

Geography coverage and progression across topics and year groups

Golden thread – To explore how our actions change the environment and how we can make a difference.

Green: Skills Blue: Knowledge

	Topic Title	EYFS Objective	What it looks like at Meadowside
Reception	Meadowside explorers	<p>(Maths) Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore the natural world around them.</p>	<p>Learn positional lang words: next to, under, behind etc.</p> <p>Use vocab to describe where things are.</p> <p>Name parts of school Describe where places in school are. Identify natural materials</p> <p>Explore forest school, school field. What can they find?</p> <p>Changes in environment over time (seasonal/ weather)</p> <p>Identify changes</p>
	Marvellous monsters	Use all their senses in hands-on exploration of natural materials.	<p>Identify natural materials</p> <p>Explore forest school</p> <p>Use natural materials to make monsters</p> <p>What do we do at school to be environmental?</p>
	What’s the story?	Explore the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons.	<p>Learn about changes I the environment over time</p> <p>Identify changes</p>
	How can we help?	<p>KUW- Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Recognise some environments that are different to the one in which they live.</p> <ul style="list-style-type: none"> 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. <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>How can we change the environment?</p> <p>What has been changed at Meadowside already?</p> <p>What can we do to make it better for animals?</p>
	Where shall we go? How shall we get there?	<p>KUW- Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.</p> <p>Draw information from a simple map.</p>	<p>Look at pictures of different places: Australia/ China/ Russia Thailand, Kenya. What differences do they see?</p>

	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them. Recognise some environments that are different to the one in which they live.</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p>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.</p>	<p>Create simple maps of classroom/ forest school</p> <p>Look at globe/ map of the world to find places we travel to. How is Australis/ Thailand/ China the same / different to England?</p> <p>Range of stories From different countries: Kenya – Hamdas surprise. Japan – Peach boy Russia- Folk tale How if life different?</p>
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Year 1	Meadowside explorers	<p>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.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>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</p>	<p>Learn terms human and physical features and some examples of these.</p> <p>Look at a black and white arial map of Meadowside and compare to Google Earth images.</p> <p>Take the map and walk around the school ground visiting the different areas and colour coding the human and physical features.</p>
	A Toys' Story		
	A Tale of Tails		
	Setting Sail	<p>Name, locate and identify characteristics of the four countries and capital cities (London) of the United Kingdom and its surrounding seas</p> <p>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</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>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</p> <p>Devise a simple map; and use and construct basic symbols in a key</p>	<p>Learn about the 4 countries of the UK, including their capital cities and mark these on a map (also mark on Gloucester). Build-up in "puzzle piece" form to create a map of the UK. Add to map a few key features using OS symbols (River Severn, Thames, White Cliffs of Dover, Ben Nevis). Add the names of the seas and oceans surrounding the UK to the map.</p> <p>Look at boating/marine maps of the sea and how complex these are. Use a map of the world to locate the equator and discuss how areas near to the equator are hot during the day and those furthest from the equator are the coldest. Colour code this on a map. Learn the compass points and add these on to map.</p> <p>Create a simple map of an island we would want our junk model boat to sail to. Add some key features to the map using OS symbols. Features to include physical and human features.</p>

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Year 2	Meadowside explorers	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.	Use map to identify areas to visit on treasure hunt in topic launch Use Google maps to identify areas like a nature reserve around sch Know that there are areas of farmland near to sch
	Step back in time		
	Let's pretend		
	Buckets and spades	<p>Name and locate the world's seven continents and five oceans</p> <p>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</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>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</p> <p>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</p>	<p>Learn UK countries & capital cities & features</p> <p>-study each country of UK, its capital city & key features and mark on map of UK</p> <p>England- London & Gloucester & Forest of Dean. Discuss diff btwn coastline and beach- mark significant beaches on map</p> <p>Wales- Cardiff- hills & valleys. Discuss link btwn Eng & Wales- principality</p> <p>Scotland- Edinburgh & Ben Nevis- mountain</p> <p>Northern Ireland- Belfast</p> <p>Discuss the UK Flag and how it is made from the 3 countries' flags (not Wales- principality) Use project Britain website</p> <p>Use world map to name and locate 7 continents and 5 oceans</p> <p>-use Sheppard software game to locate</p> <p>-learn songs Continents of the World (tune of Farmer's Den)// Five Oceans (tune Frere Jacques)</p> <p>-colour code and label map with continents & oceans</p> <p>Compare and contrast Quedgeley and other area of UK- Inner Hebrides</p> <p>-study Katie Morag and the Isle of Struay (Coll) discuss the limits of living in a remote location compared to small town</p> <p>-find human and physical features of the island- ensure diff btwn human planted orchard and woods established</p> <p>-learn that Quedge is a town (since 2017) but is surrounded by vegetation & farmland- link to DT and where food comes from</p> <p>Compare UK with Morocco- non EU country</p> <p>-learn about its buildings/ religion/ language/ wildlife/ culture- compare and contrast with UK. Ensure respect of differing cultures</p> <p>Find countries on world map</p> <p>-discuss those countries known/ visited by chn and their place in the world- use compass directions to compare their location to UK</p>

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Year 3	Meadowside explorers	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</p> <p>Describe and understand key aspects of physical geography, including: rivers.</p> <p>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.</p>	<p>Use maps of the world and globes to find and name major rivers of the World. Give clues – it's in the Northern Hemisphere etc</p> <p>What is a river? - Use Powerpoint which shows major features, then create an annotated diagram</p> <p>Visit Canal and river – Follow route on Ordnance Survey Map – identify features Children create sketch maps to show route taken Children produce sketches at variety of points on route</p>
	History hunters	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Describe and understand key aspects of: Physical geography, including: mountains, volcanoes and earthquakes.</p> <p>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>Identify key prehistoric settlements on a map of the UK including Skara Brae, Stonehenge, and local sites of interest. Identify key topographical features nearby – rivers, mountains, islands, coast etc</p> <p>Identify on map countries of the world where Bronze Age technologies spread from - to</p> <p>What causes Volcanoes and earthquakes – look at structure of the earth – Plate tectonic jigsaw – label features of a volcano – ppt – why do people live there if they are so dangerous?</p> <p>Mapping of the major volcanoes of the world</p>
	Planes, trains and automobiles	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Map Phileas Fogg's journey around the world – whilst reading discuss what we can learn about the physical and human characteristics
	Tomb Raiders	Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Locate Egypt on a World map – use google maps to identify features

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Year 4	Meadowside Explorers	<p>Describe and understand key aspects of: physical geography, including: rivers and the water cycle use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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.</p>	<p>What is the water cycle? Why is it important? Model of water cycle. Create foldables to remember the water cycle</p> <p>Use maps and Google Earth to locate Quedgeley and local features.</p> <p>Learn about features of a canal compared to a river</p> <p>Learn about why canals were/are important to Gloucester</p> <p>Visit to canal to focus on human features.</p> <p>Sketch maps to improve Orchard environment</p>
	Ancient Greeks	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Locate Greece and main city states.</p> <p>Use maps, atlases and Google Earth to learn about the physical features of Greece, e.g. mountainous and remote Spartan state and Athens located on the coast.</p>
	We are Scientists		
	Ring Masters		
	A Tale of Two Cities	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time human geography, including: types of settlement and land use, economic activity including links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Locate Gloucester on the map and identify human and physical characteristics.</p> <p>Identify types of settlement and land use, economic activity and the distribution of natural resources in the local area. Research jobs, services and industries in Gloucester.</p> <p>Create tables to demonstrate their findings to the class.</p>

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Year 5	Meadowside explorers	<p>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>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world § 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.</p>	<p>Find location using paper and digital maps</p> <p>Practice sketch mapping on amphitheatre and courtyard</p> <p>Trip – survey of the docks and land use of buildings over time</p> <p>Local OS maps to find location</p> <p>Identify symbols and find landmarks using 4 figure grid references</p> <p>Use eight points of a compass to navigate across the playground</p>
	Watch this Space	<p>Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics, Arctic and Antarctic Circle, Prime/Greenwich Meridian and Time Zones.</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe the features</p>	<p>Balloon globes with continents, oceans, equator, Northern Hemisphere, Southern Hemisphere, Tropics, Arctic, and Antarctic Circle.</p> <p>Latitude and longitude</p> <p>Time zones in hall.</p> <p>Identify on Google Earth.</p> <p>Google Earth Treasure Hunt vs Atlases</p>
	The Battle For Middle England	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United</p>	<p>Locate Norway, Denmark and Iceland on paper and digital maps.</p> <p>Identify physical features and why Vikings travelled</p>

		Kingdom, a region in a European country and a region within North or South America.	
	Curious cases		

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Year 6	Meadowside explorers	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>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>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Compare Quedgeley (England) to Brazilian rainforest. Study the lives of a rainforest tribe (Yanomami)</p> <p>Learn about the impact of deforestation on people from across the world and hold debate.</p> <p>Find points of interest when given directed grid references.</p> <p>Navigate from one point to another using the eight points of a compass. Locate countries of the world using grid references.</p> <p>Geocaching</p>
	Murderous Mayans	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of time zones (including day and night)</p> <p>Physical geography, including: climate zones, biomes and vegetation belts.</p>	<p>Compare ancient and modern day world maps and locate the region inhabited by the Maya</p> <p>Compare biomes across the world including the location of the Maya.</p> <p>Create comparison chart of biomes and climates for different continents</p>
	The origin of species	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure, record and present the human and</p>	<p>Locate countries of the world and link to biomes in relation to evolution of plants and animals.</p>

		physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
	A child's war	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	World War 2- comparing town, city, countryside landscapes then and now Compare maps.
	Dreams and aspirations		