

## Subject Map

### Subject: Geography

	Term 1	Term 2	Term 3
Year 1	Place knowledge	Geographical skills and fieldwork- directions	Geographical skills and fieldwork- fieldwork
	<p>To recognize my house and visit it to take photos.</p> <p>To create a picture of my house using collage materials.</p> <p>To visit a city or shops and understand this was made by people and is a human feature.</p> <p>To visit a farm to identify the differences between this and the city.</p> <p>To show an awareness of the differences between physical/natural and human/manmade features of places</p>	<p>To use forwards and back symbols to describe how to get to a familiar area of the classroom.</p> <p>To use left and right symbols to describe which way to get to a familiar area of the classroom.</p> <p>To follow directions given by an adult to find buried treasure.</p> <p>To record key features of an area in school using symbols.</p> <p>To make a model of a familiar area in school to record its key features.</p>	<p>To begin to understand who can help us in our community – police, firemen/women, paramedic, doctor, mum, dad, teachers.</p> <p>To role play people who help us and dress up as police, firemen/women, doctors, nurses, teachers, mummies and daddies.</p> <p>To understand where to find people who help us e.g. mum/dad – home, teachers – school, police – police station, doctors – hospital</p> <p>To visit a police station and understand who works there and what they do.</p> <p>To visit a fire station and understand who works there and what they do.</p>

	<p>To recognize my house from a choice of 2 and visit it to take photos.</p> <p>To create a picture of a house using collage materials.</p> <p>To visit a city or shops and use symbols or words such as 'busy', 'cars' and 'noisy'.</p> <p>To visit a farm and use symbols or words such as 'no cars', 'quiet' and 'animals'.</p> <p>To explore the differences between physical/natural and human/manmade features of places</p>	<p>To follow forwards and back symbols to get to a familiar area of the classroom.</p> <p>To follow left and right symbols to get to a familiar area of the classroom.</p> <p>To follow symbols and arrows to find buried treasure.</p> <p>To find key features of school using symbols as clues.</p> <p>To make a simple model of a familiar area in school to record its key features with support.</p>	<p>To explore who can help us in our community – police, firemen/women, paramedic, doctor, mum, dad, teachers.</p> <p>To role play with support people who help us and dress up as police, firemen/women, doctors, nurses, teachers, mummies and daddies.</p> <p>To explore where to find people who help us e.g. mum/dad – home, teachers – school, police – police station, doctors – hospital</p> <p>To visit a police station and explore who works there and what they do.</p> <p>To visit a fire station and explore who works there and what they do.</p>
	<p>To begin to initiate interaction with peers and adults when exploring cities and farms.</p> <p>To observe different houses, including my own.</p>	<p>To explore how to move around obstacles.</p> <p>To begin to become familiar with the language forwards and backwards, using symbol support.</p>	<p>To show an awareness of other people- police,</p> <p>To show an awareness of other people- firemen/ women</p> <p>To show an awareness of other people- doctors and nurses.</p>

	<p>To mark marks to create a picture of my house.</p> <p>To visit a city shops and develop my understanding of single key word- car</p> <p>To visit a farm and develop my understanding of single key word- animal</p> <p>To participate in sensory exploration of physical and human places- bricks and plastics/ leaves and wood.</p>	<p>To play alongside others when finding buried treasure.</p> <p>To visit a familiar area of school and explore this with support.</p> <p>To observe an adult making a simple model of a familiar area of school.</p> <p>To use a glue stick appropriately to participate in the making of a simple model of a familiar area of school.</p>	<p>To show an awareness of other people- teachers.</p> <p>To show an awareness of other people- mummies and daddies.</p> <p>To play alongside others during supported role play. of people who help us and dress up as police, firemen/women, doctors, nurses, teachers, mummies and daddies.</p>
<b>Year 2</b>	<b>Place knowledge</b>	<b>Geographical skills and fieldwork- map work</b>	<b>Human and Physical Geography</b>
	<p>To learn about an animal and what it needs to live, why should we treat it with care/concern? To use symbols to answer questions about an animal.</p> <p>To handle an animal and be gentle with it, learn about how we care for animals and why we need to be kind. Use symbols to record what the animal looks like and how we can be kind.</p>	<p>To look at simple maps and explore their symbols – what do they represent?</p> <p>To make a sensory map/plan of school using large symbols and physical objects.</p> <p>To explore physical features in the school area and talk about why they are there.</p>	<p>To learn about the environment, why not to drop litter, why to recycle, to use symbols to describe why we need to do this.</p> <p>To go litter picking and recycle what we find into 3 categories e.g. plastic, glass, paper</p> <p>To explore litter, why should we pick it up? How does it look if we don't?</p>

	<p>To visit a local area and describe what they think of it, what do they like/not like?</p> <p>To look at photographs of an area and describe what they think of it, what do they like/not like?</p> <p>To visit a local area and describe what has been made by people (human)</p> <p>To visit a local area and describe what has been made by nature (physical)</p>	<p>To explore human features in the school area and talk about why they are there.</p> <p>To look at photographs and determine what features are physical and what features are human.</p> <p>To visit an area we have seen on a map/plan and try to find the features we looked at.</p>	<p>To role play a familiar area in school being messy – how can we make it better? How does this make us feel?</p> <p>To plant a tree / seed and watch it grow, look after it, care for it. Record how it has grown using symbols.</p> <p>To move the plant we have grown outside and let it grow, explaining why.</p>
	<p>To learn about an animal and what it needs to live, why should we treat it with care/concern?</p> <p>To handle an animal and be gentle with it, learn about how we care for animals and why we need to be kind.</p>	<p>To look at a familiar place (pictures/real life) and draw / choose a symbol to represent it.</p> <p>To make a sensory map/plan of school in a group using pictures and physical objects.</p> <p>To explore human features in the school area and talk about what they are used for (symbol support)</p>	<p>To learn about the environment, why not to drop litter, why to recycle.</p> <p>To go litter picking and recycle what we find into 2 categories e.g. plastic, glass, paper</p> <p>To explore litter, is it natural or man-made? Should we pick it up?</p>

	<p>To visit a local area and describe what they think of it- functional tier pupil voice vocabulary.</p> <p>To look at photographs of an area and describe what is natural / what is man-made.</p> <p>To visit a local area and identify what they think has been made by people (human)</p> <p>To visit a local area and identify what they think has been made by nature (physical)</p>	<p>To explore physical features in the school area and talk about what they are used for (symbol support)</p> <p>To look at familiar photographs and determine what features are there and what are they used for (symbol support).</p> <p>To visit an area we have seen on a map/plan and try to find the features we looked at (symbol support).</p>	<p>To role play a familiar area in school being messy – how can we make it better?</p> <p>To plant a tree / seed and watch it grow, look after it, care for it.</p> <p>To move the plant we have grown outside and let it grow.</p>
	<p>To understand that their actions cause a reaction and to repeat an activity to initiate this- filling a water bowl for an animal.</p> <p>To understand that their actions cause a reaction and to repeat an activity to initiate this- filling a food bowl for an animal.</p> <p>To understand that their actions cause a reaction and to repeat an activity to initiate this- being gentle with animals.</p>	<p>To look at a familiar place (real life) and begin to make marks to represent it.</p> <p>To show awareness of how to manipulate and move objects when exploring a sensory map of school.</p> <p>To observe different features of the school area.</p> <p>To use a glue stick appropriately when participating in making a map using symbols.</p>	<p>To extend their skills whilst exploring the world for example, using a bin to collect litter.</p> <p>To participate/observe in/a litter picking during an educational visit in the community.</p> <p>To engage in a simple role play activity, with adult support to tidy up an area.</p> <p>To actively explore sensory activities related to tree/seed planting.</p>

	<p>To visit a local area and describe what they think of it- exploratory tier pupil voice vocabulary.</p> <p>To recognise familiar adults in photographs within different places.</p> <p>To visit a local area and recognise familiar adults here.</p>	<p>To being to develop my understanding of familiar single words- place names (ball pool/ forest/ sensory garden)</p> <p>To seek help when I need it when exploring an area of school.</p>	<p>To briefly participate in planting a seed/tree outside with others.</p>
<b>Year 3</b>	<b>Place knowledge</b>	<b>Geographical skills and fieldwork- map skills</b>	<b>Location knowledge</b>
	<p>To use simple fieldwork and observational skills to study the geography of school and its grounds.</p> <p>To use pictures and symbols to create a map of school</p> <p>To describe the key human and physical features of our school.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Little Lever)</p>	<p>To identify hot places and the animals that live there.</p> <p>To identify cold places and the animals that live there.</p> <p>To identify the north and south poles on a world map/globe and talk about why it is cold here.</p> <p>To Identify the equator on a map/globe and talk about why it is hot here.</p> <p>To describe human and physical features of a hot place (including, beach, forest, hill, sea, river, season,</p>	<p>To name the weather and explore what happens when the weather is like this, e.g. what clothes do we wear?</p> <p>To identify the seasons summer, winter, spring and autumn.</p> <p>To name and identify England and Scotland and explore its characteristics.</p> <p>To name and identify Wales and Ireland and explore its characteristics.</p> <p>To learn about the seas surrounding the UK, where they are and to label</p>

	<p>To describe the key human features and landmarks of our local area.</p> <p>To describe the key physical features and landmarks of our local area.</p>	<p>and weather/ city, town, farm and shop)</p> <p>To describe human and physical features of cold place. (including, beach, forest, hill, sea, river, season, and weather/ city, town, farm and shop)</p>	<p>them on a map.</p>
	<p>To use pictures, objects and symbols to create a map of school as a group.</p> <p>To identify the key human features of our school.</p> <p>To identify the key physical features of our school.</p> <p>To identify the key human features and landmarks of our local area.</p> <p>To identify the key physical features and landmarks of our local area.</p>	<p>To explore through practical experiences hot places and the animals that live there.</p> <p>To explore through practical experiences cold places and the animals that live there.</p> <p>To identify the location of cold areas (north and south poles) of the globe.</p> <p>To identify the location of hot areas (equator) on the globe.</p> <p>To identify human and physical features of a hot place</p> <p>To identify human and physical features of cold place.</p>	<p>To name the weather and explore what happens when the weather is like this, e.g. what clothes do we wear?</p> <p>To identify the seasons summer, winter, spring and autumn.</p> <p>To name and identify England and Scotland and explore its characteristics.</p> <p>To name and identify Wales and Ireland and explore its characteristics.</p> <p>To learn about the seas surrounding the UK, where they are and to label them on a map.</p>

	<p>To visit familiar areas of the school and match these to symbols or other emerging methods of communication.</p> <p>To make marks and participate in a shared activity representing the school and its features.</p> <p>Potentially apply solutions systematically to problems- pressing the button on the crossing whilst on an educational visit.</p> <p>To take part in representing features of our local area through small world activities or making physical representations/craft.</p>	<p>To react to hot and cold stimuli.</p> <p>To participate in exploring hot places through sensory experiences for short periods of time.</p> <p>To participate in exploring cold places through sensory experiences for short periods of time.</p> <p>To actively take part in a simple craft activity to represent hot and cold places in the world.</p> <p>To express their own preferences using a communication board for cold or hot countries. Beginning to communicate likes and dislikes.</p>	<p>To explore different props or dress up in clothes appropriate for different weather conditions- coat in winter, cap in summer.</p> <p>To participate in a short craft activities to represent the four seasons summer, winter, spring and autumn.</p> <p>To manipulate and move objects when exploring a sensory map of the UK.</p> <p>To react to new activities when exploring the 'seas'/water (through sensory tray/attention autism etc).</p>
<b>Year 4</b>	<b>Geographical skills and fieldwork- directions and compasses</b>	<b>Location knowledge</b>	<b>Human and physical Geography</b>
	To learn what a compass does and make and label one (North, South,	To name and locate the world's seven continents	To learn about an area of the UK and its human and physical features.

	<p>East and West).</p> <p>To use a compass to find items in the classroom using compass directional language [near and far; left and right].</p> <p>To use directional language to guide a peer on a treasure hunt.</p> <p>To use directional language to describe where something is on a map</p> <p>To use a beebot and describe where you are directing it to go using directional language e.g. left right</p>	<p>To name and locate the world's five oceans</p> <p>To visit a beach / coastline and talk about the ocean and its features using symbols.</p> <p>To visit a forest and talk about the differences between this area and where we live. E.g. Does it have vegetation, soil etc..</p> <p>To understand what a mountain/ hill is and describe it's features.</p> <p>To complete a weather study, watch weather reports and understand about the types of weather we have in the UK.</p>	<p>To learn about an area of Europe (contrasting to the UK) and its human and physical features.</p> <p>To describe the similarities &amp; differences between the two case study areas.</p> <p>To study the geography of school and its grounds and the key human and physical features</p> <p>To use pictures and symbols to create a map of school</p> <p>To study the geography of our local area (Little Lever) and the key human and physical features</p>
	<p>To learn what a compass does and explore one</p> <p>To use a compass to find N, S, E, W in the classroom.</p> <p>To follow directional symbols to find buried treasure in class.</p> <p>To follow directional symbols to find</p>	<p>To explore and begin to name the different continents using symbols and real objects.</p> <p>To explore and begin to name the different oceans using symbols and real objects.</p> <p>To visit a beach / coastline and identify the ocean and its features</p>	<p>To visit a local area in the UK and explore it's human and physical features through first hand observation.</p> <p>To begin to explore an area of Europe (contrasting to the UK) and it's human and physical features.</p> <p>To identify some similarities and</p>

	<p>buried treasure on a map.</p> <p>To describe where something is on a map using some geographical language / symbols.</p> <p>To use a beebot get it to follow a set of arrows/symbols.</p>	<p>using symbols.</p> <p>To visit a forest and identify its features. E.g. plants, dirt, rocks, water. Using symbols.</p> <p>To understand what a mountain/ hill is and look at pictures or visit one.</p> <p>To explore the weather today, what does the symbols for this look like, what was the weather like yesterday? record this on a weather chart.</p>	<p>differences between the two case study areas.</p> <p>To visit and observe the geography of school and its grounds and identify key human and physical features</p> <p>To use pictures and symbols to create a map of school as a group.</p> <p>To visit and observe the geography of our local area (Little Lever) and identify key human and physical features</p>
	<p>To follow forwards and backwards arrows to retrieve a familiar object or go to a familiar place.</p> <p>To take part in a shared activity alongside others to find buried treasure in the classroom.</p> <p>To be aware of the effects of the movements I make whilst finding buried treasure on a map.</p>	<p>To explore a range of objects relating to each continent.</p> <p>To use gross and fine motor skills when exploring sensory activities to represent the beach and ocean.</p> <p>To actively explore events such as collecting items from the forest to create a physical representation of this.</p>	<p>To participate in an educational visit to a local area in the UK.</p> <p>To explore objects from a European country.</p> <p>To recognise some sensory stimuli in the school grounds exploring through touch, sight and smell.</p> <p>To briefly react to pictures of known areas around school.</p>

	<p>To explore the beebots and with adult support create a simple sequence of movement.</p>	<p>To explore and respond to activities for an extended period of time relating to hills/mountains for example, pushing a car down a hill/ramp.</p> <p>To dress for the weather with support- putting on a coat if raining or taking off jumper if the weather is hot.</p>	<p>To express their own feelings, likes and dislikes when choosing a place to visit in school (using communication board).</p> <p>To gain attention from others whilst taking part in a group activity (for example, shared sensory map of school).</p>
<b>Year 5</b>	<b>Geographical skills and fieldwork- fieldwork and observations</b>	<b>Location knowledge</b>	<b>Human and Physical Geography</b>
	<p>To describe different types of settlements- city and town.</p> <p>To describe different types of settlements- farm and countryside</p> <p>To describe different types of settlements- beach and coast.</p> <p>To understand different land use and economic activity e.g. farming, forest vs housing, industry.</p> <p>To describe how natural resources are distributed e.g. energy, water</p> <p>To describe how natural resources are distributed e.g. food (farm to</p>	<p>To locate countries of the UK on a map</p> <p>To locate cities of the UK on a map</p> <p>To identify human characteristics of regions in the UK.</p> <p>To describe physical characteristics of regions in the UK e.g. mountains</p> <p>To describe physical characteristics of regions in the UK e.g. rivers</p> <p>To describe physical characteristics of regions in the UK e.g. coasts</p>	<p>To understand the day and night cycle and how this occurs,</p> <p>To observe the human &amp; physical features of a local park (e.g. Moses Gate).</p> <p>To observe the human &amp; physical features of the village by creating a plan of the area.</p> <p>To observe and describe the human &amp; physical features of a local street (e.g. Masefield Rd) using digital technologies.</p> <p>To make a map/plan of school using symbols and a key for a peer to</p>

	fork)		follow.
	<p>To identify different types of settlements- city and town.</p> <p>To identify different types of settlements- farm and countryside</p> <p>To identify different types of settlements- beach and coast.</p> <p>To explore through small world different land use and economic activity e.g. farming, forest vs housing, industry.</p> <p>To explore through small world play how natural resources are distributed e.g. energy, water</p> <p>To identify how natural resources are distributed e.g. food (farm to fork)</p>	<p>To locate countries of the UK on a simple map</p> <p>To locate major cities of the UK on a simple map.</p> <p>Through practical activities, identify human characteristics of the UK e.g. Big Ben, London Eye, Buckingham Palace, Angel of the North, train lines, Hadrian's wall.</p> <p>To identify physical characteristics of regions in the UK e.g. mountains</p> <p>To identify physical characteristics of regions in the UK e.g. rivers</p> <p>To identify physical characteristics of regions in the UK e.g. coasts</p>	<p>To understand day and night cycle and what comes out at night? What comes out in the day?</p> <p>To explore the physical features of a local park (e.g. Moses Gate).</p> <p>To observe the human features of the village by creating a plan of the area as a group.</p> <p>To observe the human &amp; physical features of a local street (e.g. Masefield Rd) using digital technologies.</p> <p>To label a map/plan of school using symbols.</p>
	<p>To attempt to copy an adult make a small world city and town settlement.</p> <p>To explore a small world farm and countryside sensory tray.</p>	<p>To briefly show interest in/engage with pictures of places known to them.</p> <p>To explore objects representing UK landmarks.</p> <p>To participate with a group activity</p>	<p>To participate in sensory activities exploring day and night.</p> <p>To participate in an educational visit to a local park and explore the area.</p> <p>Use a small world tray to engage with</p>

	<p>To attempt to copy an adult make a small world beach and coast settlement</p> <p>To attend to a short cause and effect activity related to lights and sounds (industry and land use)</p> <p>To begin to name some food items with support.</p> <p>To explore a water tray with varying containers.</p>	<p>making a model of a UK landmark.</p> <p>To explore and access different surfaces e.g. uneven/uphill/downhill.</p> <p>To explore sensory activities relating to water and sand representing rivers and coasts.</p>	<p>play relating to houses, roads developing an understanding of single words.</p> <p>To visit a local street and take a photograph using the camera or ipad.</p> <p>To visit areas around school and express their own likes and dislikes in relation to the area (Pupil voice communication board).</p>
<b>Year 6</b>	<b>Human and physical Geography</b>	<b>Location Knowledge</b>	<b>Geographical skills and fieldwork- map work</b>
	<p>To explore climates across the world.</p> <p>To understand and learn about rivers across the world and describe their features.</p> <p>To understand where mountains are and describe their features.</p> <p>To understand and describe earthquakes and volcanoes</p> <p>To understand the water cycle.</p>	<p>To locate some countries of the world (with a focus on Europe)</p> <p>To locate Russia, North and South America on a globe/world map.</p> <p>To be able to name and describe some of the countries of the world and their physical and human features.</p> <p>To be able to name and describe some of the countries of the world and their major cities.</p>	<p>To observe &amp; record the human &amp; physical features of a local park (e.g. Moses Gate) by drawing a sketch map.</p> <p>To observe &amp; record the human &amp; physical features of the village a plan of the area.</p> <p>To observe &amp; present the human &amp; physical features of a local street (e.g. Masefield Rd) using digital technologies.</p> <p>To label and describe the equator,</p>

	<p>To describe why certain plants grow in certain areas of the globe (biomes and vegetation belts).</p>	<p>To discuss countries of the world and their environmental regions.</p>	<p>northern and southern hemispheres</p> <p>To label and describe the Arctic and Antarctic circles and learn about their similarities and differences.</p>
	<p>To explore hot and cold places across the world.</p> <p>To find out about a river in our world (e.g. the amazon, the nile) and begin to describe this.</p> <p>To find out about a mountain begin to describe this.</p> <p>To find out about earthquakes and volcanoes through small world and role play.</p> <p>To understand how it rains (simple water cycle)</p> <p>To understand why plants grow in certain places.</p>	<p>To label some countries of the world (with a focus on Europe)</p> <p>To label North and South America on a globe/world map.</p> <p>To be able to name some of the countries of the world and match photos and objects to these.</p> <p>To be able to name some of the countries of the world and their major cities. (human)</p> <p>To match and sort countries of the world and their weather.</p>	<p>To observe &amp; record human features of a local park (e.g. Moses Gate) by drawing a sketch map as a group.</p> <p>To observe &amp; record the physical features of the village and make a plan of the area as a group.</p> <p>To observe and identify the human &amp; physical features of a local street (e.g. Masefield Rd) using digital technologies.</p> <p>To label the equator, northern and southern hemispheres</p> <p>To label the Arctic and Antarctic circles and learn about how they are the same and different.</p>
	<p>To take part in a craft activity representing hot and cold places across the world and label with a symbol.</p>	<p>To move and manipulate a globe.</p> <p>To experience some objects from a</p>	<p>To participate in a visit to a local park, collect items such as sticks and grass to record the visit.</p>

	<p>To explore through touch and sight water/river sensory experiences and use a communication board to identify water.</p> <p>To explore and access different surfaces e.g. uneven/uphill/downhill.</p> <p>To respond to sensory stimuli related to water cycle/rain (tuff tray activity, sensory craft, attention autism) observing the results of their own actions.</p> <p>To express a preference from a choice of 2 when choosing where to put their plant.</p>	<p>range of countries around the world.</p> <p>To match objects to pictures from a range of countries e.g. ice to Antarctica and sand to Gobi Desert.</p> <p>To explore a range of resources and sensory stimuli relating to busy cities (e.g. cars, roads and loud noises).</p> <p>To observe and participate in sensory activities relation to weather (e.g. tuff tray activity, sensory craft, attention autism).</p> <p>To express own feelings, likes and dislikes relating to the weather (Pupil voice communication boards).</p>	<p>To take an active role in small world play and show an understanding of cause and effect for their actions (for example, movement of cars through paint).</p> <p>To visit a local street or area and with adult modelling use a camera or ipad to take a photo of this.</p> <p>To explore and observe sensory opportunities developing an understanding of cold areas (for example, ice small world in a tuff tray with a range of animals, attention autism, sensory crafts).</p>
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