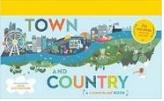
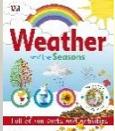




		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Understanding the world	<p>To say why they are special</p> <p>To identify similarities and differences in people around them. E.g. hair colour, eye colour</p> <p>To talk about different cultural celebrations.</p> <p>To identify special times for themselves and others e.g. birthday/festivals</p> <p>Talk about differences in places across the world e.g. through books and pictures.</p> <p>To know about different jobs.</p> <p>Show interest in different occupations</p>					
Reception	Understanding the world	<p>Explore where they belong.</p> <p>To know about own family structures and talk about who is part of their family.</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To talk about other religions, celebrations and festivals.</p> <p>To draw information from a simple map.</p> <p>To know about people who help us within the local community.</p> <p>To know that there are many countries in the world.</p> <p>To be sensitive to others' interests.</p> <p>To know that simple symbols are used to identify features on a map.</p> <p>To explore how the world was created.</p> <p>To know the name of the town the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that people may speak different language.</p>					

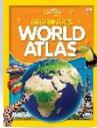
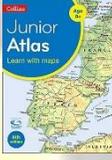
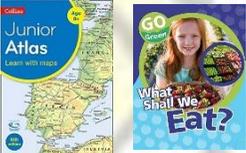
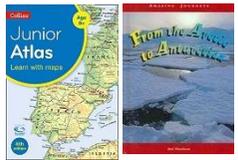


EYFS	Understanding the world	<p><b>Early Learning Goals</b></p> <p><b>Past and Present</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> </ul> <p><b>People Culture and Communities</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> </ul> <p><b>The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• 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;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
		NC	See Kapow Primary - geography progression of knowledge and skills				
YEAR 1	LGPS	<i>What is it like here?</i>		<i>What is the weather like in the UK?</i>		<i>What is it like to live in Shanghai?</i>	
	KEY TEXT	<ul style="list-style-type: none"> <li>- Class Book: Town and Country</li> <li>- Class Book: The Big Book of the UK</li> </ul>  		<ul style="list-style-type: none"> <li>- DK Weather and the seasons</li> <li>- Class book: Little Kids first big book of weather</li> </ul>  			

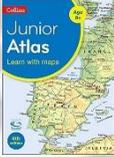
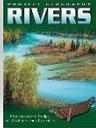
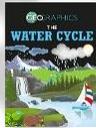
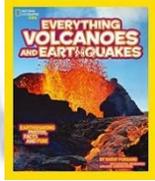
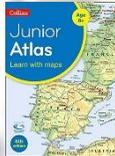
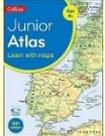
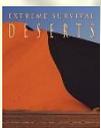
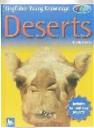
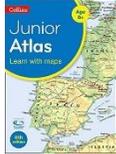


# GEOGRAPHY OVERVIEW

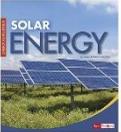
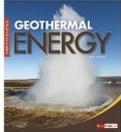
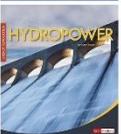
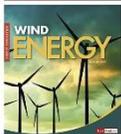


YEAR 2	NC	See Kapow Primary - geography progression of knowledge and skills				
	LGPS	<i>Would you prefer to live in a hot or cold place?</i>		<i>Why is our world wonderful?</i>		<i>What is it like to live by the coast?</i>
KEY TEXT	<ul style="list-style-type: none"> <li>- Beginner's World Atlas</li> <li>- Back To Back: Hot/Cold</li> </ul> 		<ul style="list-style-type: none"> <li>- Beginner's World Atlas</li> </ul> 		<ul style="list-style-type: none"> <li>- Beginner's World Atlas</li> <li>- Exploring Seaside Towns (Library)</li> </ul> 	
YEAR 3	NC	See Kapow Primary - geography progression of knowledge and skills				
	LGPS		<i>Are all settlements the same?</i>	<i>Where does our food come from?</i>		<i>Who lives in Antarctica?</i>
Key Text			<ul style="list-style-type: none"> <li>- Junior Atlas</li> </ul> 	<ul style="list-style-type: none"> <li>- Junior Atlas</li> <li>- Go Green - What Shall We Eat? (Library)</li> </ul> 		<ul style="list-style-type: none"> <li>- Junior Atlas</li> <li>- Amazing Journeys - From the Arctic to Antarctica (Library)</li> </ul> 



YEAR 4	NC	See Kapow Primary - geography progression of knowledge and skills				
	LGPS		<b>Why are rainforests important to us?</b>	<b>What are rivers and how are they used?</b>		<b>Why do people live near volcanoes?</b>
Key Text		<ul style="list-style-type: none"> <li>- Junior Atlas</li> <li>- DK Amazon</li> </ul>  	<ul style="list-style-type: none"> <li>- Project geography Rivers</li> <li>- The Water Cycle Geographics</li> </ul>  		<ul style="list-style-type: none"> <li>- National Geographic Volcanoes and Earthquakes</li> </ul> 	
YEAR 5	NC	See Kapow Primary - geography progression of knowledge and skills				
	LGPS		<b>What is life like in the Alps?</b>		<b>Would you like to live in the desert?</b>	<b>Why do oceans matter?</b>
Key Text		<ul style="list-style-type: none"> <li>- Junior Atlas</li> <li>- DK Everest (Library)</li> </ul>  		<ul style="list-style-type: none"> <li>- Junior Atlas</li> <li>- Extreme Survival (Library)</li> <li>- Kingfisher Young Knowledge Deserts (Library)</li> </ul>   		<ul style="list-style-type: none"> <li>- Junior Atlas</li> <li>- Eye Witness Oceans (Atrium)</li> </ul>  



YEAR 6	NC	See Kapow Primary - geography progression of knowledge and skills				
	LGPS	<i>Where does our energy come from?</i>		<i>Why does population change?</i>		<i>Can I carry out an independent field study?</i>
Key Text	<ul style="list-style-type: none"> <li>- Energy Revolution - Solar Energy (Atrium)</li> <li>- Energy Revolution - Wind Energy (Atrium)</li> <li>- Energy Revolution - Hydropower (Atrium)</li> <li>- Energy Revolution - Geothermal Energy</li> </ul> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;">     </div> <p>(Atrium)</p>					