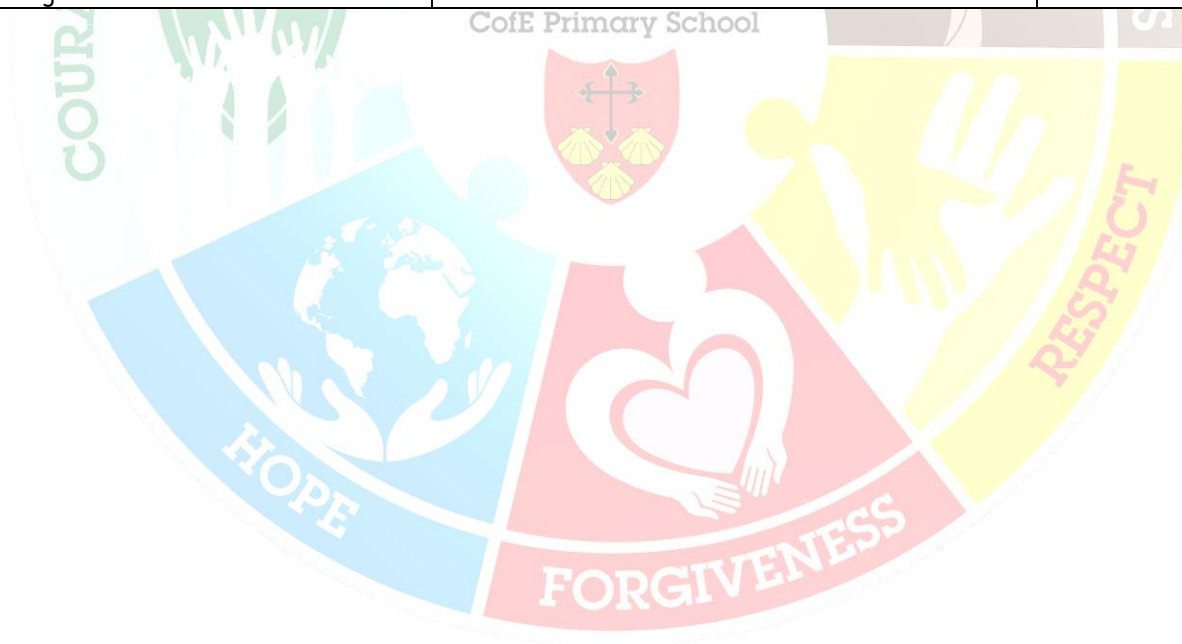
 SAINT JAMES'	Autumn 2 <b>Geographical skill and fieldwork</b>		Spring 2 <b>Global issues</b>		Summer 2 <b>Global issues</b>	
Nursery	All about me Harvest	Diwali Christmas	Jungle Animals Ocean Animals Farm Animals Lunar New Year	Colour in the Environment Easter	The Queen	Transport The Beach
Pre-School	All about me Harvest	Diwali Space Christmas	Antarctica and The Arctic Lunar New Year	Superheroes Around the World Easter	The Queen	All at Sea
Reception	All about me Harvest	Earth and the Moon Diwali Christmas around the world	Lunar New Year	Traditional Tales	London and The Queen	Travel Desert Island
Year 1	<b>What's it like where we live? – UK</b> Core Concept: <b>Scale</b> and <b>Place</b>  <div data-bbox="405 847 869 1050" style="background-color: #c8e6c9; padding: 5px;"> <p><b>National Curriculum coverage</b></p> <ul style="list-style-type: none"> <li>Develop knowledge about the locality</li> <li>Use simple fieldwork and observational skills in the school grounds</li> <li>Know the difference between a map, plan and aerial photo</li> <li>Recognise landmarks and basic human and physical features</li> </ul> </div> <p><i>Early Years Links:</i>            Nursery: Welly walk            Preschool: (Worsley Mesnes) My Home            Reception: Locality – Worsley Mesnes and Wigan</p>		<b>What are the seasons?</b> Core Concept: <b>Scale</b> and <b>Place</b>  <div data-bbox="994 887 1489 1027" style="background-color: #c8e6c9; padding: 5px;"> <p><b>National Curriculum coverage</b></p> <p>Develop locational and place knowledge            Begin to use first hand observations            Identify seasonal and daily weather patterns in the UK            Use simple fieldwork and observational skills</p> </div> <p><i>Early Years Links:</i>            Nursery: Seasons            Preschool: Seasons            Reception: Seasons</p>		<b>What is it like to live in Antarctica? (comparison)</b>  Core Concept: <b>Scale</b> , <b>Place</b> and <b>Space</b>  <div data-bbox="1610 887 2020 1126" style="background-color: #c8e6c9; padding: 5px;"> <p><b>National Curriculum coverage</b></p> <p>Pupils should be taught to:            name and locate the world's seven continents and five oceans            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            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 basic geographical vocabulary to refer to:            • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather            • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop            use world maps, atlases and globes to identify the countries, continents and oceans</p> </div> <p><i>Early Years Links: Preschool:</i>            Antarctica/Arctic</p>	
Year 2	<b>Where are the 7 wonders of the world? (the continents, oceans and seas)</b>		<b>Where does our food come from?</b> Core Concept: <b>Scale</b> and <b>Space</b>		<b>What is it like to live in Kenya? (comparison)</b> Core Concept: <b>Scale</b> , <b>Place</b> and <b>Space</b>	

	<p>Core Concept: <b>Scale</b>, <b>Place</b> and <b>Space</b></p> <p><b>National Curriculum coverage</b></p> <ul style="list-style-type: none"> <li>Understand similarities and differences between places</li> <li>Develop their knowledge and understanding of the world</li> <li>Use basic vocabulary to refer to geographical features</li> </ul> <p><i>Early Years Links:</i>  <i>Nursery: North Pole/ Seaside/Under the beach</i>  <i>Preschool: Antarctica/Arctic</i>  <i>Reception: Travelling by air, land and sea</i></p>	<p><b>National Curriculum coverage</b></p> <p>Use locational and directional language to describe the features and routes on a map  Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas  Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at KS1</p> <p><i>Early Years Links:</i>  <i>Reception: On the way home</i></p>	<p><b>National Curriculum coverage</b></p> <ul style="list-style-type: none"> <li>name and locate the world's 7 continents and 5 oceans.</li> <li>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</li> <li>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</li> <li>use basic geographical vocabulary to refer to key physical features, <i>including</i>: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>use basic geographical vocabulary to refer to key human features, <i>including</i>: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>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</li> <li>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</li> </ul> <p><i>Early Years Links:</i>  <i>Preschool: Handa's Surprise</i></p>
Year 3	<p><b>Where on Earth are we?</b>  Core Concept: <b>Scale</b> and <b>Space</b></p> <p><b>National Curriculum coverage</b></p> <ul style="list-style-type: none"> <li>Improve locational knowledge through identifying places of significance on a map</li> <li>Practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features</li> <li>Use the eight points of the compass to build their knowledge of the wider world</li> </ul> <p><i>Early Years Links:</i>  <i>Preschool: Volcanos</i></p>	<p><b>How long can our world last?</b>  Core Concept: <b>Place</b> and <b>Space</b></p> <p><b>National Curriculum coverage</b></p> <p>Pupils should be able to describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts</li> <li>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</li> </ul> <p><i>Early Years Links:</i>  <i>Nursery: Seasons</i>  <i>Preschool: Seasons</i>  <i>Reception: Seasons</i></p>	<p><b>What is it like to live in France?</b>  <b>(comparison)</b>  <b>Focus on Wigan's twin town Angers</b>  Core Concept: <b>Scale</b>, <b>Place</b> and <b>Space</b></p> <p><b>National Curriculum coverage</b></p> <p>Develop their knowledge and understanding of the location and characteristics of a range of the world's most significant human and physical features  locate the world's countries, using maps to focus on <b>Europe</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  identify the position and significance of latitude, longitude, 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 in a European country.  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four figure grid references, symbols and to build their knowledge of the United Kingdom and the wider world</p> <p><i>Early Years Links:</i>  <i>Preschool: (Worsley Mesnes) My Home</i>  <i>Reception: Locality. Worsley Mesnes and wigan</i></p>

<p>Year 4</p>	<p><b>What's underneath my feet?</b> Core Concept: <b>Scale</b> and <b>Place</b></p> <p><u>National Curriculum coverage</u> Pupils can describe and understand key aspects of mountains, volcanoes and earthquakes</p> <p>Develop geographical knowledge to develop their locational and place knowledge</p> <p>Early Years Links: Preschool: Volcanos</p>	<p><b>Does every drop matter?</b> Core Concept: <b>Place</b> and <b>Space</b></p> <p><u>National Curriculum coverage</u> Pupils should be able to describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<p><b>What is it like to live in Australia?</b> (comparison) Core Concept: <b>Scale</b>, <b>Place</b> and <b>Space</b></p> <p><u>National Curriculum coverage</u> Develop their knowledge and understanding of the location and characteristics of a range of the world's most significant human and physical features locate the world's countries, using maps to focus on Australia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, 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) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p>
<p>Year 5</p>	<p><b>Should we climb every mountain?</b> Core Concept: <b>Space</b> and <b>Place</b></p> <p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> <li>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>To describe and understand key aspects of physical geography</li> <li>To locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>	<p><b>Where can I call home?</b> Core Concept: <b>Space</b> and <b>Place</b></p> <p><u>National Curriculum coverage</u> Pupils should describe and understand</p> <ul style="list-style-type: none"> <li>Human geography including types of settlements and land use and the distribution of natural resources.</li> </ul> <p>Early Years Links: Reception: Travel Air, Land and Sea</p>	<p><b>What is it like to live in Brazil?</b> (comparison) Core Concept: <b>Scale</b>, <b>Place</b> and <b>Space</b></p> <p><u>National Curriculum coverage</u> Develop their knowledge and understanding of the location and characteristics of a range of the world's most significant human and physical features locate the world's countries, using maps to focus South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region within North or South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p>



<p>Year 6</p>	<p style="text-align: center;"><b>Map reading – The UK</b> Core Concept: <b>Scale</b> and <b>Space</b></p> <p><b>National Curriculum coverage</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the UK and the geographical regions</li> <li>Understand geographical similarities and differences through the study of human and physical geography</li> <li>Use atlases/maps/digital technology to locate countries and describe their features</li> <li>Use eight points of a compass and six figure grid references</li> </ul> <p>Early Years Links: Nursery: Welly walk Preschool: My home – Worsley Mesnes Reception: Locality</p>	<p style="text-align: center;"><b>Where on Earth does it all come from?</b> Core Concept: <b>Space</b> and <b>Place</b></p> <p><b>National Curriculum coverage</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p style="text-align: center;"><b>What is it like to live in London?</b> <b>(comparison)</b> Core Concept: <b>'Scale'</b></p> <p><b>National Curriculum coverage</b> Develop their knowledge and understanding of the location and characteristics of a range of the world's most significant human and physical features locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and <u>significance</u>, 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, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p>Early Years Links: Reception: Katie in London</p>
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• We need facts in order to think, but we also need concepts to enable us to group bits of information, or facts, together. The three main organising concepts of geography are frequently said to be place, space and environment.

• **'Space'** - the location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.

• **'Place'** - a construct that is defined in terms of what it is like, what happens there and how and why it is changing.

• **'Scale'** - the 'zoom lens' that enables us to view places from global to local levels.

