







	Autumn	Spring	Summer		
Nursery	Understanding the World - People, Culture and Communities: ELG – Children can describe immediate environment from observation, discussion, stories, non-fiction and maps. Children know some similarities and differences between religious and cultural communities in this country. Children can explain some similarities and differences between life in this country and life in other countries.				
	Me and My Community Children know that a community is a group of people and they are part of St. Antony's School Community as well as their family community. Children know that a community has its own set of rules and ways to live. Use of story maps for retelling familiar stories.	Starry Night Children know in the local community there are lots of people who can help us. The emergency services are the police, ambulance service and fire service. Children know there are lots of different jobs e. teachers, shop keepers, hairdressers Children explore and differences between different religious and cultural communities, including story telling, singing songs, looking at clothing and celebration food. World Faith Week – Hinduism Use of story maps for retelling familiar stories.	Once Upon A Time Children draw simple maps of imaginary settings from stories they know. Children are introduced to a globe that shows lots of different countries in the world. Children find out there are hot and cold countries. Children will know the country we live in is England Children show awareness of differences and similarities between groups from around the world. Chinese New Year	Dangerous Dinosaurs Children will discuss how the world looked different millions of years ago, including physical changes. Children discuss the environment in the world when dinosaurs were alive eg, no man made features and compare to the world now. Children explore the physical features of a forest. Use of story maps for retelling familiar stories.	Sunflower and Sunshine Children make simple maps of our outdoor environment when designing a new garden. Children describe their immediate environment when looking at new flowers and changes in Summer. Children to explore different forms of transport.
 Seasonal weather patterns runs throughout the year 					
Reception	Understanding the World - People, Culture and Communities: ELG – Children can describe immediate environment from observation, discussion, stories, non-fiction and maps. Children know some similarities and differences between religious and cultural communities in this country. Children can explain some similarities and differences between life in this country and life in other countries.				
	Let's Explore Local Walk Children know where school is, both the road and name of	Marvellous Machines Different modes of transport visit	Long Ago Litter picking local Area Children understand the importance to look after their local environment, including	Animal Safari Visit to Blackpool Zoo Explore animals in their natural habitats in the UK.	Ready, Steady, Grow Visit to Wood End Farm Make and use simple maps in their play to represent places

	<p>the local area, describe the school area, look at aerial images of school and describe different things we can see. Know school is a place where we make friends, Know that adults in school help us and keep us safe. Know what a community is, describing shops and other amenities in our community- eg. Post office Collaboratively, make a simple map of the journey.</p> <p>Children build on work from Nursery by developing an understanding of their immediate environment through observation, discussion, stories and maps.</p>	<p>Children know vehicles are machines that transport people or goods.</p> <p>Children know there are different types of vehicles used in different places and some reasons why.</p> <p>Explore different jobs in the community, know a mechanic is a skilled worker who repairs and maintains vehicles.</p> <p>Building on types of transport and usage from Nursery Summer Term.</p>	<p>recycling and litter picking in the school grounds. Discuss how the local environment has changed over time using photographs</p> <p>Children develop awareness of differences and similarities between groups around the worlds.</p> <p>Children explore similarities and differences between different religious and cultural communities including, story-telling, singing songs, looking at food and celebration foods.</p> <p>Children identify the 4 seasons.</p> <p>Children find out where is always cold, discuss the features of a contrasting cold places. Explore what life is like in cold countries including where children live, travel, go to school, clothing worn etc.</p>	<p>Local areas in school where animals live. Places of animals at risk of extinction. Use a world map or globe to locate Africa. Find out animals that live in the wild in the Serengeti in Africa. Different climates, weather, food, religions, culture, wildlife, transport and amenities.</p> <p>Children go on Welly Walks, describing features of Spring, drawing simple maps of their route.</p>	<p>and journeys, real and imagined.</p> <p>Take and observe photographs from around the school or of the local area. Children know they live in the town of Blackburn.</p> <p>Children know a farm is an area of land for growing plants and raising animals.</p> <p>-Children explore the foods we eat that are grown on the farm.</p> <p>Explore different jobs - a farmer is someone who grows plants and raises animals for human use.</p>	<p>Collect information by using simple tally charts and pictograms. Scavenger hunts – pebbles, shells, sea weed, crab.</p> <p>Chn know they can look after the immediate environment. Children will know leaving litter on beaches can potentially kill marine life. Chn create Posters giving information about the effects of plastic pollution</p> <p>Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</p>
 Seasonal weather patterns runs throughout the year 						
Year 1	<p style="text-align: center;">What is Geography?</p> <p style="text-align: center;"><i>What's a settlement? Human and physical features/maps/directional language including compass points (N E S W)</i></p> <p>Building on EYFS' use of story maps and map making of simple routes.</p>	<p style="text-align: center;">What is it like here?</p> <p style="text-align: center;"><i>Sketch maps, aerial images, human and physical features are present in their school grounds and surrounding environment, follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</i></p> <p>Fieldwork Study: How can we make our school grounds even better?</p> <p>Building on EYFS' study of the school ground in Reception's "Let's Explore" unit. Children have an understanding of their locality through observation, discussion, stories and map work in EYFS.</p>	<p style="text-align: center;">What is the weather like in the UK?</p> <p style="text-align: center;"><i>Name and locate countries of the UK, capital cities and characteristics, making simple comparisons, identify seasonal and daily weather patterns in the United Kingdom</i></p> <p>Building on the previous unit "What is it like here?" developing a sense of perspective and scale when looking locally, regionally and nationally. In EYFS, the children have learn they live in England.</p>			
 Seasonal weather patterns runs throughout the year 						

<p>Year 2</p>	<p>What it is like to live by the coast? <i>Surrounding seas of the UK, maps with symbols, physical and human features of the coastline, Children learn about the physical features of Fleetwood and how humans have interacted with this over time, including land use, settlements and tourism.</i></p> <p>Fieldwork Study: How is our local coast used?</p> <p>Building on EYFS's unit "On the Beach." The children are now ready to look at a physical environment in more detail, noting the changes over time to the environment and why certain environments are represented in different ways. They will understand the human features that have changed the landscape and whether human intervention has had a positive or negative impact.</p>	<p>Would you prefer to live in a hot or cold country? <i>Atlases, using a key with a map, identify 7 continents of the world and 5 oceans northern and southern hemispheres, north and south poles, equator, temperate climate</i></p> <p>Building on Year 1's "What is the weather like in the UK?" children will have already looked at how the seasons differ and how they look in other parts of the world, particularly the polar regions (EYFS study)</p>	<p>How different is Naro Moru to Blackburn?</p> <p><i>Aerial photographs, follow simple routes around the local area collecting data, mapping, physical and human features of places in our locality</i></p> <p>Non-European Place Study: Kenya –region Children will explore the similarities and differences between Naro Moru and Blackburn</p> <p>Through understanding their place in the world and the people who live within their locality in EYFS "Let's Explore" and Y1's unit "What is it like here?" the children have a secure understanding of their place in the world. They are now ready to look at a contrasting locality somewhere else in the world. It also builds on Year 2's previous unit, locational knowledge with regards to the equator and impact it has on weather patterns.</p>
<p>Year 3</p>	<p>What makes up the UK? <i>Geographical context of the UK, 8 compass points, counties and cities of the UK, identify and locate human and physical characteristics, land use in the UK, explore settlement patterns in the UK and how patterns change over time, consider how weather affects the use of urban and rural environments</i></p> <p>Fieldwork: 'How does the weather affect our local environment?</p> <p>Builds on UK study in Y1 "What is the Weather like in the UK?" and Year 2's learning on the surrounding seas of the UK.</p>	<p>Why do people live near Volcanoes and Earthquakes? <i>Earth's layers, tectonic plates, plate boundaries. what volcanoes and earthquakes are and how they are formed, affect they have on landscape and human activity.</i></p> <p>Builds on children's understanding of physical features in the study of Geography from Key Stage 1.</p>	<p>Where in the world is Europe?</p> <p><i>Climate Zones. Learn the geographical context of Europe and its place in the wider world. Locate Europe and its countries.</i></p> <p>European Place Study: Spain – Seville</p> <p>Chn will learn the broader geographical context of Seville. Chn explore similarities between the region and that of Blackburn.</p> <p>Children will already have knowledge of the continents and oceans through their learning in KS1 and have some knowledge of areas outside of their own locality with a study of a contrasting locality. The children are ready to look at an in depth study of a particular continent, in this case Europe.</p> <p>Build on Y1 "What is it like here?" and Year 2, "How is Naro Muro different to Blackburn?"</p>
<p>Year 4</p>	<p>Where does our energy come from? <i>Renewable and non-renewable energy, human feature interconnected by function, type and transport link, climate change, four figure grid referencing, They carry out a fieldwork investigation</i></p>	<p>What exactly is the Americas? <i>Tropics of Cancer and Capricorn Countries in the North and South America, Geographical characteristics and human and physical features. Identify similarities and differences between these countries, European countries</i></p>	<p>Why do Rivers matter to us? <i>Locate rivers of the world including our local, water cycle, Journey of a river, erosion, settlements next to rivers, human activity, link learning about rivers to other bodies of water – canals, reservoirs, seas.</i></p>

	<p><i>considering the best location for a solar panel on the school grounds.</i></p> <p>Build on Children’s understanding of land use and impact on the environment.</p>	<p><i>and the UK. Explore what it is like to live in some of the America’s Mega Cities (New York and São Paulo)</i></p> <p>Build on UK studies and European studies in Year 3. Children can now use their sense of scale to expand and look at another continent and region of the world. This includes understanding the human and physical features of an area in greater detail, as many have been previously studied.</p>	<p>Fieldwork Study: Knuzden Brook Study What features does our local river have?</p> <p>Children build on their knowledge and skills gained through locating and describing the key physical characteristics of a volcano by doing the same with rivers Build on Year 2 “Coastlines”.</p>
Year 5	<p>Why is trade important to us? <i>Physical processes that affect landscape, explore how goods are received in Blackburn, Worldwide trade, natural resource management, understanding patterns and trends in data</i></p> <p>Fieldwork: Is our school road safe?</p> <p>Children have gained an understanding of land use in the UK and are ready to make links with how that connect to trade. Build on Year 4’s human activity on Rivers.</p>	<p>Where does our Food come from? <i>Agricultural land use in the UK, physical and human geography of an area and impact on the environment contour lines, topography, food miles exploring the issues about shopping locally verse globally., Fairtrade Land use comparisons between Blackburn and The Lake District</i></p> <p>UK Region Place Study: The Lake District study key physical and human geography in the Lake District and consider geographical similarities and differences between the Lake District and other regions of the UK, including their own locality.</p> <p>Build on UK study in Year 1 units “What is the weather like in the UK/” and Year 3’s unit “What make up the UK?”</p>	<p>How are Mountains useful? <i>Location and geography of the world’s mountain ranges, mountain formation, locate human and physical characteristics of the region including the biome and what it means in terms of habitats and living things in the region.</i></p> <p>Build on Y3’s Volcanoes and Earthquakes Children continue to identify the key features of different aspects of physical geography. The children should be able to make causal links between mountains and volcanoes, understanding the similarities and differences and how plate tectonics are linked. Children develop their knowledge of climate and how higher regions impact on this.</p>
Year 6	<p>How can we save our biomes? <i>Prime meridian, understanding climate zones, biomes and Vegetation belts and the effects of global warming on vulnerable biomes.</i></p> <p>Building on prior work of climate zones in Y3. Now that children understand the elements that make up physical and human geography using a variety of scales they can look at more abstract concepts.</p>	<p>Why does Population change? <i>Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.</i></p> <p>Fieldwork: Why do people visit Blackburn town centre?</p> <p>Children have a secure knowledge of settlements in the UK through studying the local area, the Y3 unit “What makes up the UK?” and the UK place study of the Lake District in Y5 and also the world by exploring European</p>	<p>Do we really need to protect our rainforests? <i>Study the location of the Amazon Basin, Human and physical geography, explore how the future of tropical rainforests and other ecosystems is closely linked to human lives and lifestyles. Deforestation and issues around palm oil researched and debated.</i></p> <p>South American Place Study: Amazon Basin Climate Change debate</p> <p>Builds on learning in Year 4’s “What exactly is the Americas?” The children are now well equipped to look in greater detail at sustainability when looking at deforestation, who is in charge politically and what changes have been made already. This allows</p>



		cities and regions in Y3 and mega cities in Y4's "What exactly is the Americas?"	them to think like a geographer in greater detail and identify what needs to further change.
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