

	Autumn 1	Spring 1	Summer 1
Nursery	Autumn 1 Me and My Family – Who is in my family? What changes happen in Autumn? Autumn 2 What changes happen in Winter?	Spring 1 Where do I live? Spring 2- Who lives on a farm? What changes happen in Spring?	Summer 1 What lives at the bottom of my garden? Summer 2 What lives in the sea? What changes happen in Summer?
	-In small world play children talk about objects found in real life environments. -Learn about similarities and differences that connect them or set them apart from others.	-Shows an awareness of features within their immediate environment and begin to use taught vocabulary in their play.	-Talk about their own family and community and begin to develop positive attitudes towards others; Begin to talk about different beliefs, customs and ways people celebrate special times
Reception	Autumn 1 On Our Doorstep - Who is in my community? What changes happen in Autumn? Autumn 2 What changes happen in Winter?	Spring 2 Why doesn't a polar bear live in the jungle? What changes happen in Spring?	Summer 2 What is beside the seaside? What changes happen in Summer?
	-Explore immediate and contrasting environments. -Explore different cultures and communities based on experiences/ texts.	-Look at similarities and differences in relation to places, objects, materials and living things. -Explore similarities and differences between themselves and others.	-Recognise similarities and differences between different religious and cultural communities in this country and between life in this country and other countries. -Describe their immediate environment using knowledge from a range of sources.
Year 1	Where do I live? (Local) (UK and mapping local area) How best can I map my school and local area? <i>So that I know my way around my school and local area</i>	Coastal areas (National) What can I find at the seaside? <i>So I can describe the physical and human features of the coast.</i>	Town and countryside (National) How many towns make up 'The Potteries'? <i>So that we know the difference between different types of settlements.</i>



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Year 2	What is London like? <i>(National)</i> What are the features of a capital city? <i>So that I can compare a city with my local area.</i>	Trip to the Extremes <i>(Global)</i> (Arctic and desert) Do you prefer a hot or cold climate? <i>So that I can explain human reactions to the physical environment?</i>	Around the world; Country study-Egypt. <i>(Global)</i> Can I describe the human and physical geography of Egypt? <i>So that I can compare Egypt with the UK</i>
Year 3	The United Kingdom (including region of Peak District) <i>(National)</i> What natural beauty is there in the United Kingdom? <i>So that we can appreciate the need to protect special spaces.</i>	The rainforest <i>(Global)</i> What is the true cost of losing our rainforest? <i>So that we know and can explain the effects of anthropogenic impact.</i>	Where does our food come from? <i>(Global)</i> Can we always choose locally sourced food? <i>So that we can make informed choices.</i>
Year 4	Investigating Rivers in the UK <i>(National)</i> Where do all rivers lead to? What are our local and national rivers? <i>So that we can explain why they are important.</i>	Tourism across the Globe: Exploring countries <i>(Global)</i> What are the pros and cons of tourism? <i>So that we can be responsible world travellers.</i>	Settlements and land use What makes a good settlement? <i>So that we can explain why people choose to live in different places.</i>
Year 5	Local area study: Trentham lakes <i>(Local)</i> How has the local land use at Trentham changed over time? <i>So that we can identify how people's leisure activities have changed over time.</i>	Extreme Earth: volcanoes, earthquakes and temperatures. <i>(Global)</i> What causes extreme physical reactions? <i>So that we can explain the possible impact of climate change.</i>	European country: Greece (comparison with UK) <i>(Global)</i> What is tourism like in the UK and Greece? <i>So that we can understand how tourism benefits different countries.</i>



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Year 6	South America: Comparing life in different areas (affluent areas and Favelas) <i>(Global)</i> Is society equal in Brazil? <i>So that we can explain the inequalities of wealth.</i>	Earning a living: World Trade and Economics (including Fair Trade) <i>(National + Global)</i> Why is fair trade the right way to do business? <i>So that we can explain equity. (Co-op Values curriculum - value: Equity)</i>	Famous Geographers of the past; comparing travel now and then <i>(Global)</i> Can we recognise amazing journeys made by explorers in the past and identify how these differ from today? <i>So that we can consider how we can be responsible travellers.</i>
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