know some of the main landmarks, natural resources, economic activity and trade links that surround Thetford. Identify these points on a map and use these to follow a route on a map. ● By using secondary sources of information, including books, photos, online sources, OS maps and local fieldwork	● Understanding of how the tectonic plates have moved over time ● Ask and respond to questions and offer their own ideas (Pangea) To know different types of natural disasters and how they occur ● Understand the processes that give rise to key physical and human geographical features of the world. To know significant natural disasters throughout history and their impact on the world. (North America Link- San Andreas Fault, Ring of Fire, San Francisco earthquake. Roman link-Pompeii). ● begin to identify significant places and environments (cities on fault lines, volcanoes, mountain ranges) **Romans** To know the location of Rome and an overview of the journey they took to invade Britain. ● Follow a route on a large scale map ● Locate places on large scale maps (Italy, UK, Rome, London, Thetford) To know the location of a number of different towns and cities across Britain that have historical Roman significance including Colchester, Bath and Caerwent. ● Begin to identify significant places and environments To know the location of Mount Vesuvius, that it is an active volcano and understand why people still choose to live in the vicinity. ● begin to identify significant places and environments (Pompeii) To know the location of Hadrian's Wall and the impact on England and Scotland. ● Use large and medium scale OS maps. ● Draw a sketch map from a high viewpoint.	To know how to locate European countries, using maps, atlases, digimaps and to know how to locate the worlds significant physical features and human features. ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ● Begin to use four grid references ● Plan a journey to a place in the another part of Europe, taking account of route, transport, distance and time ● Describe route, direction and location, linking 8 points of compass to degrees on compass To know the capital cities of some of the countries in Europe ● Select a map for a specific purpose. (E.g. Pick atlas to find London, Thetford…, OS map to find local village.) ● Explain why many cities of the world are situated by rivers and why this makes it an attractive location **Discrete unit: The Brecklands** To know why, 'The Brecks' is a very important area in Britain ● Ask questions: what is this landscape like? How has it changed? What made it change? How is it changing? ● Use computers to research the physical and human features of the local area. To know how to use fieldwork to observe, measure and record the local area using a range of methods, including sketch maps, plans and graphs. ● Understand how field sketches show understanding of pattern, movement and change ● draw in scale – accuracy of scale locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc	● Locate places on a map. ● Confidently use an atlas. ● Look at photographs and images of the cities. To know where was most targeted by German bombs in the UK ● Use primary and secondary resources for investigating ● Analyse evidence and draw conclusions. ● Look at patterns and explain reasons behind it. To know how the local area compares from WWII to now (Thetford and Norwich – bomb map) ● Aerial photographs and images of Thetford and Norwich. ● Draw/use maps and plans at a range of scales ● Use a key (OS or Atlas symbols) To know and locate major airbases and the origin of personnel (RAF Bentwaters, RAF Marham, RAF Mildenhall, RAF Lakenheath etc. ● Using maps and diagrams ● Use 4 figure co-ordinates. ● Begin to use 6 figure grid references. ● confidently to locate features on a map. ● Compass directions (flight paths of aircraft ● Find out which bases are still operational
Spring Term	Spring Term	Spring Term	Spring Term	Spring Term	Spring Term	Spring Term

Why do we teach this: **How does it build upon prior learning:**	**Why do we teach this:** Builds on statutory UK knowledge by learning about significant places in UK. This is extended to look at similarities and differences e.g. types of castles or Thetford/London. **How does it build upon prior learning:** In the EYFS, children learn about similarities and differences between life in this country and life in other countries. This is extended to include using maps to locate castles in other countries whilst comparing the similarities and differences between the UK castles.	**Why do we teach this:** It is a statutory requirement to contrast the UK with small area of a non-European country and this will be met through African unit. **How does it build upon prior learning:** Builds on continent knowledge and develops weather knowledge of Yr.1 to look at Equator and Poles.	**Why do we teach this:** It is a statutory requirement to learn about physical geography, to include rivers. **How does it build upon prior learning:** It builds on NC UK knowledge of KS1. It also builds on our KS1 field work to Thetford Forest by taking a deeper focus on a local feature; The River Thet (work with Waveney Trust)	**Why do we teach this:** We will cover the statutory objectives for compass directions. We look at comparing the Brecks with the Highlands as children should have secure local knowledge by this point. **How does it build upon prior learning:** Extend the local knowledge of Breckland into comparing & contrasting human and physical characteristics. It also builds on previous KS1 compass work to develop 4 points into 8 points.	**Why do we teach this:** We decided to make Norfolk & the North Sea a focus as Thetford is part of the Eastern region. This broadens knowledge of locality from Brecks to the county and Eastern region. Through this we can introduce the statutory concept of erosion and look at changes in physical and human geography. **How does it build upon prior learning:** It builds on the concept of natural processes and their effects, introduced through the natural disasters unit. It also builds on the theme of how natural resources are distributed (Maya, Egypt) by looking at wind farms, natural gas & oil reserves under the North Sea.	**Why do we teach this:** Field trip: we need to give children the opportunity to practice the higher end of KS2 field work e.g. observing, measuring and presenting observations of human and physical features, using digital technologies. **Don't know exact details of trip yet..** **How does it build upon prior learning:** Builds on Yr. 3 River field trip, Yr.4 Invaders and Settler field trip, Yr. 5 North Sea field trip. Elaborate when know more details.
	Kings, Queens and Castles I know the location of different castles in the UK and their significance ● Using picture maps and globes ● Use information books/pictures as sources of information ● Make observations about where things are. ● Teacher led enquiry to ask and respond to simple closed questions ● Use relative vocabulary I know the location of castles in other countries and how they are different from the UK ● Make simple comparisons ● Using picture maps and globes ● Use information books/pictures as sources of information ● Teacher led enquiry to ask and respond to simple closed questions ● Make observations about where things are ● Use relative vocabulary To know how to draw a simple map ● Draw a map of an imaginary map place ● Use own symbols	**Africa** To know that Africa is a continent and much larger than the UK ● To begin to spatially match places To know the Geographical features of Africa (Sahara Desert, Safaris, Madagascar) ● Name and identify Africa and Kenya on a map on a KS1 Atlas ● Ask geographical questions ● Find land/sea on the globe (desert, land, coast, cities) To know how an African Town is different from Thetford (human and physical features) ● Identify Kenya ● Identify UK and Thetford on a map ● Identify the human aspects and features of an African Town ● Identify the physical aspects and features of an African town ● Identify the human features an African town ● Use topic books, stories, atlases, pictures/photos as sources of information To know how the daily and seasonal weather patterns differ in Africa from the UK	**Rivers and Seas** To know the nature of a river: that it flows downwards from high ground to the sea and that it has the power to erode and shape the landscape over time ● By using secondary sources of information, including books, photos, online sources, OS maps as evidence, and begin draw conclusions To know some geographical vocabulary associated with rivers and their features ● By using secondary sources of information, including books, photos, online sources, OS maps To know what happens as a river reaches the coast, including estuaries, deltas, mudflats and saltmarshes ● By investigating local and UK rivers through secondary sources and local fieldwork ● By making a map of a short route experienced with features in the correct order To know the names of the main UK rivers and the countries they are in (River Thet, River Thames, River Severn, River Forth + River Lagan) ● by locating places on larger scale maps and matching boundaries on maps of different scales Know how to identify areas of high ground in the UK as hills or mountains and understand their role within the physical and human landscape	**Invaders and Settlers** To know and locate where the Anglo-Saxons and Vikings originated from ● Locate places on large scale maps. ● Begin to use 8 compass points To know and locate Anglo Saxon and Viking place names, focusing within the Eastern Region. ● Use 4 compass points well. ● Begin to recognise symbols on an OS map. To know some of the human and physical features of Scotland and compare to Norfolk. ● Investigate places and themes at more than one scale. ● Begin to match boundaries. ● Make a simple scale drawing. To take part in a local study/field trip of West Stow ● 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 graphs, and digital technologies.	**The North Sea** To know and develop contextual knowledge of the North Sea ● Identify significant places and environments. ● Compare maps with aerial photographs ● Begin to suggest questions for investigating To know the physical features and characteristics of the Norfolk coastline. ● Begin to use primary and secondary sources of evidence in their investigations ● Analyse evidence and draw conclusions e.g. compare historical maps (changing coastline) ● Draw a thematic map based on their own data (linked to a trip to Happisburgh) To know the Human features and characteristics of the Norfolk coastline. ● Identify significant places and environments. ● Compare maps with aerial photographs ● Link words to theme e.g. seas – erosion, deposition, transportation, coasts, long shore drift, headland, high and low tide, ● use primary and secondary sources of evidence in their investigations ● Research using atlases to find out about other features of places To know and understand the actions of processes: eg erosion of Norfolk coasts. ● Identify key places and towns along the coastline e.g. Kings Lynn, Great Yarmouth, Cromer, Norwich, Thetford. Wooden Seahenge; offshore and onshore wind Farms, Natural gas and oil reserves under the North Sea.	**Crime and Punishment** To know the location of Norwich Castle (law courts and capital punishment). ● Confidently identify significant places and environments using aerial photographs and images to identify, (plan perspectives) and maps. **AYLMERTON TRIP – 4 DAY RESDENTIAL** ● 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 graphs and digital technologies. ● Collect and record evidence unaided. ● Analyse evidence and draw conclusions from fieldwork.

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		• Identify seasonal and daily weather patterns in relation to the Equator and North, South Poles	(Mt Snowdon, Mt Ben Nevis, Scafell Pike +Slieve Donrad) • by understanding how to use topographical maps and satellite images To know some facts about these rivers and the contribution they make to the physical and human landscape • By investigating local and UK rivers through secondary sources		• Locate Nature reserves eg; Blakeney Point, Wells, OANB & SSSI • Draw a sketch map using OS symbols To understand the interaction between physical and human process (NC) • Understand coastal location and how it is linked to local trade eg Yarmouth fishing • Begin to understand the impact of humans on climate change	
Summer Term	Summer Term	Summer Term	Summer Term	Summer Term	Summer Term	Summer Term
Why do we teach this: **How does it build upon prior learning:**	**Why do we teach this:** Build on statutory UK work to introduce capitals and cities. Comparison work develops from map work to human geography e.g. looking at buildings **How does it build upon prior learning:** In EYFS, children began to learn about their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. This is broadened further in Year 1 by learning in more depth about the four countries of the UK, by using similar sources such as maps and non-fiction texts. Children will build upon their EYFS knowledge of their local area by using it to compare and contrast with their new knowledge of London.	**Why do we teach this:** It allows us to cover final KS1 statutory elements on compass, directions and the construction of maps using symbols. **How does it build upon prior learning:** Broadens UK knowledge into exploring another area of the UK that is geographically different to our own.	**Why do we teach this:** Egypt unit lets us develop contextual knowledge of a globally significant place. Children are introduced to how the environment is used (Nile) and the distribution of natural resources (water, Papyrus). These are key themes that build through KS2. **How does it build upon prior learning:** Builds on river work to explore the Nile Delta & related human geography of agriculture & settlement (linked to yr 1 farm work)	**Why do we teach this:** We introduce statutory requirements to learn about biomes and vegetation belts (that will be extended in UKS2) . Knowledge of human geography moves into more complex areas of economic activity & trade links through study of chocolate & Fairtrade. Deforestation explores the concept of interdependence between human action and results in the natural world – cause/effect. **How does it build upon prior learning:** Builds on Yr. 2 work on Equator. Revisit use of the environment –Nile, Versuvius – to think about how rainforest has been settled. We'll also broaden knowledge of the distribution of natural resources through looking at Fairtrade and climate change.	**Why do we teach this:** Through the study of Greece and a specific region (an island or mainland Greece), children can learn about a specific region in Europe, which is a statutory requirement. Greece, in particular, an island, will provide a good contrast with the UK as we are both island nations. However, mainland work to include the study of the Peloponnese will also provide broad learning opportunities. **How does it build upon prior learning:** It builds on broader European knowledge introduced in Autumn term year 5. It also links well with the work on trade and resources that are introduced through the Mayan and Egypt units.	**Why do we teach this:** To extend KS2 knowledge to cover full requirements of KS2 statutory curriculum. Children will be introduced to the arctic biome (tundra) and physical characteristics of glaciers. They will also extend their use of maps to the Arctic. Mastery of key issues related to human geography and our interdependence will be explored through considering human impact on this region. **How does it build upon prior learning:** It builds on Yr. 5 work on biomes and hemispheres; looking for a mastery of all related language. It builds on and extends the Yr 3. & Yr. 4 knowledge of physical geography to include work on glaciers. It extends work on interdependence & ethical issues raised in Yr. 4 deforestation. The range of maps will also be consolidated from previous KS2 years.
	London I know the four countries of the UK, the capital cities of the UK and the surrounding seas • Learn names of some places in and around the UK (capital cities, seas) • Using picture maps and globes • Use information books/pictures as sources of information I know how to find London and Thetford on a map. • Using picture maps and globes • Use information books/pictures as sources of information	**What a Wonderful World** To know the location of the Lake District on a UK Map • Use a map To know how the physical features of Cumbria (Lake District) differs from Thetford • Investigate their surroundings • Make simple comparisons between features of different places To know how to devise a simple map • Draw a map of a real or an imaginary place	**Egypt** To know where Egypt is located within the world through world, continent and country maps. • by locating places on larger scale maps and matching boundaries on maps of different scales Know how to identify its position in relation to the equator, hemisphere, longitude and latitude and time zones. • By using 4 compass points and use coordinates to locate these positions on maps	**The Mayans and Rainforests** To know where the Mayans lived and to locate the ancient Mayan cities. • To use Junior atlases • To use map sites on internet To know where key rainforests are located in relation to the Equator and how this affects the climate and weather of the rainforests. • Look at satellite images and aerial photographs. • Identify features on aerial photographs.	**Ancient Greeks** To know the location of Greece and its surrounding countries and seas. • Identify the location and features of countries using atlases, maps, and the internet. • Identify, name and locate the surrounding islands and seas – contrasts with the UK • Use 8 compass points; • use 4 figure co-ordinates to locate features on a map To know the physical geography of Greece • study a region in a European country (Athens, Corfu etc.)	**Explorers Ice Trap** To know Antarctica's place on the Earth and on a map. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. To know the physical features of Antarctica (glaciers, ice caves, ice bergs, ice mountains). Compare the UK and Antarctica (non-European country). • Use 8 compass points confidently and accurately. • Use 4 figure co-ordinates confidently to locate features on a map.

	• Follow directions I know key landmarks and geographical features of London (human and physical) • Use aerial photographs • Use information books/pictures as sources of information • Use relative vocabulary • Learn names of some places in and around the UK (Big Ben, Houses of Parliament, London Eye, Buckingham Palace, Tower of London, The Monument, Tower Bridge) • Teacher led enquiry to ask and respond to simple closed questions I know how London is different to Thetford (buildings, populations, green spaces, rivers) • Use information books/pictures as sources of information • Investigate their surroundings • Teacher led enquiry to ask and respond to simple closed questions • Make observations about where things are. • Use relative vocabulary	• Begin to understand the need for a key • Use class agreed symbols to make a key To know simple compass directions (North, south, east, west) • use simple compass directions. (North, South, East and West) and locational and directional language [for example, near and far; left and right], • describe the location of features and routes on a map	Identify and describe key physical features and human features (including major cities) of Egypt • by investigating secondary information, including books, photos, online sources, maps. To know about the climate and terrain of Egypt (River Nile, Sahara Desert) and understand how the physical landscape how humans live in this part of the world. • By using secondary sources as evidence in order to begin to draw conclusions. Know some of the similarities and differences of life in London and Cairo • By using primary and secondary sources as evidence in order to begin to draw conclusions.	To know the location of the Amazon rainforest and its features, including the four layers. • Begin to identify significant places and environments. To know how Amazonian tribes live and survive in the rainforest (tribal villages, culture, food and clothing) • Begin to identify significant places and environments. • Ask and respond to questions and offer their own ideas. To know what fairtrade is and its importance to the local community. • Ask and respond to questions and offer their own ideas. To know the effects of deforestation and climate change on people, wildlife, the rainforest and world today. • Collect and record evidence with some aid. • Analyse evidence and draw conclusions.	• to know different physical features of Greece (mountains, coasts, produce etc and compare to UK) • begin to use the wider features of an atlas to compare weather and terrain of different places To know the human geography of Greece (focus on discrete area covered in previous knowledge point) • Research the distribution of natural resources • Identify economic activity ie Trade links	• Begin to use 6 figure grid references: use latitude and longitude on atlas maps. • Look at photographs and images in their 3 dimensional form. • Use primary and secondary sources of evidence in their investigations including eye witness accounts from historical sources and today. To know how far it is between Plymouth and Antarctica for Shackleton's expedition and compare this to distances between Thetford and Norwich and major cities in the UK. • Use a scale to measure distances. • Locate places on a world map. To know the what the human impact has been on Antarctica and the threats to the environment (climate change/global warming, fishing, invasive species, tourism, pollution and exploration and exploitation of mineral reserves, oils and gas. • Use secondary sources of evidence in investigations. • Suggest questions for investigating. • Analyse evidence and draw conclusions • Look at patterns and explain reasons behind it. • Suggest questions for investigating. • Ethical dilemma: should we, shouldn't we? To know what the seasons and diurnal temperature changes are in Antarctica and when to plan an expedition. • Using secondary sources of evidence for geographical investigations. • Analyse evidence and draw conclusions from data. • Look at patterns and explain reasons behind it.

Geography in Early Years and Foundation Stage

Geography

Three and Four-Year-Olds/Range 5	Mathematics		• 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’. • Responds to and uses language of position and direction
	Understanding the World		• 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 work and talk about the differences they have experienced or seen in photos. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment
Reception/ Range 6	Understanding the World		• 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. • • Looks closely at similarities, differences, patterns and change in nature • • Knows about similarities and differences in relation to places, objects, materials and living things • • Talks about the features of their own immediate environment and how environments might vary from one another • • Makes observations of animals and plants and explains why some things occur, and talks about changes
	Mathematics		• Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints • May enjoy making simple maps of familiar and imaginative environments, with landmarks
ELG	Understanding the World	People, Culture and Communities	• 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	• 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.