



Geography

Key Concepts and Breadth of Study

Locational
Knowledge

Place
Knowledge

Human and
Physical

Geographical
skills and field
work

At Beechwood we introduced Oddizzi in Spring 2023 to allow our children to fully immerse themselves, via technology, in geographical field work and in-depth knowledge.

	Locational Knowledge	Place Knowledge	Human and Physical	Geographical skills and Field work
<p>EYFS</p> <p>Autumn 1 'We are Unique'</p> <p>Autumn 2 'We are Inquisitive'</p> <p>Spring 'We are Explorers' 'We can be Heroes'</p> <p>Summer We are Investigators We are Adventurers</p>	<ul style="list-style-type: none"> Children can say where they live and understand that Beechwood and their home is located in Woodley. Revisited in Autumn 2 Name and locate England and the UK on a map. Understand that there are other countries in the world. Name and locate England and the UK on a map - revisit 	<ul style="list-style-type: none"> Children can say where they live and understand that Beechwood and their home is located in Woodley. Revisited in Autumn 2 Explore different countries (Italy, Nigeria, China) through images, video clips, shared texts and other resources and compare to life in the UK Talk about the features of their own immediate environment and how environments might vary from one another. E.g. Animals which live in hot places-African animals 	<ul style="list-style-type: none"> Children can recognise name features of their immediate environment (making their way around school). Children to share their experiences of local features of our community, e.g. Woodford park, Lidl's or the library. Visiting the post office to post a letter/ Visiting the library for a story time. Identify changes in weather patterns linked to the seasons Identify the location of cold climates in the world (Arctic/Antarctic) Identify the location of hot climates in the world. Name and identify some seas and oceans 	<ul style="list-style-type: none"> To discover more about where they live - Scavenger hunt around Woodley town centre to discover the amenities in the local area. To create maps of their route to school To create maps of Woodley. Revisited in Autumn 2 To look at maps, atlases, google maps to find countries – England/UK, China, Nigeria, Italy Look at maps and atlases to find seas and oceans
<p>Year 1/2 Cycle A</p> <p>Autumn 1 The Great Fire of London</p> <p>Spring – Carnival of the animals</p> <p>Summer 1 & 2</p>	<p>To name the four countries of the UK and the capital cities.</p> <p>name and locate the world's seven continents and five oceans</p> <p>use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p>	<p>Study and compare a non European country to England/ Woodley</p>	<p>understand geographical similarities and differences through studying the human and physical geography</p>	<p>Use maps to identify the UK and its countries.</p> <p>use simple compass directions and to describe the location of features and routes on a map</p> <p>use aerial photographs and plan perspectives to recognise landmarks</p> <p>devise a simple map; and use and construct basic symbols in a key</p>

Castles and Catapults				use simple fieldwork and observational skills to study the school and grounds and the key human and physical features of its surrounding environment.
Year 1/2 Cycle B Autumn 1 Who lives here? Autumn 2 Weather Spring 2 UK Summer 1 Around the world in 80 days Summer 2 Around the world in 80 days	To introduce the four countries of the UK. To identify England on a map of the UK and name the capital city. To locate and name the 7 continents. To locate and name the 5 oceans.	To discover the differences between Woodley and Sydney. To explore different climates and discuss the poles.	To explore the geographical features of Woodley including the precinct, parks and houses. To explore seasonal changes.	To discover the different types of homes in Woodley. To achieve an accurate thermometer reading. To identify Wales on a map of the UK and name the capital city. To identify Scotland on a map of the UK and name the capital city. To use maps to find the continents and oceans of the world.
Year 3 Autumn 1 – volcanoes and earthquakes. Spring 2 Forests of the world. Summer 1 – Greece.	To Locate where famous earthquakes have occurred and write a report To Locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted. To locate forests of the world. To locate Greece on a map.	To explain the importance of the Amazon rainforest. To understand Geographical similarities and differences between England and Greece. To understand some of the factors affecting migration into Europe through Greece	To Find out about the structure of the Earth and label a diagram To Describe what happens at the boundaries between the Earth's plates To Describe and explain the key features of a volcano To Identify the effects of earthquakes on land and people To identify layers of the rainforest. To discover the effects of deforestation.	To locate Europe and its key countries.

			To explore tourism in the Mediterranean.	
	Locational Knowledge	Place Knowledge	Human and Physical	Geographical skills and Field work
<p>Year 4</p> <p>Autumn 2 Physical regions of the world – Biomes.</p> <p>Spring 1 Mapping</p> <p>Summer 2 Our Island</p>	<p>To know and locate counties and cities of the United Kingdom.</p> <p>To explore geographical regions and their identifying physical characteristics.</p> <p>To know key hills, mountains, coasts and rivers in The UK.</p>	<p>To explore similarities and differences between locations around the world.</p>	<p>To discover the range of the world's biomes.</p> <p>To explore how physical features, climate and wildlife vary between biomes.</p> <p>To give examples of physical and human change in the local area</p>	<p>Use maps to locate the biomes of the world.</p> <p>To know and use the 8 compass points</p> <p>Use 4-figure grid references to identify locations.</p> <p>To use maps, atlases, and digital/computer mapping to find desired information.</p> <p>To interpret a range of maps and aerial photographs, including recognising change.</p> <p>To communicate geographical information through sketch maps and digital technology.</p>
<p>Year 5</p> <p>Autumn 1 Farming & fair Trade</p> <ul style="list-style-type: none"> - Green energy - Sustainability <p>Spring 1 Raging Rivers</p>	<p>To discover the location the world's countries in relation to investigating food miles.</p> <p>Use the index in an atlas to find rivers.</p> <p>Describe the place in which the source of a river is found.</p> <p>Give the location of one major dam.</p>	<p>To explore the geographical similarities and differences of locations of renewable energy source in the UK.</p> <p>To understand the location of the River Thames</p>	<p>To achieve and understand the key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>To describe and understand key aspects of human geography, including: types of settlement and</p>	<p>To discover, through the use of atlases and Digi maps, the locations of countries with relation to food miles.</p> <p>To achieve an understanding of how to use 4 figure grid references.</p>

Summer 1 – Mountains	<p>To locate 7 summits on maps and mark on an atlas where they are</p> <p>To research and describe 1 of the 7 Summits.</p>	<p>To explore and explain Mountain life.</p>	<p>by climate change. · To act in role to build empathy and understand that some people are being impacted by climate change more than others.</p> <p>To explain some different ways in which people are taking climate action. ·</p> <p>To identify some ‘green’ careers. ·</p> <p>· To work with others to research, plan and evaluate a design of a climate-friendly school. ·</p> <p>To describe what a mountain is</p> <p>To describe the key features of mountains and how they are formed</p> <p>To name different types of mountains</p> <p>To identify and describe the landscape of a famous Mountain or mountain range</p> <p>To explore how physical features, climate and vary at different altitudes.</p>	
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