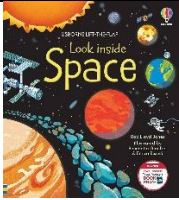
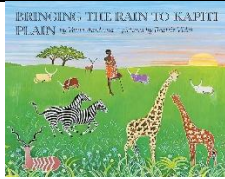
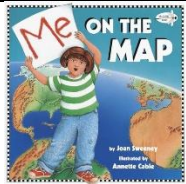




Aston and Cote Church of England Primary School – Understanding the World Geography Planning Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My Community	Starry Sky	Wonderful Winter	Six Weeks of Spring	Going on Safari	Once Upon a Time
Week 2	I can recognise key places in my school.	I can talk about Earth being the place we live and the moon circling us.	I can talk about the effects and signs of the different seasonal weather in the UK	I can locate local farms on a map.	I can explore the continent of Africa and key physical features.	I can follow a route on a map.
DM	<p>Talk about what they see, using a wide vocabulary</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them</p>	<p>Describe what they see, hear, feel whilst outside.</p> <p>Explore the natural world around them.</p>	<p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Draw information from a simple map</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Talk about what they see, using a wide vocabulary</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them</p>
ELG	PCC- Know some similarities and differences between different religions and cultural communities in this country, drawing on their experience and what has been read in class.	TNW- Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.	<p>PCC- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>TNW- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	PCC- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	TNW- 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.	PCC- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Year 1 Ready	<p>Human and physical geography Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork Use simple compass directional language [for example, near, far, left, right] to describe the location of features and routes on a map.</p>	<p>Human and physical geography Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the Equator and the North and South Poles</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Human and physical geography Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the Equator and the North and South Poles</p>	<p>Human and physical geography Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Human and physical geography Use basic geographical vocabulary to refer to: key physical feature, including, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Human and physical geography Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork Use world maps</p>
Book Hook						

~ Aspiring to be the people God created us to be by growing the talents He gave us ~



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My Community	Starry Sky	Wonderful Winter	Six Weeks of Spring	Going on Safari	Once Upon a Time
Week 4	I can recognise key landmarks of our village including places of worship and why they might be special.	I can explain why we experience day and night depending on our location on Earth.	I can talk about how environments and terrains might differ around the world.	I can ask questions about the natural world to further my understanding	I can compare the Savannah in Kenya to the countryside surrounding our village.	I can name the seven continents and explain how the Gingerbread Man can travel to a location.
DM	Understand that some place are special to members of their community.	Describe what they see, hear, feel whilst outside. Explore the natural world around them.	Know that there are different countries in the world and talk about the differences they have experienced in photos Recognise some environments are different from the one in which they live	Describe what they see, hear, feel whilst outside. Talk about what they see, using a wide vocabulary Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.	Know that there are different countries in the world and talk about the difference they have experienced or seen in photos. Recognise some environments are different from the one in which they live.	Know that there are different countries in the world and talk about the difference they have experienced or seen in photos. Draw information from a simple map
ELG	PCC- Know some similarities between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.	PCC- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. TNW- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	PCC- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	PCC- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. TNW- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	TNW- 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. PCC- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	PCC- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
Year 1 Ready	Human and physical geography Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork Use simple compass directional language [for example, near, far, left, right] to describe the location of features and routes on a map.	Human and physical geography Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the Equator and the North and South Poles Geographical skills and fieldwork Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.	Location Knowledge Name and locate the world's seven continents and five oceans Human and physical geography Use basic geographical vocabulary to refer to: key physical feature, including, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Human and physical geography Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the Equator and the North and South Poles	Geographical skills and fieldwork Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.	Location Knowledge Name and locate the world's seven continents and five oceans

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