

Understanding the World and Geography Learning Sequence

EYFS Curriculum intent statement- Understanding the World (focused on People, Culture and Communities and The Natural World.)

With a particular focus on People, Culture and Communities and The Natural World through our early years curriculum we intend to cultivate our youngest children's curiosity about the people, communities, and environments that make up their immediate world and surrounding areas. By beginning their learning about the natural world and diversity of people and cultures, children's development is grounded in respect and kindness. As this is cultivated children are empowered to make great choices as responsible members of their community and be their best as explorers of their world and beyond.

Basic entitlement - **Locational knowledge** **Human and physical features** **Map Work** **Fieldwork**

Nursery (2-3 year olds)	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1	
Explore and respond to different natural phenomena	I can splash in a puddle. (PG)
Autumn 2	
Explore and respond to different natural phenomena	I can walk in leaves and long grass. (PG)
Spring 1	
Explore and respond to different natural phenomena	I can stand and splash in the rain with wellies. (PG)
Spring 2	
Explore and respond to different natural phenomena	I can hold a chick and explore a life cycle. I can see new plants growing and flowers blossoming.
Summer 1	
Explore and respond to different natural phenomena	I can go on a mini-beast hunt. (PG)
Summer 2	
Explore and respond to different natural phenomena	I can explore with sand and pebbles. I can notice my own shadow.

Nursery (3-4 year olds)	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1	
Talk about differences and similarities between themselves and people in their local community	I can identify some similarities and differences between myself and other people. (HG) I can talk about similarities and differences between myself and other people. (HG)
Explore Autumn's seasonal changes in our country	I can explore the natural world around me (PG) I can describe what I see, hear and feel whilst outside (PG)
Know that weather is different on different days	I can observe different weather on different days (PG) I can talk about how weather can change (PG) I can identify the different types of weather I experience (PG)
Name the school	I can name the school (LK)
Talk about a simple map in a story	I can talk about a simple map in a story (UM)
Autumn 2	
Talk about locality/places around our school grounds	I can listen to discussions about the places around our school grounds (PG) I can talk about the places around our school grounds (PG)
Show interest in different occupations and use different vocabulary e.g. firefighter	I can engage with props, photos and resources about different occupations (HG) I can learn and use different vocabulary related to different occupations (HG)
Spring 1	
Understand there are different countries in the world and talk about differences they have experienced or seen in photos	I can engage with photos, books, dolls and resources about different countries (PK) I can recognise there are different countries (PK) I can talk about differences I have experiences or seen in photos/ books (PK)
Spring 2	
Show interest in different occupations and use different vocabulary e.g. farmer	I can engage with props, photos and resources about different occupations (HG) I can learn and use different vocabulary related to different occupations (HG)
Notice what is different about different places around the school grounds e.g. shady, lots of trees, pathways, buildings.	I can identify different areas around the school grounds (FW) I can discuss what is different about different areas around the school grounds (FW)
Summer 1	
Engage with a map	I can engage a map (UM)
Summer 2	
Understand people have an impact on the environment	I know people have an impact on the environment (PG)
Know which school they may be going to	I know where 'big school' is (HG)
Name the town of the school they are going to	I can name the town my school is in (HG)

Understanding the World and Geography Learning Sequence

Basic entitlement - **Locational knowledge** **Human and physical features** **Map Work** **Fieldwork**

Reception	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1	
Understand the effect of the changing season around me - Autumn	I can explore the natural world around me (PG) I can describe what I see, hear and feel whilst outside (PG) I can identify some signs of Autumn (PG)
Talk about the lives of people around them and their roles in society - Police, Paramedic	I can identify roles people in society (HG) I can discuss the work of people in society (HG) I can explain why it is important to have these roles in society (HG)
Autumn 2	
Understand the effect of the changing season around me - Winter	I can explore the natural world around me (PG) I can describe what I see, hear and feel whilst outside (PG) I can identify some signs of Winter (PG)
Locate school on google earth/ street view	I can explore different maps (UM) I can draw information from a simple map (UM) I can pick out landmarks on a map (UM)
Look at maps of the local area Draw my own map	I can draw my own map (UM) I know how and when to use a map (UM) I can draw some key landmarks (UM) I can explain where I live (UM)
Name the road the school is in	I can name the road the school is in (LK)
Recognise the Arctic is different to where they live	I know some similarities and differences between the Arctic and where I live (PK) I can explain some similarities and differences between life in this country and life in the Arctic (PK)
Use globe to recognise north pole	I can locate a place on a globe with some adult support (UM)
Water is blue and land is brown or green on a map	I know water is blue and land is green on a map (UM)
Focus on positional language	I can listen to an instruction and place an object behind, under and beside (FW) I can describe objects as behind, under and beside (FW)
Spring 1	
Recognise some similarities and differences between life in this country and life in Africa E.g. animals, weather, environment, food.	I can recognise some similarities and differences between life in this country and life in Africa (PG) I can explain some similarities and differences between life in this country and life in Africa (PG)
Compare life in hot/ cold climates e.g. Africa to Arctic	I can describe how the climate in Africa is different to the Arctic (PG)
Spring 2	
Understand the effect of the changing season around me - Spring	I can explore the natural world around me (PG) I can describe what I see, hear and feel whilst outside (PG) I can identify some signs of Spring (PG)
Follow clues on a simple treasure hunt that describes easily identified features.	I can follow clues on a simple treasure hunt (FW) I can identify key features from around the school (FW)

Summer 1	
Explore maps and pictures of local castles E.g. Lulworth castle, Corfe castle, Highcliffe castle.	I can explore maps and pictures of local castles (UM) I can use photos, videos and diagrams to understand a local area (HG)
Observe images of famous bridges around the world E.g. golden gate bridge, Sydney harbour, tower bridge.	I can make observations about human geography (HG) I can identify what a bridge is (HG)
Summer 2	
Understand the effect of the changing season around me - Summer	I can explore the natural world around me (PG) I can describe what I see, hear and feel whilst outside (PG) I can identify some signs of Summer (PG)
Understand that we can only grow certain fruit/vegetables in England	I can recognise why certain fruits, plants and animals don't live natively (PG)
Talk about the lives of people around them and their roles in society - Farmer	I can identify roles people in society (HG) I can discuss the work of people in society (HG) I can explain why it is important to have these roles in society (HG)
Draw a simple map from a familiar story	I can draw a simple map from a familiar story (UM)

Understanding the World and Geography Learning Sequence

National Curriculum intent statement- Geography

Our Geography curriculum builds on the curiosity instilled in the early years and aims to inspire a lifelong fascination with the Earth and its diverse people and cultures. Knowledge of places, spaces, and environmental processes is built sequentially from our local area to a global scale. Integrated into our topic themes, geography highlights the interconnectedness of how and where we fit within our world. We challenge children to understand their role as global citizens, empowering them to make great choices that protect our environment and support their communities, demonstrating what it means to be their best caretakers of the planet.

Basic entitlement - Locational knowledge Human and physical features Map Work Fieldwork

Year 1	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1 (Monarchs, maps and materials)	
Revise where I live in the UK	<u>Revision objectives</u> I can describe what it is like where I live (PK) I can find local towns/ landmarks (LK) I can recall that England is the country we live in (PK)
Use an atlas to identify the United Kingdom and its four countries (capital cities, points of compass)	I can label different countries in the UK (LK) I can find (label) the capital cities of each country in the UK (LK) I can begin to explore that Scotland is often colder than England. (PK)
Identify the surrounding seas around United Kingdom using an atlas	I can identify land and sea on a globe/ map (LK) I can use a map/atlas to locate sea names (LK) I can label a map (PK)
Autumn 2 (Monarchs, maps and materials)	
Identify physical and human features of my local area?	I can describe my local area (FW) I can recognise physical features in my local area (PF) I can recognise what geographic features in my local area (HG) I can locate home, school, town and key landmarks using aerial photographs (UM)
Create a bird eye view map of our school?	I can look at features of the school grounds, and describe them, including vegetation and soil (UM) Use web based tools to help understanding (UM) I can create map which represents school grounds (DM)
Spring 1 (Paws, claws and whiskers)	
Revise countries of the UK and understanding of human and physical features	<u>Revision objectives</u> I can use atlases/maps/globe to identify the UK and surrounding areas (LK) I can identify and describe human features on a map (HG) I can identify and describe physical features on a map (PF)
Research Kenya	I can research information about Kenya using a range of sources (PK) I can discuss and record facts about Kenya (PK) I can identify that hotter areas of the world are nearer to the equator (PG) I can locate Kenya on a world map (LK)
Research England	I can research information about England using a range of sources (PK) I can discuss and record facts about England (PK) I can recognise where England is compared to the equator (PG) I can locate the England on a world map (LK)
Compare England to Kenya	Research and discuss the physical similarities and differences between England and Kenya (PG) Research and discuss the human similarities and differences between England and Kenya (HG) Present a comparison of the human and physical features of two contrasting locations (HG) Compare populations and size of countries (HG)

Spring 2 (Paws, claws and whiskers)	
Research big cat habitats from around the world and locate them on a map	I can follow a line of enquiry and collect data (FW) I can identify features that make a location suitable for a specific purpose (PG) I can present and summarise findings in an organised and clear way (FW)
Describe a location and its suitability for animals to live there	I can use locational and directional language to describe the location of features (UM) I can explore how animals are suited to their environment (PG) I can discuss and recognise how a physical habitat is suited for animals to thrive (PG)
Summer 1 (The Enchanted Woodland)	
Locate the oceans the world	Revision objectives I can identify the difference between land and sea on a map (LK) I can identify where 'I am' on a world map (LK) I can label ocean names on a map (PK)
Use maps to identify given locations	I can use maps to identify given locations (LK) I know basic map features/ symbols (UM) I can identify landmarks/ key locations on a map (LM) I can describe the features of one location to that of another (PK)
Use basic geographical vocabulary to discuss seasons and weather	I can recognise the weather changes throughout the year (seasonal) (PG) I can identify 'typical' weather patterns for each season (PG) I can make comparisons between the seasonal weather systems (PG)
Identify weather patterns in the UK	I can understand that there are different weather patterns in the UK (PG) I can explore the impact of different weather systems (PG) I can identify how people know what weather is coming (forecast) (PG)
Summer 2 (The Enchanted Woodland)	
	N/A

Understanding the World and Geography Learning Sequence

Basic entitlement - **Locational knowledge** **Human and physical features** **Map Work** **Fieldwork**

Year 2	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1 (Light Up London)	
Label the countries, seas and capital cities in the UK	<u>Revision objectives</u> I can use atlases/maps/globe to identify the UK and surrounding areas (LK) I can identify basic map symbols and understand a map (UM) I can label a map clearly (PK) I can label the seas around the UK (PK)
Use aerial photographs to identify and describe London landmarks	I can recognise human features of London (HG) I can recognise physical features of London (PH) I can know that a human feature is made by people (HG) I can identify landmarks on aerial photographs eg harbour, shopping centre, park, church (HG) I can locate and describe what makes a landmark (HG)
Compare London to local area	I can describe some human features in my local area (HG) I can describe some physical features in my local area (PG) I can describe some human features of London (HG) I can describe some physical features of London (PG) I can compare London with my local area (PK)
Identify the location and spread of the Great Fire of London	I can explore geographic reasons why the fire spread (PG) I can map the spread of the fire (DM) I can describe how London changed following the fire (HG)
Autumn 2 (Light Up London)	
	N/A
Spring 1 (What's your super power?)	
Revise countries of the UK. Revise weather patterns and seasonal changes	<u>Revision objectives</u> I can name the countries of the United Kingdom (PK) I can identify different weather patterns (PG) I can explain seasonal changes in the weather (PG)
Identify different climate zones around the world	I can explain where hot and cold countries are located in the world (PG) I can name climate zones around the world using key words (temperate, cold, warm and tropical) (PG) I can understand how the location of hot and cold countries affects the different animals that live there (PG)
Explore hot and cold climates - equator/North and South Poles	I can compare hot and cold climates (PG) I can identify where the equator is and recognise features of countries close/far to the equator (PG) I can research and explore a hot climate (equator) and cold climate (North/ South Pole) (PG)
Name and describe the four seasons	I can explain each season and how they change (PG) I can compare the four seasons (PG) I can explore and discuss different visual aids depicting the seasons (PG)
Spring 2 (What's your super power?)	
	N/A
Summer 1 (Let's explore our wonderful world)	
Name and label continents and oceans	<u>Revision objectives</u> I can name the 7 continents in the world (PK) I can name the 5 oceans of the world (PK) I can explain the continent we live and the nearest ocean (PK) I can locate on a map where the land and sea is (LK)

Use a map to locate Mexico	I can find Mexico on a map (LK) Identify surrounding seas (LK) I can use a map to compare where Mexico is to England/ UK (PK)
Write a fact file about Mexico City	I can write facts about Mexico (PK) I know which continent Mexico is in (PK) I can identify physical features of Mexico (PG) I can identify human features of Mexico (HG)
Write a postcard from Mexico	I can consider what it would be like to be in another country (HG) I can recognise the importance and purpose of a passport (HG) I know that flags are important to countries (HG) I know what the Mexican flag looks like (PK)
Write a fact file about The New Forest	Locate The New Forest on a map; where is it to us? (LK) I can discuss some of the human features of The New Forest (HG) I can discuss the physical features of The New Forest (PG)
Fieldwork	Blashford Lakes and Habitats - micro habitats (pond dipping) (PG) Map work/grids (UM)
Summer 2 (Let's explore our wonderful world)	
Recognise the features of a cold climate and identify animals that live there	I can explore what causes a country/ region to be cold (PG) I can research, discuss and explore cold climates (PG) I can understand how being a cold country affects which animals live there (PG) I can explore how animals have adapt to suit their surrounding (PG)
Recognise the features of a hot climate and identify animals that live there	I can explore what causes a country/ region to be hot (PG) I can research and discuss hot climates (PG) I can understand how being a hot country affects which animals live there (PG) I can explore how animals have adapted to suit their surrounding (PG) Compare animals/ plants which live in a cold and hot environment (PG)

Understanding the World and Geography Learning Sequence

Basic entitlement - **Locational knowledge** **Human and physical features** **Map Work** **Fieldwork**

Year 3	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1 (Ancient Antics)	
Identify continents, oceans and equator	<u>Revision objectives</u> I can name and identify the 7 continents (PK) I can name and identify the 5 oceans (PK) I can label the equator (PK)
Identify the features of a river	I can draw the journey of a river (PG) I can label a river with its key features (PG)
Know why the River Nile was so important	I can explain what the Ancient Egyptians used the River Nile for (PG) I can explain why the Ancient Egyptians lived close to the Nile (PG)
Autumn 2 (Ancient Antics)	
Compare three rivers from different regions? (River Tigris vs River Nile vs River Indus)	I can identify the similarities between the 3 river civilisations (HG) I can identify the differences between the 3 river civilisations (HG) I understand the importance of the rivers to the survival of the civilisations (HG)
Know about what causes flooding and the impact	I can list different types of flooding (PG) I can explain what causes flooding (PG) I can describe some of the ways flooding affects communities (PG) I can describe ways to limit flood damage (PG)
Spring 1 (Heroes and Villains)	
Name and locate the main rivers and seas of the UK	<u>Revision objectives</u> I can name the seas surrounding the UK (PK) I can find the seas some rivers flow into (LK) I can name some of the UK's main rivers (PK) I can identify rivers and seas using an atlas or map (LK) I can follow a river on a map to find where it starts and ends (UM)
Identify biomes on a World map	I can name the main types of biome in the world (PK) I can use maps to locate biomes (LK) I can present my map clearly with a key (PK)
Describe the climate and landscape in an area of the world	I can analyse adaptation and science of an area (PG) I can compare biomes of different places in the world (PG) I can explore key facts about deciduous forests and savannahs (PK)
Spring 2 (Heroes and Villains)	
Name and locate some counties and cities of the UK	I can explain what a county is (PK) I can name some counties close to my area (PK) I can identify my county on a map (LK) I can label key counties and cities on a map (PK)
Identify key human and physical features on a map	I can recognise the meaning of basic map symbols and use 2 figure grid reference (DM) I can explore different types of rock in the UK (strength eg. erosion) (PG) I can explore the human geographic impact on the UK (HG) I can explore the physical features of land in the UK (PG)
Summer 1 (Scrumdiddlyumptious!)	
Identify features of North and South America	<u>Revision objectives</u> I can find North and South America on a map (LK) I can describe where North and South America are compared to Europe (PK) I can recognise and describe the physical features of North and South America (PK) I can recognise and describe the human features of North and South America (PK)
Recognise the journey that food takes to get to me	I can recognise different places my food comes from (HG) I can explain the importance of fair trade (HG)

Use a compass to navigate	I can recognise the cardinal and inter-cardinal points of a compass (DM) I can depict the eight points of a compass (DM) I can use compass points to give directions (UM)
Use four figure grid references, symbols and keys on an OS map	I can explain how to give co-ordinates by going across and then up (UM) I can find a location from 4 figure -ordinates (UM) I can use map sites on the internet (UM)
Summer 2 (Scrumdiddlyumptious!)	
Describe the key aspects of an earthquake	I can explain why earthquakes happen (PG) I can identify what happens when an earthquake strikes (PG) I can describe how earthquakes are measured (PG) I know and can explain key terminology associated with earthquakes (PG)
Describe what the San Andreas fault is and how it affects humans	I can explain what the San Andreas fault is (PG) I can describe the events of the 1906 San Francisco earthquake (PG) I can recognise the impact of the 1906 San Francisco earthquake (PG)
Recognise the impact of Earthquakes on settlements	I can identify some impacts on humans caused by earthquakes (HG) I can describe ways in which humans can minimise impacts (HG) I recognise ways humans offer relief and rebuild (HG)

Understanding the World and Geography Learning Sequence

Basic entitlement - **Locational knowledge** **Human and physical features** **Map Work** **Fieldwork**

Year 4	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1 (Caves to Castles)	
Understand what is meant by settlement	Revision objectives I can identify that a settlement is where people live (LK) I know hamlets, villages, towns and cities are all settlements (HG) I recognise the importance of physical features to a settlement (PG) I can identify the reasons why settlements are built where they are (HG)
Discuss and explain why settlements develop in certain locations	I can explain what a settlement is (HG) I can identify important features of a settlement site (HG) I can order settler needs by importance (HG) I can give reasons for and against settling on a given site (HG)
Autumn 2 (Caves to Castles)	
Fieldwork	Habitats - Micro habitats (pond dipping) Orienteering- Map work/grids (UM) (DM)
Research Skara Brae and consider the physical and human features that made people settle there	I can research and retrieve facts about Skara Brae (PK) I can compare living in the Modern Age and the Stone Age (HG) I can explore how land use/settlements change over time (HG) I can use maps to identify key features which determine where people settle (HG)
Compare hillforts, roundhouses and castles	I can explore how people from the past used natural resources (PG) I can discuss the features of hillforts, roundhouses and castles (HG) I can compare the 3 different types of Iron Age homes (above) (HG)
Understand why people might choose to live by the sea or inland	I can identify the benefits of living by the sea or inland (differences) (HG) I know about an area coastal and inland of the South UK (PK) I can recognise how the weather varies from the coast to inland (PG)
Spring 1 (I'm in the rainforest get me out of here!)	
Recall some key worldwide geographical physical features	Revision objectives I can identify the Northern and Southern hemispheres (LK) I can name the 7 continents (PK) I can name some key UK and worldwide rivers (PK) I can describe what a biome is and give examples (PG)
Use a World Map to label polar, tropical and temperate rainforests	I can recognise that there are 3 major climate zones - polar, tropical and temperate (PG) I can identify the tropical zone lies between the Tropics (LK) I can explore how the equator impacts the location of tropical/ temperate rainforests (PG) I can use maps to locate countries of the world where tropical/ temperate rainforests are (LK)
Find out about the different layers of the rainforest	I can identify that a tropical rainforest has dense vegetation in 3 layers (all growing up to try to get sunlight) (PG) I can explore the climate for each layer (PG) I can explore the plants and animals found in each layer (PG) I can understand tropical rainforest provide shelter for a huge range of animals (PG)
Research plants that are commonly found in the rainforest	I can use research plants that are commonly found in the rainforest (PG) I can make comparisons with plants found in the rainforests and the New Forest (PG) I can consider the climate of where each plant grows (PG)
Discuss why animals adapt	I can identify that there is a wide range of wildlife in the rainforest (PG) I can explore animal adaptation to survive in the rainforest (PG) I can review differences between animals found in different parts of the world (PG) I can use and interpret information from either graphs, tables, photos or videos (FW)

Explore the advantages and disadvantages of deforestation (x2 lessons)	I can research causes and effects of deforestation in the Amazon Rainforest (PG) I can identify that forests are essential to life on earth because they absorb CO₂ (PG) I can understand that the Amazon and its animals are under threat because deforestation (HG) I can understand that deforestation is happening because people want to use the rainforest's natural resources (mining, logging, farming) (HG) I can discuss and present possible solutions (HG) I can draw comparison that historically much of England used to look like the New Forest (HG)
Spring 2 (I'm in the rainforest get me out of here!)	
Compare Amazon with Nile and a UK River	I can use an atlas to find rivers (PK) I can identify the sea a river flows into (LK) I can compare location, length and key features of 3 rivers around the world (PK) I can understand that rivers are often important trade routes, especially in the past (HG)
Identify Climate zones/biomes? Revise Equator, Tropic of Cancer, Meridian.	I can understand what biomes are and where they are located across the world (HG) I can make links between biomes and climate zones (PG) I can record relevant information for each biome (PG)
Compare Brazil and England and compare Rio and Bournemouth	Identify both human and physical features of Brazil and England (HG ands PG) I can compare images, videos, graphs and tables of Rio and B'mouth (FW) I can discuss what life is like for people living in Rio and B'mouth (HG)
Summer 1 (Rocking Romans)	
Identify the location of Europe and name major cities in Europe	<u>Revision objectives</u> I can use a map to locate where Europe is (LK) I can explain where major cities in Europe are (PK) I can name the largest city in Europe by size and population (HG)
Explore how volcanoes are formed	I can discuss different parts of a volcano and what happens when they erupt (PG) I can identify key parts of a volcano and what each part does (PG) I can summarise how volcanoes are formed (PG)
Explain how volcanoes effect people's lives	I can discuss and explore where volcanoes are found (PG) I can use extinct, dormant and active when describing volcanoes (PG) I can list the risks and benefits of living near a volcano (PG)
Explore local Roman towns and trade routes	I can understand that in Roman times trade routes were along straight roads they built (HG) I can understand that in Roman times trade routes included going through passes, eg in the alps, or by water eg Poole harbour and the sea (HG) I can explore local Roman towns, such as Wareham and Dorchester and locate on a map of Dorset (PK) I can investigate Italy and compare local settlements to that in the Roman Empire (HG) I can investigate how trade links have changed over time (HG)
Summer 2 (Rocking Romans)	
Explore and study Mount Vesuvius	I can explore Mount Vesuvius now (PG) I can explore Mount Vesuvius in the past (PG) I can explore the impact of eruptions (PG) I can investigate impact on Pompeii (PG)