

The terms and years may change, but the phases that units are in will stay the same. If the order or position changes, the links will still remain the same.
KS1 and KS2 units are taken from the Oddizzi website medium term plans.

Geography at Whitmore starts at the local level, where children focus on their local environment and basic observation skills. In KS1, they learn more about the world and how to locate key places, before developing their comparison skills by learning about a settlement in another country. In LKS2, they develop their knowledge of physical and human geography and how our lives are shaped by the lands around us, and how countries throughout the world are linked by trade and resource exchanges. In UKS2, children learn about concepts that are harder to visualise, such as the structure of the Earth, and how the power of geography can have massive effects on human communities before returning to more local studies where they consider how geography has shaped Basildon, Essex and the UK and our place in the modern world and future.

Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	N		Exploring the Environment <i>I can explore natural materials and my environment using my senses</i> <i>I can observe my environment and talk about it using newly learnt vocabulary</i> <i>I can use magnifying glasses to support my observations</i> <i>I can begin to understand the changes in the seasons</i>	Making own Small World <i>I can use different resources to represent real-life locations</i> <i>I can show interest in a range of occupations</i>		Different Countries <i>I know that there are different countries in the world</i> <i>With support, I can describe how life can be different in other countries</i>	
	R	Investigating the Environment <i>I can explore the natural world around me using senses, songs, observations, and drawings</i>			Explore the World Around Me <i>I can take information from a simple map</i>	Recognise Different Environments <i>I can discuss contrasting environments to the one I live in</i> <i>I can describe how life can be different in different countries</i>	Understand the Changing Seasons <i>I can say how seasons are different with support</i> <i>I can create representations of the different seasons (writing, pictures, etc.)</i>
Rationale and links to future learning		Geography in EYFS focusses on the children's experiences in the school environment as well as a broad understanding of the concepts that there are different environments and countries in the world, many of which are different to the UK. Fieldwork skills are introduced with observation of the seasons and how these change. This helps the children to develop the vocabulary of description and contrast that they will need in KS1.					

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Weather and Seasons (fieldwork across all terms) <i>I can make simple recordings of my findings</i> <i>I can create first-hand observations using my senses</i> <i>I can ask and answer simple questions about what I have heard</i>		United Kingdom <i>I can use North, South, East and West for simple navigation</i> <i>I can use simple locational language to describe where things are</i>	Local Area <i>I can use basic symbols in a key</i> <i>I can follow a simple map</i> <i>I can use photographs to recognise basic features</i> <i>I can explain the differences between image types</i>		
Key knowledge	Weather and Seasons (fieldwork across all terms) <i>I can spot the differences between seasons</i> <i>I can order the months of the year</i> <i>I can say how the weather can affect different jobs</i>		United Kingdom <i>I can locate the four countries of the UK on a map</i> <i>I know the four capital cities of the UK</i> <i>I can explain the differences between human and physical features</i> <i>I can describe the human and physical features of one of the UK's capital cities</i>	Local Area <i>I know the differences between rural and urban areas</i> <i>I can explore and record the features of my local area</i>		
Fieldwork enquiry	Weather Patterns What clothes should I pack for a trip out? <i>I can create first-hand observations using my senses</i>		Human and Physical Geography Do we need new shops in our area? <i>I can use simple locational language to describe where things are</i>	Classroom, School Grounds and Surrounding Environment Where would be the best hiding place for a wolf in Little Red Riding Hood? <i>I can make simple recordings of my findings</i> <i>I can use North, South, East and West for simple navigation</i>		
2		Continents and Oceans <i>I can use North, South, East and West to describe locations and routes on a map</i> <i>I can show an interest in what I am learning about by asking questions about what I have seen, heard, or read</i> <i>I can use digital maps</i>		Hot and Cold Places <i>I can use simple locational language</i> <i>I can start to choose the information I use</i> <i>I can begin to highlight and annotate digital maps</i>		Contrasting Locality Study <i>I can use aerial photographs and plan perspectives to recognise landmarks and basic features</i> <i>I can use simple grid references to locate squares on a map</i> <i>I can recognise and identify basic OS symbols</i>
Key knowledge		Continents and Oceans <i>I can understand where I am in the world</i> <i>I can locate and name the seven continents on a map</i> <i>I can locate and name the oceans on a map</i>		Hot and Cold Places <i>I can identify hot and cold places on a map</i> <i>I can recognise the features of hot and cold places</i> <i>I can say how animals have adapted to hot and cold places</i>		Contrasting Locality Study <i>I can describe the physical and human features of [insert place here]</i> <i>I can locate [insert place here] on different maps</i> <i>I can say how daily life in [insert place here] is different to life in Basildon</i>
Fieldwork enquiry			Map Work Where in our local area would be the best place for a day out? <i>I can make more sophisticated data recordings</i> <i>I can create a simple map</i>	Weather Pattern Analysis What clothes or equipment would I need for trips to different places? <i>I can start to choose the information I use</i>		Local Area Walk Compare Basildon to Lagos <i>I can create and use first-hand observations</i>
Rationale and links to prior and future learning	Geography in KS1 expands on the children's knowledge of the school site from EYFS, and expands the size of the local area that they are aware of and understand. In KS1, children start to make more detailed comparisons between Basildon and other settlements in the UK and beyond. They learn basic geographical concepts, knowledge and skills through the concrete experience of a familiar place. They are then able to make meaningful comparisons with a contrasting locality. Their learning will then be further built on in KS2. Children's understanding of the world also improves; they learn about the location of continents and oceans that will be studied in more detail in KS2. Over the course of this Key Stage, children develop their understanding of weather and climate, knowledge that will be expanded on when studying varying localities in KS2. In KS2, children's knowledge of human and physical features will be constantly reinforced and developed.					

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3		North America <i>I can start to measure distance on Digimaps</i> <i>I can annotate digital maps with text and labels</i> <i>I can use sketch maps, tables, jotted diagrams, lists, etc.</i>		Rio and South East Brazil <i>I can create a sketch map</i> <i>I can start to ask geographically valid questions</i> <i>I can select the information I need according to relevance</i>		Climate Zones <i>I can use maps, atlases and globes and start to describe the features I can see</i>
Key knowledge		North America <i>I can identify countries within North America and states in the USA</i> <i>I can describe the physical geography of the Rocky Mountains</i> <i>I can say how the physical geography has impacted a local area</i>		Rio and South East Brazil <i>I can locate countries in South America</i> <i>I can use photographs and information texts to describe what daily life is like in Rio</i> <i>I can describe how my life is linked to Rio and South East Brazil</i>		Climate Zones <i>I can locate different climate zones on a world map</i> <i>I can say how temperate and tropical climates are different</i> <i>I can describe the key features of climate zones</i> <i>I can identify different lines of latitude</i> <i>I can link latitude to climate zones</i>
Fieldwork enquiry		Local walk for comparison Finding human and physical features <i>I can start to estimate length and distance</i> <i>I can take simple notes</i>		Local walk Create maps <i>I can identify and use a wider range of OS symbols</i> <i>I can use four-figure grid references</i> <i>I can start to draw to scale</i>		Local walk studying plants Link to science <i>I can start to understand more complex keys</i> <i>I can start to evaluate my own observations, and compare them with others</i>
4	Rainforests <i>I can use the contents and index of an atlas</i> <i>I can ask and answer geographically valid questions</i>	Rivers <i>I can use oblique and aerial views</i> <i>I can use a scale to reasonably estimate distances</i> <i>I can accurately measure distances on digital maps</i>				South America – The Amazon <i>I can use complex keys to build my knowledge</i> <i>I can use digital maps for a purpose</i> <i>I can recognise that geographical 'facts' can vary by source and suggest reasons for this</i>
Key knowledge	Rainforests <i>I can locate the world's rainforests on a map</i> <i>I can describe the different layers of a rainforest</i> <i>I can explain the impact of deforestation</i> <i>I can explain the importance of rainforests</i>	Rivers <i>I can describe the key features and stages of a river</i> <i>I can describe how human activity affects rivers</i> <i>I can locate, and describe the key features of, the world's longest rivers</i>				South America – The Amazon Basin <i>I can locate the physical features of South America</i> <i>I can find out if the Amazon River is the world's longest</i> <i>I can describe the key characteristics of the Amazon Basin</i>
Fieldwork enquiry	Identifying trees, leaves and plants from local park walk Link the different leaves to that of the rainforest <i>I can ask and answer geographically valid questions</i>		Local walk and survey Is traffic a problem in our area? <i>I can start to explain my ideas, using a thematic map for reference</i> <i>I can make qualitative and quantitative notes in observations</i>		Weather data analysis Which would be the best week in June to go away? <i>I can evaluate my own observations and compare them with others</i> <i>I can start to record continuous data</i>	Local area map Compare to the Amazon <i>I understand contour lines</i> <i>I can start to use six-figure grid references</i>
Rationale and links to prior and future learning	In LKS2, children will build on their knowledge from KS1 and look more in-depth at certain areas of the world and key geographical features. In doing so, they will build on their knowledge of 'where things are' from KS1, and start to understand 'why things are'. Area studies will build on children's knowledge of places and human and physical features from KS1, and help children start to understand the effects that humans have had on the world, which will be studied more in KS2. Map work skills are improved in this phase, and concepts such as latitude and longitude are introduced. Children also start to use a wider range of maps and mapping tools, so that they are able to understand different aspects and concepts, such as land use and resource distribution. Children will also make a greater use of their own research and data to make comparisons between different areas of the world. Children start to develop a basic knowledge of how trade and international events create an inter-linked world economy, and will study this in more detail in UKS2.					

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5	Mountains <i>I can use maps, atlases, globes and digital maps to locate and describe features</i> <i>I can compare differently-scaled maps of the same location</i>			Volcanoes and Earthquakes <i>I can explain my ideas, using a thematic map for reference</i> <i>I can start to create my own thematic maps</i> <i>I can start to estimate temperature and area</i>	European Region <i>I can ask and answer geographically valid questions</i> <i>I can explain the usefulness and reliability of information</i> <i>I can explain how geographical 'facts' can be interpreted to support opinions</i>	
Key knowledge	Mountains <i>I can locate the world's 'Seven Summits' on a map</i> <i>I can describe how mountains are formed</i> <i>I can describe the climate of mountains</i> <i>I can describe what it is like to live on a mountain</i>			Volcanoes and Earthquakes <i>I can describe and draw the structure of the Earth</i> <i>I can describe and explain the key features of a volcano</i> <i>I can explain why earthquakes happen</i>	European Region <i>I can locate the countries of Europe on a map</i> <i>I can explain why people might like to visit the Mediterranean region</i> <i>I can explain how tourism can be good and bad for an area</i>	
Fieldwork enquiry	Survey of the school grounds Plastic pollution <i>I can start to group my observations and collected data while in the field, into complex tables, diagrams and flow charts</i>			Local Area Walk Land Use Study How does the physical geography impact the human activities in our local area? <i>I can use six-figure grid references</i>	Local Area Walk Local Area Study The positive and negative aspects of living in a town <i>I can create a map from fieldwork measurements</i> <i>I can use six-figure grid references</i>	
6		United Kingdom <i>I can confidently use thematic or distribution maps to illustrate an idea or discussion point</i> <i>I can design and draw my own distribution and thematic maps</i> <i>I can use careful selections from digital maps to illustrate ideas or points verbally</i>			Local Area <i>I can regularly ask and answer perceptive questions in geographically valid ways</i> <i>I can organise information by relevance and politely critique others</i> <i>I can explain and critique the way 'facts' are used to support opinions</i>	
Key knowledge		United Kingdom <i>I can explain how people have affected the UK's landscape</i> <i>I can locate key mineral and energy resources of the UK</i> <i>I can describe and explain the sorts of industries in which people in the UK work</i>			Local Area <i>I can explain how Basildon and Essex fit into the wider world</i> <i>I can locate the describe the main features of Basildon and Essex</i> <i>I can explain if Basildon meets the needs of the local population</i>	
Fieldwork enquiry			Local area walk Go to nearby shops to analyse what proportion sell quintessentially 'British' food (tea, biscuits, fish and chips, crumpets) and look at where the products have originated <i>I can group and redraft my observations in the field into useful formats like tables, diagrams, flow charts, sketches, jotted graphs, etc.</i>		Traffic Survey Analyse vehicle types in different locations and at different times <i>I can group and redraft my observations in the field into useful formats like tables, diagrams, flow charts, sketches, jotted graphs, etc.</i>	
Rationale and links to prior and future learning	Geography in UKS2 builds on prior learning, and also introduces concepts that are harder to visualise, such as plate tectonics. UKS2 geography improves and reinforces children's map skills and location knowledge, and allows them to present data and information in contexts. In UKS2, children will also learn about how powerful geological forces have shaped, and continue to shape, our planet, and the effects that these have on our world today. They also consider how humans have changed the environment and the consequences that this may have, including migration and conflicts. In UKS2, children's knowledge is becoming broader and deeper as they develop a growing understanding of life in the UK and beyond.					