

Year Group	Autumn	Spring	Summer
<p>EYFS</p>	<p>Pleased to meet you</p> <ul style="list-style-type: none"> Shows interest in different occupations. Enjoys joining in with family customs and routines. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. <p>Fieldwork – Features of my home/school</p> <p>Key Questions: Where do I live? Where do I go to school? What does my classroom look like inside and out? What does my school look like inside and out? Is Holybourne a nice place to live?</p> <p>What's that sound?</p> <ul style="list-style-type: none"> Shows interest in different occupations. Enjoys joining in with family customs and routines. Comments and asks questions about aspects of their familiar world such as the 	<p>Dinosaurs</p> <ul style="list-style-type: none"> Map making for dinosaur eggs. <p>All Around The World</p> <ul style="list-style-type: none"> Shows interest in different ways of life. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another <p>Key Questions: What is a map? Where is Holybourne? Where in the world is England? Are all countries the same? What celebrations do we share with other countries? Do people in other countries live in the same type of homes as we do?</p>	<p>In the Garden</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Looks closely at similarities, differences, patterns and change. Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes. <p>Key Questions: What environmental factors are needed for plant growth? Where in our garden would a bean plant like to know?</p>

	place where they live or the natural world.		
Core Learning	To draw information from a simple map. To know where I live and go to school.	To recognise some similarities and differences between life in this country and life in other countries To recognise some environments that are different to the one in which they live	To explore the natural world around them. To recognise some environments that are different to the one in which they live.
Year 1	<p>Marvellous Me</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p><u>Key questions:</u> How many continents are there? What are they called? How many oceans are there? What are they called? Where in the world do we live?</p>	<p>African Adventure</p> <ul style="list-style-type: none"> 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><u>Key questions:</u> Where on earth is Africa? What are the human and physical features of Africa? Are the human and physical features similar or different to Holybourne? Is the weather and climate similar or different to here?</p>	<p>What a Wonderful World</p> <ul style="list-style-type: none"> 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 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 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 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><u>Key questions:</u></p>

			<p>Where on earth is Holybourne? What is special about our local area? How can we get from our school to our local park?</p> <p>Fieldwork Map work</p>
Core Learning	<p>To name the 7 continents: Asia, Africa, North America, South America, Antarctica, Europe and Australia. To name the 5 oceans: Pacific, Atlantic, Arctic, Indian and Southern. To be able to identify that they live in Alton, Hampshire, England, United Kingdom.</p>	<p>To be able to identify Africa on a world map. To compare the weather and climate of Africa and the UK - Holybourne. To identify patterns in daily and seasonal weather between Africa and the UK To use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean and river.</p>	<p>To identify features and landmarks on an aerial photograph or plan perspective of Holybourne. To collect simple data during fieldwork activities To draw or read a simple picture map of Holybourne.</p>
Year 2	<p>Poles Apart</p> <ul style="list-style-type: none"> ● name and locate the world's seven continents and five oceans ● 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 ● use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans 	<p>On the Move</p> <ul style="list-style-type: none"> ● use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents ● 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 ● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a 	<p>Beside the Seaside</p> <ul style="list-style-type: none"> ● name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ● 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 ● use basic geographical vocabulary to refer to key physical features, including:

		<p>simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> ● 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 basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</p>
Core Learning	<p>Location knowledge – individual places and environments – local area, UK and wider world.</p> <p>Map skills – compass directions, use maps and globe.</p> <p>Place knowledge – continents and oceans. Identify contrasting non-European place.</p> <p>Fieldwork - To use simple compass directions to describe the location of features or a route on a map.</p> <p>Draw or read a range of simple maps that use symbols and a key</p>	<p>Location knowledge – individual places and environments – local area, UK and wider world.</p> <p>Map skills - draw a simple map, create, interpret and use symbols, describe routes on a map. Give and follow directions and routes on a simple map.</p> <p>Place knowledge– identify the 4 countries, capitals, surrounding seas, own school and county.</p>	<p>Location knowledge – individual places and environments – local area, UK and wider world.</p> <p>Map skills - create, interpret and use symbols, describe routes on a map</p>
Year 3	<p>Sunny Spain?</p> <ul style="list-style-type: none"> ● Location - locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics and major cities 	<p>Cool Canada?</p> <ul style="list-style-type: none"> ● Location - locate the world's countries, using maps to focus on North America concentrating on their environmental regions, key physical and human characteristics and major cities 	<p>Food, Glorious Food – Where does our food come from and why?</p> <ul style="list-style-type: none"> ● Geographical skills- use atlases and globes to locate countries and describe features studied

	<ul style="list-style-type: none"> ● Geographical skills – Use maps, atlases and globes, Four figure grid references ● Place knowledge – geographical similarities and differences from UK ● Physical geography – mountains, climate ● Human geography – settlement and land-use. 	<ul style="list-style-type: none"> ● Geographical skills – compass directions ● Location knowledge - equator, tropics, arctic circle, Northern hemisphere, oceans, continents. ● Place knowledge – geographical similarities and differences from the UK. ● Physical geography – climate zones ● Human geography - historical settlement and trade links <p>Orienteering</p> <ul style="list-style-type: none"> ● Use the eight points of the compass ● use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and plans 	<ul style="list-style-type: none"> ● Location knowledge – lines of latitude and longitude, equator, tropics ● Physical geography – climate zones and biomes ● Human geography – trade links, distribution of resources incl food. ● Location knowledge - name and locate geographical regions of United Kingdom, and their identifying physical characteristics, key topographical features and land-use patterns – Hampshire and Gloucestershire.
Core Learning	To locate countries and major cities in Europe on a world map. (Spain)	<p>To locate the countries and major cities of North America on a world map, atlas or globe. Identify the position of latitude, longitude, and equator, Northern Hemisphere, Southern Hemisphere, the Arctic and Antarctic Circles. Identify and describe some key physical features and environmental regions of a European country and North America and explain how these, along with the climate zones, can affect land use.</p> <p>To identify and describe some key physical features and environmental regions and explain how these, along with the climate zones and soil types, can affect land use.</p>	<p>To describe in detail the different types of agricultural land use in the UK.</p> <p>To explain how the topography and soil type affect the location of different agricultural regions. Describe how soil fertility, drainage and climate affect agricultural land use.</p>

<p>Year 4</p>	<p>Brilliant Biomes</p> <ul style="list-style-type: none"> ● Location - locate the different biomes, using maps to focus on climate and key physical and human characteristics ● Geographical skills – Use maps and atlases Four figure grid references ● Place knowledge – geographical similarities and differences from Northern and Southern hemisphere ● Physical geography – biomes and vegetation belts ● Human geography – the distribution of natural resources including energy, food, minerals and water <p>How does our growing population have an effect on the World’s biomes? Do all biomes have all four seasons?</p>	<p>Greetings from Hampshire</p> <ul style="list-style-type: none"> ● Location - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, ● Geographical skills – 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. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) ● Place knowledge – geographical similarities and differences in counties in the United kingdom ● Human geography – types of settlement and land use, economic activity including trade links, services available ● Collect data from Parents and neighbours about whether they would prefer to live in Basingstoke, Alton or Holybourne. ● Use of Ordnance Survey maps of Alton and Basingstoke. <p>Where would you prefer to live – Basingstoke, Alton, Holybourne? Why?</p>	<p>Steampunkins</p> <ul style="list-style-type: none"> ● Location - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, ● Place knowledge – geographical similarities and differences in counties in the United kingdom ● Human geography – types of settlement and land use, economic activity including trade links, services available <p>Describe and explain the location and purpose of transport networks across the UK and other parts of the world.</p>
----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<ul style="list-style-type: none"> What are the advantages and disadvantages of living in Alton and Holybourne? 	
Core learning	<p>To locate countries using a map, focusing on areas where biomes are found.</p> <p>To identify the position and significance of Northern and Southern hemisphere.</p> <p>To understand geographical similarities and differences through the study of biomes.</p> <p>To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts.</p>	<p>To name and locate counties and cities of the United Kingdom</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom - Hampshire: Basingstoke, Alton & Holybourne.</p> <p>To compare 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>To name and locate counties and cities of the United Kingdom their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time.</p>
Year 5	<p>Rivers</p> <ul style="list-style-type: none"> 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>Geographical skills & fieldwork – Calshot in Y6</p>	<p>Home & Away</p> <ul style="list-style-type: none"> 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 Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 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 South America	
Core learning	<p>To use a variety of resources to investigate rivers and streams</p> <p>To know the elements in the water cycle.</p> <p>To have an understanding of river processes and patterns.</p> <p>To identify some of the physical aspects of a local river using secondary sources.</p> <p>To identify and explain physical features of the river.</p>	<p>To locate the world's countries, using maps to focus on North and South America.</p> <p>To describe and understand key aspects of climate zones and compare the climate of the Amazon with that of the UK.</p> <p>To discuss the physical geography of the Amazon.</p>	
Year 6	<p>Benin (History)</p> <ul style="list-style-type: none"> ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● describe and understand key aspects of: ● physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● 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>Place knowledge</p> <p>Calshot River study: Mouth</p>	<p>Ancient Greece (History)</p> <ul style="list-style-type: none"> ● Locate the world's countries using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ● Use maps, and digital/computer mapping to locate countries and describe features studied. <p>Our Changing World – Weathering, coastal features and changing borders.</p> <p>This unit is a basis and foundation of the extreme Earth unit. Children look at topics such as coastal erosion, changing land borders and</p>	<p>Ancient Islamic Civilisations (History)</p> <ul style="list-style-type: none"> ● Locate the world's countries using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ● Present human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies. ● Describe and understand key aspects of human geography, including: ... economic activity including trade links, and the distribution of natural resources. ● Describe and understand key aspects of human geography, including: economic activity. <p>Extreme Earth</p> <p>-Volcanoes, Earthquakes and tsunamis</p>

	<p>Tributaries Meander Source Confluence Brackish water Children visit the river at 4 different points and measure depth, pebble size, width and speed.</p> <ul style="list-style-type: none"> • Earth bank and deposition 	<p>the implications of these changes for political and humanitarian perspectives.</p> <ul style="list-style-type: none"> - Weathering and Erosion - Coastal features and changing coastlines. - Changing boundaries and boarders. - Weathering and erosion in land boarders. - How changing physical landscapes affect human geography such as settlements and land use, economic activity food and water. 	<p>-Tectonic plates – longitude and latitude of where these show. -Plot an epicentre by triangulation of an epicentre of an earthquake.</p> <ul style="list-style-type: none"> • -Sustainability – energy sources – what issues bother them the most in terms of our energy consumption? -What does the future hold?
Core learning	<p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods - Calshot River Study</p>	<p>To explain what weathering and erosion means and how it changes physical landscapes. To name some features of a coastline and some famous UK coastal features. To describe how physical changes has affected the earth over time.</p>	<p>To identify and name the layers of the Earth. To understand how tectonic plates work To explain the link between plate tectonics and the formation of volcanoes To understand where volcanoes are located in the world To describe and understand key aspects of physical geography, including: Volcanoes, earthquakes and tsunamis</p>