

 GEOGRAPHY CYCLE A	EYFS	Year 1 and 2 <i>Nature and field journals – ongoing – observations over time of seasonal changes, plants, weather and length of day</i>	Year 3 and 4	Year 5 and 6
Autumn 1			There's no place like home The region where I live (UK); OS mapwork plus fieldwork in the local area	
Autumn 2				Food, Glorious Food! World food - where does food come from?
Spring 1	<p>Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and geographical information systems, such as, Google Earth.</p> <p>Communicate geographical information in a variety of ways e.g. maps and drawings.</p> <p>Identify similarities and differences between places, drawing on my</p>	Penguins, Possums & Pigs Hot and cold areas of the world		Amazon Adventure Contrasting region - Amazon Basin, rainforest, biomes

	<p>experiences and what has been read in class.</p> <p>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.</p>			
<p>Spring 2</p>	<p>Describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps .</p> <p>Communicate geographical information in a variety of ways e.g. maps and drawings.</p> <p>Name the village and city the school is located in.</p> <p>Use and draw information from a simple map</p> <p>Look at aerial views and comment on buildings, open space, roads and other simple features</p>		<p>Iron Man Key aspects of volcanoes and earthquakes</p>	

<p>Summer 1</p>	<p>Describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Name the village and city the school is located in</p> <p>Communicate geographical information in a variety of ways e.g. maps and drawings.</p>	<p>Growth and green fingers</p> <p>UK countries and capital cities</p>		<p>Earthlings</p> <p>UK cities, counties and key features - research</p>
<p>Summer 2</p>	<p>Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Collect, analyse and communicate a range of data gathered through experiences of fieldwork.</p> <p>Model the vocabulary needed to name specific features of the natural world, both natural and manmade</p> <p>Understand the effect of changing seasons on the natural world around me</p>	<p>The Great Outdoors</p> <p>Fieldwork in the school grounds</p>	<p>How does your garden grow?</p> <p>A region in the UK - Lake District</p>	