

EYFS Throughout the two year rolling programme - Understand the effect of changing seasons and weather on the natural world around them.

Year one of the rolling program for Geography in Understanding the World in EYFS		
Autumn Term	Spring Term	Summer Term
<p>Geographical skills: Journeys Locational Knowledge</p> <p>An opportunity to model and use locational knowledge. Compare journeys within a local context and further away based on holidays abroad and the migration of animals to other regions. We go on to draw information from a simple map.</p> <p>An exploration of simple trade with the opportunity to purchase stamps for Christmas and use vocabulary associated with this purchase.</p>	<p>Geography skills: Show interest in different occupations in our local area</p> <p>Through observations, photographs and visitors we find out about people in our local area who help us in our daily lives. We go on to build the concept of trade when we discuss people who help us when we are shopping. Children are encouraged to role play shopping, choosing different foods and using money to buy.</p>	<p><i>History – Change over time – Toys</i> <i>Geography outcomes</i></p> <ul style="list-style-type: none"> • <i>I can talk about the changes over time in recycling and composting</i> • <i>I can talk about this from a sustainable perspective and why this is important for our planet.</i> • <i>I can take part in recycling and composting activities which help our school garden and wider community environment</i>
Year two of the rolling program for Geography in Understanding the World in EYFS		
Autumn Term	Spring Term	Summer Term
<p><i>History and Geography – Homes and Families</i></p> <ul style="list-style-type: none"> • <i>I can recognise and talk about members of my own family and relate this to my own wider community</i> • <i>I can recognise settlements and villages in which I live with my family.</i> • <i>I can compare with other families such as the Royal Family and other cultural families</i> 	<p>Geographical Skills: Our Planet</p> <p>Through discussions about our planet, we recognise where we live and the agricultural area and compare this with other regions and climates around the world, recognising similarities and differences. We understand the need to respect and care for the natural environment and all living things, know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Geographical Skills: Physical Processes – Rivers</p> <p>Looking firstly at our own area and then expanding beyond Great Britain, we look at different areas of water from streams and rivers to seas and oceans. We develop our geographical vocabulary to talk about where we find water and where it moves through – in coastal areas, mountains and valleys.</p>

Year one of the rolling program for Geography in KS1		
Autumn Term	Spring Term	Summer Term
<p>World Geography- Africa A study of the contrasting climate, animals and culture of this magnificent continent, with Kenya has a case study. This is also an opportunity to learn the locational knowledge for the World, e.g. continents and oceans.</p>	<p><i>History (Castles)...geography outcomes</i></p> <ul style="list-style-type: none"> • <i>I know that London is our capital city and that it is in the south of England.</i> • <i>I know that Windsor Castle is close to London in the south of England.</i> • <i>I know that Chirk Castle is in Wales and that we are close to the border of Wales.</i> • <i>I know that Ludlow Castle is in Shropshire and that this is our county.</i> 	<p>Geographical skills: Our School Grounds. Using 'Brilliant Bees' as a context, this topic is an opportunity to develop our geographical skills such as fieldwork, mapping and data collection.</p>
Year two of the rolling program for Geography in KS1		
Autumn Term	Spring Term	Summer Term
<p><i>History (Amazing Adventures)...geography outcomes</i></p> <ul style="list-style-type: none"> • <i>I know that the Stephenson's Rocket was trialled on the Manchester to Liverpool line and that these are cities local to us.</i> • <i>I know that the Titanic was travelling from England to New York in North America and sank in the Atlantic Ocean.</i> • <i>I know that our local geography led to the development of the canal system.</i> • <i>I know that the Wright Brothers were from Ohio in North America.</i> • <i>I know that Amelia Earhart was the first woman to fly solo across the Atlantic Ocean.</i> 	<p><i>History (Great Fire of London)...geography outcomes</i></p> <ul style="list-style-type: none"> • <i>I know that London is our capital city and is located in the south of England.</i> • <i>I know that Wem is a town in north Shropshire and is one of our local towns.</i> • <i>I know that Whitchurch is also a local town and I know the relevant locations of Whixall, Prees and Clive in relation to these.</i> 	<p>Local Geography – The Seaside A comparison between the physical and human features of our local area and a coastal location. This is also an opportunity to learn the locational knowledge for the U.K and our local area.</p>

Year one of the rolling program for Geography in Lower Key Stage Two		
Autumn Term	Spring Term	Summer Term
<p>World Geography- India</p> <p>A study of the contrasting climate, landscape and culture of this fascinating country. This is also an opportunity to learn World locational knowledge and the physical process of mountain building and plate tectonics.</p>	<p><i>History (Vikings)...geography outcomes.</i></p> <ul style="list-style-type: none"> <i>I know that the Vikings were from Scandinavia and I know the locations of Norway, Sweden and Denmark, relative to Britain.</i> <i>I know that the Vikings crossed the North Sea to invade Britain and sailed into the Irish sea to invade Ireland.</i> <i>I know the locations of important sites and areas such as York, the Danelaw and Wessex and how they relate to modern Britain.</i> <i>I know that the Vikings travelled as far as North America, via the North Atlantic and were the first Europeans to do so.</i> 	<p>Geographical Processes: Volcanoes and Earthquakes</p> <p>Using the Romans and Mount Vesuvius as a context, this is a study of how volcanoes and earthquakes are formed through plate tectonics.</p>
Year two of the rolling program for Geography in Lower Key Two		
Autumn Term	Spring Term	Summer Term
<p><i>History (Stone Age)...geography outcomes</i></p> <ul style="list-style-type: none"> <i>I know that the climate has changed over time and that the climate was colder at the end of the ice age. As the climate warmed human development flourished.</i> <i>I know that Skara Brae is in Orkney, which is an island north of Scotland.</i> <i>I know that Stonehenge is in the south of England and the blue stones used to build it were from Wales.</i> <i>I know that the Bronze age, Iron age tribes travelled from Europe across what is now the English Channel to get to Britain.</i> 	<p><i>History (War Time to Wow Time)...geography outcomes.</i></p> <ul style="list-style-type: none"> <i>I know the location of the following countries in Europe: France, Germany, Belgium, Spain, Poland, Italy, Greece and the location of Russia.</i> <i>I know that Britain is separated from the rest of Europe by the North Sea and the English Channel.</i> <i>I know that London is our capital city and is located in the south of England. I know the location of other cities that suffered from bombing at the geographical reasons why they were targeted.</i> <i>I know the Battle of Britain took place in the skies above the ok but also over the English Channel and along the eastern coast.</i> 	<p>Local Geography /processes: Rivers</p> <p>A place study of the local area and the River Severn. This is an opportunity to learn U.K locational knowledge and a case study of the River Rhine in Europe.</p>

Year one of the rolling program for Geography in Upper Key Stage Two		
Autumn Term	Spring Term	Summer Term
<p>World Geography- Brazil</p> <p>A study of the contrasting climate, landscape and culture of this fascinating country. This is also an opportunity to learn World locational knowledge and the significance of the Tropical Rainforests on world climate and the importance of the need to protect them.</p>	<p><i>History (Ancient Greeks)..geography outcomes</i></p> <ul style="list-style-type: none"> • <i>I know that Greece is now part of Europe. I know the locations of surrounding European countries such as Italy, Spain, France, Germany, Austria, Romania, Turkey.</i> • <i>I know that Greece is located on the Mediterranean Sea but also the Ionian and Adriatic Seas.</i> • <i>I know that Greece is a mountainous country with a mainland and many islands.</i> • <i>I know Greece has a Mediterranean climate and has hot dry summers.</i> 	<p>Locational knowledge/ natural resources : Where in the World?</p> <p>A statistical study of the distribution of natural resources across the World and the challenges and the pressures the World's population puts on the resources it provides.</p>
Year two of the rolling program for Geography in Upper Key Two		
Autumn Term	Spring Term	Summer Term
<p><i>History Topic: (local history)...geography outcomes</i></p> <ul style="list-style-type: none"> • <i>I know that our school locations are within North Shropshire.</i> • <i>I know the locations of Wem, Whitchurch, Oswestry, Market Drayton, Ellesmere our county town of Shrewsbury.</i> • <i>I know the relative locations of Whixall, Prees and Clive within the Geography of North Shropshire and its relevant bordering counties and Wales.</i> • <i>I can use geographical language to describe these locations relative to my school location.</i> • <i>I know that the historical development of our villages and towns is often related to its geographical features.</i> 	<p><i>History Topic (Ancient Egypt)..geography outcomes</i></p> <ul style="list-style-type: none"> • <i>I know the location of Egypt in terms of the continents of Africa and Europe.</i> • <i>I know the location of Egypt relevant to the countries surrounding the Mediterranean and the Red Sea.</i> • <i>I know that Egypt has a hot dry desert climate.</i> • <i>I know that the Nile is a significant river by length, its ecosystem and its importance as a transport link.</i> • <i>I know that the Nile was crucial in the development of the Ancient Egyptian civilisation as a source of water and nutrients allowing agriculture to flourish.</i> 	<p>Local Geography: Mountains, Meres and Mosses.</p> <p>A place study of our unique local area and environment and the Berwyn Mountains. This is an opportunity to learn U.K locational knowledge and study the process of mountain building through plate tectonics.</p>