



# Geography Curriculum

## EYFS – Year 6

The primary intent for our curriculum

- Children to know that geography is a subject – focussing on learning about the world’s locations and the reasons they are as they are (including the impact of humans).
- Understand that ‘field work’ is at the heart of geography – observing and learning first hand
- Understand that geography and science are closely linked – with evidence generally leading to facts being established
- Know their place in the world – where they live and how that fits in to the wider world
- Know the key knowledge identified in each unit, so that they have a firm knowledge base for leaving primary school

The primary intent for our EYFS curriculum.

- To become an ‘Intrepid Explorer’ who knows how to read a simple map, knows their family tree, shows care to living creatures and understands some differences between their country and other countries across the world.

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Nursery	<ul style="list-style-type: none"> <li>-Talk about what they see, using a wide vocabulary</li> <li>-Explore collections of materials with similar and/or different properties.</li> <li>-Use all their senses in hands on exploration of natural materials.</li> </ul>		<ul style="list-style-type: none"> <li>-Continue developing positive attitudes about the differences between people.</li> <li>-Talk about what they see, using a wide vocabulary</li> <li>-Use all their senses in hands on exploration of natural materials.</li> </ul>		<ul style="list-style-type: none"> <li>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>-Talk about what they see, using a wide vocabulary</li> <li>-Use all their senses in hands on exploration of natural materials.</li> </ul>	
Reception	<ul style="list-style-type: none"> <li>- Explore the natural world around them.</li> <li>- Describe what they see, hear and feel whilst outside.</li> </ul> <p>ELGs</p> <p><u>The natural world</u></p> <ul style="list-style-type: none"> <li>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>- 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.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p><u>People and communities</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> </ul>		<ul style="list-style-type: none"> <li>- Recognise some environments that are different to the one in which they live.</li> </ul>		<ul style="list-style-type: none"> <li>- Draw information from a simple map.</li> <li>- Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	
Year 1	<b>Beside the Seaside</b> Locational Knowledge		<b>An Island Home</b> – Locational Knowledge / Physical & Human Features		<b>London</b> Geographical skills and field work.	
Year 1/2 Cycle B	<b>Out and about:</b> Field and Map Work		<b>Great Fire of London</b> Countries, map work		<b>Kenya</b> – Comparison with Home	
Year 3	<b>Tremors:</b> Physical Geography, Natural disasters				<b>Rainforests and Rivers:</b> Rivers, map work, Environmental changes	
Year 4	<b>South America:</b> Human Geography, Comparing		<b>Out of Africa:</b> Physical and human geography		<b>Rotten Romans:</b> Map work	
Year 5	<b>WWII</b> – Maps and Scaled Diagrams		<b>Around the World in 80 Days</b> – Climate and land Use		<b>Meet the Greeks</b> – Human and Physical Features	
Year 5/6 Cycle B	<b>Food Glorious Food</b> – Local Area Study		<b>Tomorrow’s World</b> – Impact of Climate		<b>Land of the rising sun:</b> <b>Physical/human characteristics</b>	

Nursery	Autumn	Cycle 1 – We're going on a bear hunt, Peace at last, Goldilocks and the three bears, Dear Santa Cycle 2 - The tiger who came to tea, The three little pigs, room on the broom, Kipper's Christmas Eve	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
To go on an Autumn walk and explore the surroundings.  To explore materials eg, mud, puddles, grass.  To compare different environments eg town and country		I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it's made...? I wonder how many? I wonder why/how/who?	Season Autumn Winter Hard Soft Bumpy Rough Wet Mud Puddles Grass Rain Weather

Nursery	Spring	Cycle 1 – The gingerbread man, Kitchen disco, cleversticks, sharing a shell Cycle 2 – Elmer, Rosie’s walk, Bathroom boogie,	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>To go on a Winter walk.</p> <p>To go on Spring walk.</p> <p>To talk about and explore where we live, making links to own lives in Hemlington.</p> <p>To look at Hemlington on google maps and identify key features eg, the lake, the school, shops, the ‘reccy’.</p> <p>To notice and describe a range of resources and artefacts, eg shells in the investigation area continuous provision.</p> <p>To introduce the fact that we are all different.</p>		<p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it’s made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<p>Season</p> <p>Weather</p> <p>Autumn</p> <p>Winter</p> <p>Spring</p> <p>The world</p> <p>England</p> <p>Hemlington</p> <p>School</p> <p>Home</p> <p>Lake</p> <p>Shop</p> <p>Positional language</p> <p>Map</p> <p>London</p> <p>Hard</p> <p>Soft</p> <p>Bumpy</p> <p>Rough</p>

Nursery	Summer	Cycle 1 – Peepo, Whatever next, the selfish crocodile, the very hungry caterpillar Cycle 2 – Walking through the jungle, Jack and the beanstalk, Owl babies, Farmyard hullabaloo	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>To talk about different environments eg farm, jungles, space etc.</p> <p>To look at google maps to identify farms, train tracks, rivers, lakes.</p> <p>To make a collaborative map of created environments eg, in small world play.</p> <p>To go on a Summer walk</p>		<p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it's made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<p>Season</p> <p>Weather</p> <p>Autumn</p> <p>Winter</p> <p>Spring</p> <p>Summer</p> <p>The world</p> <p>England</p> <p>Hemlington</p> <p>School</p> <p>Home</p> <p>Lake</p> <p>Shop</p> <p>Positional language</p> <p>Map</p> <p>London</p> <p>Hard</p> <p>Soft</p> <p>Bumpy</p> <p>Rough</p> <p>Jungle</p> <p>Train track</p> <p>River</p> <p>Lake</p> <p>Pond</p> <p>Farm</p> <p>Forest</p> <p>Woods</p>

Reception	Autumn	Superworm, The enormous turnip , Funny bones, Gruffalo, Stick Man, Lost and found		
What will be taught ... key ideas?	I wonder ..	Key vocabulary		
To go on an Autumn walk and explore the surroundings.	Open ended questioning to prompt deeper discussion.	Forwards	House	Travel
To describe what they see, hear and feel whilst learning outdoors.	I wonder who lives there?	Backwards	See	Frozen
To learn about woodland and forest environments.	I wonder how you get there?	Next to	Hear	Ice
To compare different environments.	I wonder what it looks/tastes/sounds/feels like...?	In front of	Feel	Melt
To draw a map to show the journey of the stickman.	I wonder what happens if...?	Behind	Autumn	Snow
To compare and contrast between Hemlington and the South pole.	I wonder who it is...?	Under	Forest	Hill
	I wonder how it's made...?	Over	Map	Town
	I wonder how many?	Above Below	Globe	Street
	I wonder why/how/who?	Sky	Hemlington	
		Ground	South Pole	
		Tree	Antarctica	
		Woodland	Weather	
		Grass	Journey	

Reception	Spring	Mixed, Once there were giants, Three billy goats gruff, Little red hen, Zog.		
What will be taught ... key ideas?	I wonder ..	Key vocabulary		
To compare and contrast between Hemlington and the city in the story Mixed.	Open ended questioning to prompt deeper discussion.	Environment		
To compare and contrast Hemlington with the different story settings explored so far.	I wonder who lives there?	City		
	I wonder how you get there?	Hemlington		
	I wonder what it looks/tastes/sounds/feels like...?	Bridge		
	I wonder what happens if...?	Positional language		
	I wonder who it is...?			
	I wonder how it's made...?			
	I wonder how many?			
	I wonder why/how/who?			

Reception	Summer	The little red hen, Monkey puzzle, Handa's Hen, What the ladybird heard.	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
To know what pollution is and how to help the environment.		Open ended questioning to prompt deeper discussion.	Pollution
To understand what can and can't be recycled.		I wonder who lives there?	Recycling
To see the links between rivers, seas and oceans linking to stories Stick man, lost and found and commotion in the ocean.		I wonder how you get there?	River
To look at a map of the journey to the farm.		I wonder what it looks/tastes/sounds/feels like...?	Sea
To attend a class visit to Coulby farm.		I wonder what happens if...?	Ocean
To draw maps linked to visit.		I wonder who it is...?	Farm
What the ladybird heard maps.		I wonder how it's made...?	Animal names
To compare and contrast Hemlington with the different story settings explored so far.		I wonder how many?	Map
		I wonder why/how/who?	Journey
			Walk
			Bus
			Car
			Aeroplane
			Train
			Boat

Beside The Seaside – Locational Knowledge		Topic: Beside the Seaside	Term: Autumn 1	Year: 1
<b>Foundations of previous learning:</b> <u>Understanding the world: The Natural World</u> - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<b>Place Knowledge</b> To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.  <b>Human and Physical Geography</b> To 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 To use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.  Identify seasonal and daily weather patterns in the UK	<b>Knowledge &amp; Understanding</b> Describe in simple terms how wind or water has affected the geography of an area. Ask and respond to questions about places/environment.  <b>Practical</b> Use maps, pictures and stories to find out about different places. Use basic geographical vocabulary to name physical and human features of familiar places. Name, describe and group features of the home/school environment	To use language associated with the seaside. To know the name of our local seaside. To know where the sea starts on a map. To name the human and physical features of the seaside. To know the geographical features of the seaside. To talk about the weather in the UK, what happens in different seasons and how weather changes on a daily basis	physical features human features beach cliff coast forest sea pier harbour tourist attraction hotel shop tramway season and weather	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	Can you name physical and human features of the seaside? Can you describe how wind or water has changed the seaside? Can you use this map/picture/story to find out about the seaside? Can you ask a question about the seaside? Can you answer this question about the seaside?	Our nearest seaside is Redcar. The beach is a natural feature, not man-made.		



An Island Home – Locational Knowledge / Physical & Human Features		Topic: An Island Home	Term: Spring 2
<p><b>Foundations of previous learning:</b>            From EYFS  <u>Understanding the world: The Natural World</u>            - 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;  <u>Understanding the world: People Culture and Communities</u>            - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;            - 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:            Children should know the name of their local area and the name of their local seaside. They should be able to describe the seaside and name some of its human and physical features. Children should be able to use vocabulary linked to the seaside and human/physical features. Children should be able to describe how wind or water has changed the seaside.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p><b>Locational knowledge</b>            To name, locate and identify characteristics of the 4 countries of the United Kingdom</p> <p><b>Human and physical geography</b>            To 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</p> <p><b>Geographical skills and fieldwork</b>            To use world maps, atlases and globes to identify the United Kingdom and its countries,            To 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            To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><u>Knowledge &amp; Understanding</u>            Identify the similarities and differences between the local environment and one other place.            Explain what changes are taking place in the local environment.            Ask and respond to questions about places/environment.            Use the correct terms for simple geographical features in the local environment.</p> <p><u>Practical</u>            Draw a simple map (e.g. of an imaginary place from a story), labelling particular features.            Use maps, pictures and stories to find out about different places.            Use basic geographical vocabulary to name physical and human features in familiar places.            Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in the fieldwork.</p>	<p>To know the differences between where we live and a small Island like Struay            To know the similarities between where we live and fictional Struay.            To be able to label a map with key features of Struay            To know how to read maps to locate different places.            To use language associated with position when explaining locations and geographical features.            To talk about the weather in the UK, what happens in different seasons and how weather changes on a daily basis</p>	<p>Landmarks            UK            United Kingdom            England            Northern Island            Scotland            Wales            map            front behind            next to            far away            near to            weather patterns            location            temperature            similarities            differences</p> <p>local environment            island            sea            ocean            beach            mountain            farm            field            tractor            fishing            boats            tide            pier            jetty            lighthouse            hillside            mainland            tourist            bay</p>
	<p><b>Assessment of Skills</b></p> <p>Can you name human and physical features on the Isle of Struay?            Can you use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in the field work?            Can you explain the changes that have taken place in the local environment?            Can you draw a simple map and label its features?            Can you use this map/picture/story to find out about the seaside?</p>	<p><b>Assessment of Knowledge</b></p> <p>Can you explain the differences between where we live and Struay?            Can you explain the similarities between where we live and Struay?            Can you use a map/atlas to locate geographical features/landmarks?            Can you talk about the changes in the weather across seasons?</p>	

London- Geographical skills and field work	Topic: At the Palace	Term: Summer 2	Year: 1
<p><b>Foundations of previous learning:</b>            From EYFS  <u>Understanding the world: The Natural World</u>            - Explore the natural world around them, making observations and drawing pictures of animals and plants;            - 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;  <u>Understanding the world: People Culture and Communities</u>            - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;            Year 1: Children should know the countries that make up the UK. Their vocabulary will have been further developed through An Island Home with children being very confident with vocabulary relating to sea sides and islands.            Through looking at an island the children have compared their local environment to one other place and identified similarities and differences. The children have developed their use of simple locational language by using maps included in the stories of Katie Morag and other related resources.</p>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p><b>Locational knowledge</b>            To name, locate and identify characteristics of the 4 countries of the United Kingdom and their capital cities.</p> <p><b>Human and physical geography</b>            To 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            To use basic geographical vocabulary to refer to key human features including city, town, village, factory farm, house, office, port, harbor and shop.</p> <p><b>Geographical skills and fieldwork</b>            To use world maps, atlases and globes to identify the United Kingdom and its countries,            To 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</p>	<p><u>Knowledge &amp; Understanding</u>            Ask and respond to questions about places/environment.            Use the correct terms for simple geographical features in the local environment.            Name and locate the four countries of the UK and their capital cities on a map or globe.</p> <p><u>Practical</u>            Draw a simple map (e.g. of an imaginary place from a story), labelling particular features.            Use maps, pictures and stories to find out about different places.            Use simple locational knowledge including in front, behind, next to, far away and near to describe the location of geographical features on a map.</p> <p><b>Assessment of Skills</b></p> <p>Can you draw a simple map of London?            Can locate the four countries of the United Kingdom and their capital cities on a map?</p>	<p>To name the four countries of the United Kingdom and their capital cities.            To describe the features of London.            To compare the similarities and differences between Hemlington and London.</p> <p><b>Assessment of Knowledge</b></p> <p>The four countries of the UK are England, Scotland, Wales and Northern Ireland.            Can you describe the features of London?            Can you explain the similarities and differences between Hemlington and London?</p>	<p>Hemlington            United Kingdom            England            Northern Ireland            Scotland            Wales            London            Edinburgh            Belfast            Cardiff            Landmark            Transport            Travel            Capital City            Map            Atlas</p>

Field and Map Work	Topic: Out and About	Term: Autumn 1	Year: 1/2 Cycle B
<p><b>Foundations of previous learning:</b>            From EYFS  <u>Understanding the world: The Natural World</u>            - Explore the natural world around them, making observations and drawing pictures of animals and plants;            - 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;  <u>Understanding the world: People Culture and Communities</u>            - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>			
<p><b>Unit Learning</b></p>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p><b>Geographical skills and fieldwork</b>            To use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map            To 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            To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p><u>Year 1</u>  <b>Knowledge &amp; Understanding</b>            Ask and respond to questions about places/environment.            Use the correct terms for simple geographical features in the local environment.  <b>Practical</b>            Draw a simple map (e.g. of an imaginary place from a story), labelling particular features.            Name, describe and group features of the home/school environment from first hand observation, responding to simple questions.            Use basic geographical vocabulary to name physical and human features of familiar places.            Use maps, pictures and stories to find out about different places.</p> <p><u>Year 2</u>  <b>Knowledge &amp; Understanding</b>            Describe and compare human and physical features seen in their local environment and other places in the world.            Describe how a physical or human process has changed an aspect of an environment            Explain how a place has changed over time  <b>Practical</b>            Draw simple maps or plans using symbols for a key.            Use geographical vocabulary to name features of familiar and unfamiliar places.            Identify and describe geographical human and physical features using an aerial photograph.</p> <p><b>Assessment of Skills</b></p> <p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• Use the correct terms for simple geographical features in the local environment.</li> <li>• Draw a simple map (e.g. of an imaginary place from a story), labelling particular features.</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Explain how a place has changed over time</li> <li>• Draw simple maps or plans using symbols for a key.</li> </ul>	<p>To know all compass directions.            To describe features on a map using compass directions.            To use aerial photographs to identify geographical landmarks/features.            To be able to read a simple key.            To devise a map with a simple key.            To use observational fieldwork skills to study the school grounds.            To collect data and present findings.</p> <p><b>Assessment of Knowledge</b></p> <p>The compass directions are North, East, South and West.            A key helps me to read a map.            On an aerial photograph I can see...?</p>	<p>Map            Compass            Direction            North            South            East            West            Human            Physical            Locality            Direction            Key            Coordinates            Reference            Perspective            Landmark            Feature            Fieldwork            Symbols            Aerial            Grounds            Environment            Plan            Route            Left            Right            Grid</p>

Countries, map work		Topic: Rolling over the ocean	Term: Spring 2	Year: 1/2 Cycle B
<b>Foundations of previous learning:</b> From EYFS <u>Understanding the world: The Natural World</u> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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; <u>Understanding the world: People Culture and Communities</u> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<u>Year 1</u> <b>Knowledge &amp; Understanding</b> Name and locate four countries of the United Kingdom on a map or globe. Ask and respond to questions about places/environment. Use the correct terms for simple geographical features in the local environment. <b>Practical</b> Draw a simple map (e.g. of an imaginary place from a story), labelling particular features. Use maps, pictures and stories to find out about different places. Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in the fieldwork.	Know what the UK landline looks like (shape of the country). Label the seas, which surround the UK. Use an atlas to locate the capital city of England, Scotland, Wales and Ireland. Know the continents of the world and the 5 main oceans.	City Capital Countries Atlas Co-ordinates Maps England Africa Asia Europe North America South America Australia Antarctica Ireland (Northern) Southern Ireland Scotland Wales London Edinburgh Belfast Cardiff Landmarks Globe Landmarks Pacific Ocean Atlantic Ocean Indian Ocean Southern Ocean Arctic Ocean	
	<u>Year 2</u> <b>Knowledge &amp; Understanding</b> Name and locate the capital cities of the United Kingdom and its surrounding seas. Explain how a place has changed over time. <b>Practical</b> Use information texts and the web to gather information about the world's human and physical geography. Use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map.			
	<u>Year 1</u> Name and locate four countries of the United Kingdom on a map or globe. Ask and respond to questions about places/environment. <u>Year 2</u> Name and locate the capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans on a map or globe.	<u>Year 1</u> England, Wales, Scotland and N. Ireland are the 4 countries in the UK. <u>Year 2</u> London, Cardiff, Edinburgh and Belfast are the 4 capital cities. The continents are North/South America, Europe, Asia, Antarctica, Australia, Africa The oceans are Pacific, Atlantic, Indian, Southern and Arctic.		

Comparison with home	Topic: Kenya	Term: Summer 2	Year: 1/2 Cycle B
<p><b>Foundations of previous learning:</b>            From EYFS  <u>Understanding the world: The Natural World</u>            - Explore the natural world around them, making observations and drawing pictures of animals and plants;            - 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;  <u>Understanding the world: People Culture and Communities</u>            - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>			
<p><b>Unit Learning</b></p>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p><b>Locational knowledge</b> To name and locate the world's 7 continents and 5 oceans</p> <p><b>Place knowledge</b> To 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</p> <p><b>Human and physical geography</b> To 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 To 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</p> <p><b>Geographical skills and fieldwork</b> To 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</p>	<p><u>Year 1</u>  <b>Knowledge &amp; Understanding</b>            Identify the similarities and differences between the local environment and one other place.            Describe in simple terms how wind or water has affected the geography of an area.            Explain what changes are taking place in the local environment.  <b>Practical</b>            Draw a simple map (e.g. of an imaginary place from a story), labelling particular features.            Use basic geographical vocabulary to name physical and human features of familiar places.            Use maps, pictures and stories to find out about different places.            Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in the fieldwork.</p> <p><u>Year 2</u>  <b>Knowledge &amp; Understanding</b>            Describe and compare human and physical features seen in their local environment and other places in the world.            Name and locate the worlds continents and oceans on a world map or globe.            Describe how a physical or human process has changed an aspect of an environment            Explain how a place has changed over time.  <b>Practical</b>            Use geographical vocabulary to name features of familiar and unfamiliar places.            Use information texts and the web to gather information about the world's human and physical geography.            Collect and organise simple data from first and second hand sources including fieldwork.            Identify and describe geographical human and physical features using an aerial photograph.</p> <p><b>Assessment of Skills</b></p> <p><u>Year 1</u>            Describe in simple terms how wind or water has affected the geography of an area.            Explain what changes are taking place in the local environment.  <u>Year 2</u>            Use geographical vocabulary to name features of familiar and unfamiliar places.            Use compass directions (NSEW) to describe the location of a country or geographical process.</p>	<p>To know that Africa is a continent and is made up of 54 countries.            To be able to name the seas and oceans surrounding Africa.            To understand the difference in African and UK climate.            To explain the relationship between the equator and the weather.            To understand the landscape/terrain in Kenya and compare this to the UK.            To explore some differences in quality of life in Kenya and UK.            To know the compass directions and use this knowledge to describe the location of a country</p> <p><b>Assessment of Knowledge</b></p> <p>Kenya is in Africa.            Kenya has a hot climate.            Kenya has cities and desert areas.</p>	<p>Africa            Continent            Countries            Environment            Features            Landscape            World            Equator            World            Map            Globe            Physical            Human            Sea            Ocean            Surrounding            Kenya            Flag            Climate            Temperature            Terrain            Water            Weather            Desert            North            South            East            West</p>

Physical Geography, Natural disasters		Topic: Tremors	Term: Autumn 2 and Spring 1	Year: 3
<p><b>Foundations of previous learning:</b>            In KS1 children have learned the countries that make up the UK, their capital cities and the names of the surrounding seas. The children can name and locate the 7 continents of the world as well as the 5 main oceans. The children have used simple maps and then developed this knowledge by drawing their own maps including the use of a key. Children understand how compass directions can be used to locate a place or feature. Children have developed their vocabulary and can name some features within and the local environment and beyond. Children have used their geographical knowledge to explain how places have changed over time.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul>	<p><u>Knowledge &amp; Understanding</u>            Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features.            Make comparisons of the same geographical features in different countries.            Identify how people both damage and improve the environment.  <u>Practical</u>            Locate geographical features on a map or atlas using symbols shown in a key.            Observe, measure and record the human and physical features in the local area responding to a range of geographical questions.</p>	<p>To know that volcanoes are openings in the Earth's surface.            To know that volcanoes are usually located where tectonic plates meet.            To know that hot liquid rock under the earth's surface is called magma.            To know that volcanoes can be active and dormant.            To be able to label a diagram of the Earth's structure with the key vocabulary; crust, mantle and core.</p>	Rough Smooth Sharp Rounded Bumpy Lumpy Jagged Polished Crumbly Grainy Speckled Pitted Streaked Active Dormant Volcano	Spotted Sparkly Colourful Sandy Dull Shiny Striped Permeable Impermeable Porous Hard Flaky Igneous Sedimentary Metamorphic
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	<p><b>Autumn Assessment</b>            Make comparisons of the same geographical features in different countries.            Describe and compare different features of human and physical geography, offering explanations for the locations for some of these features.  <b>Spring Assessment</b>            Locate geographical features on a map or atlas using symbols shown in a key.            Identify how people both damage and improve the environment.</p>	<p>A volcano is an opening in the earth's crust allowing magma (lava once it reaches the surface) to reach the surface, usually in the shape of a mountain.            Volcanoes are usually found on a plate boundary where the tectonic plates meet. Most of the world's volcanoes are found on the Pacific Ring of Fire.            Volcanoes can be active (it is erupting now or may erupt again at some point in the near future), dormant (it might erupt at some point again) or extinct (it will never erupt again).            The earth is made up of layers. The inner core, the outer core, the mantle and the crust. They get increasingly hotter the closer you are to the centre of the earth.</p>		

Rivers, map work, Environmental changes		Topic: Rainforests and rivers	Term: Summer 2	Year 3
<p><b>Foundations of previous learning:</b>            In KS1 children have learned the countries that make up the UK, their capital cities and the names of the surrounding seas. The children can name and locate the 7 continents of the world as well as the 5 main oceans. The children have used simple maps and then developed this knowledge by drawing their own maps including the use of a key. Children understand how compass directions can be used to locate a place or feature. Children have developed their vocabulary and can name some features within and the local environment and beyond. Children have used their geographical knowledge to explain how places have changed over time.            The children can identify volcanos on a map using symbols from a key. They can offer explanations for the location of physical features (volcanoes). They can compare volcanoes found in different countries. The children can locate and explain the significance of the equator, northern hemisphere, southern hemisphere and the tropics to a range of countries. They can explain how people try to sustain environments and link this to their knowledge of volcanoes.</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>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).</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><u>Year 3</u>  <b>Knowledge &amp; Understanding</b>            Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features.            Make comparisons of the same geo-graphical features in different countries.            Identify how people both damage and improve the environment.            Explain how the physical processes of erosion, transportation and deposition affect the environment.            Identify changes in the local and global environment.  <b>Practical</b>            Locate geographical features on a map or atlas using symbols shown in a key.            Use eight points of a compass to describe the location of a country or geographical process.            Compare and contrast aerial photo-graphs and plan perspectives, explaining their similarities and differences.            Draw sketch maps and plans using agreed symbols.</p>	<p>I can find Brazil on the map.            I know that Brazil is in South America.            I can identify some similarities and differences between Brazil and the UK.            Locate key places in Brazil using a range of maps including OS &amp; digital.            I know that the Amazon runs through Brazil.            I know that the Amazon produces 20% of the world's oxygen.            I can identify some features of a river.            I understand how some aspects have changed over time.            I can discuss the importance of rivers for human Geography.            I know what erosion is.</p>	Brazil Favelas South America Deforestation Global warming Rio De Janeiro Population Poverty Environment Oxygen Rainforest Canopy Rainfall Flora Fauna Bank Basin Bed Canal Current Delta Downstream Fresh water Erosion Mouth Salt water Silt Source Stream Tributary Upstream	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	<p>Use eight points of a compass to describe location of a country or geographical process.            Draw sketch maps and plans using agreed symbols.</p>	<p>Brazil is a country in South America that is home to the Amazon Rainforest.            Brazil is in the southern hemisphere, it does not have clear seasons whereas the UK has a temperate climate.            The features of a river are tributary, delta, floodplain, mouth, source, waterfall and main channel.            Rivers are important because they have a role in the water cycle, they provide us with fresh water, they help us with trade, they are a method of transport and provide food and waterpower.            Many rivers erode their banks and bed as they flow, slowly breaking down pieces of sediment and transporting them as time goes on.</p>		

Human Geography, Comparing		Topic: South America	Term: Autumn 2	Year: 4
<p><b>Foundations of previous learning:</b></p> <p>In KS1 children have learned the countries that make up the UK, their capital cities and the names of the surrounding seas. The children can name and locate the 7 continents of the world as well as the 5 main oceans. The children have used simple maps and then developed this knowledge by drawing their own simple maps including the use of a key. Children understand how compass directions can be used to locate a place or feature. Children have developed their vocabulary and can name some features within and the local environment and beyond. Children have used their geographical knowledge to explain how places have changed over time.</p> <p>In the Out in the Wilds topic the children will use maps and aerial photographs be able to compare the geographical features and describe those features while offering explanations for some of the locations. The children will be able to describe how physical activity has change the physical characteristics of a place in the world.</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.	<p><u>Knowledge &amp; Understanding</u></p> <p>Locate the countries of Europe (including Russia, north America and South America).</p> <p>Describe how changes, in the features of a place, can affect the lives and activities of the people living there.</p> <p><u>Practical</u></p> <p>Locate and explain the significance of the Equator, <b>Northern Hemisphere, Southern Hemisphere</b>, the Tropics of Cancer and Capricorn to a range of countries of the world.</p> <p>Suggest where in the world and aerial photograph or satellite image shows, explaining reasons for their suggestion.</p>	<p>To know some countries that make up South America.</p> <p>To know that Brazil is located in South America.</p> <p>To know that Rio De Janeiro is <u>not</u> the capital of Brazil.</p> <p>To know that Rio De Janeiro is a city of extremes in regards to poverty.</p> <p>To know that the slums in Brazil are called favelas.</p> <p>To be able to explain some of the conditions in the favelas.</p> <p>To explain some of the issues with favelas.</p> <p>To know that the favelas are overpopulated.</p> <p>To know that there is a high rate of crime in the favelas.</p> <p>I can identify some similarities and differences between Brazil and the UK.</p>	Country Continent South America Brazil Rio De Janeiro Capital City Poverty Extreme Poverty gap Slums Favelas Conditions Overpopulation Crime Rate Human Activities Housing Education Governments	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	<p>Locate the countries of Europe, Russia, North America and South America.</p> <p>Describe how physical activity has impacted and/or changed the physical characteristics of a place in the world.</p>	<p>Brazil is the largest country in South America and its capital is Brasilia.</p> <p>Favelas, in Brazil, are slums or shantytowns located within or on the outskirts of the country's large cities.</p> <p>Some of the differences between the UK and Brazil are government, education and housing.</p> <p>Some of the similarities between the UK and Brazil are activities such as football, landmarks and historical buildings.</p>		



Physical and human Geography		Topic: Out of Africa	Term: Spring 1	Year: 4
<p><b>Foundations of previous learning:</b>            In KS1 children have learned the countries that make up the UK, their capital cities and the names of the surrounding seas. The children can name and locate the 7 continents of the world as well as the 5 main oceans. The children have used simple maps and then developed this knowledge by drawing their own simple maps including the use of a key. Children understand how compass directions can be used to locate a place or feature. Children have developed their vocabulary and can name some features within and the local environment and beyond. Children have used their geographical knowledge to explain how places have changed over time.            In the Out in the Wilds topic the children will use maps and aerial photographs be able to compare the geographical features and describe those features while offering explanations for some of the locations. The children will be able to describe how physical activity has change the physical characteristics of a place in the world. Through the topic of South America the children will learn to locate and name some of the countries within South America including Brazil. They will be able to make comparisons of the same geographical features in different countries using maps and aerial photographs. They will be able to describe how physical activity has changed the physical characteristics of a place in the world.</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Describe and understand key aspects of 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</p>	<p><u>Knowledge &amp; Understanding</u>            Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.            Explain how people try to sustain environments.            Describe how changes, in the features of a place, can affect the lives and activities of the people living there.</p> <p><u>Practical</u>            Plot a route on a map or globe, from one place to another, identifying countries or significant landmarks that are passed.            Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries of the world.</p>	<p>To know that Africa is a continent.            To know that Africa is made up of lots of different countries.            To know that parts of Africa are rural.            To know that parts of Africa are urban.            To know what Fair Trade is.            To know examples of Fair Trade products.            To be able to compare Africa's physical geography to the UK's.            To locate some of Africa's geographical features on a map or atlas.</p>	<p>country            continent            border            landlocked            climate            human feature            physical feature            trade/fairtrade/produce</p>	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	<p>Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries in the world.            Explain how people try to sustain environments.</p>	<p>Africa is a continent containing both rural and urban areas.            Fairtrade is trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.            Africa's geography is different to the UK's as it is about 5 times bigger with a much larger population.            Africa's geography is similar to the UK's as there are famous landmarks and historical sites.</p>		

Map work		Topic: Rotten Romans	Term: Summer 1	Year: 4
<p><b>Foundations of previous learning:</b></p> <p>In KS1 children have learned the countries that make up the UK, their capital cities and the names of the surrounding seas. The children can name and locate the 7 continents of the world as well as the 5 main oceans. The children have used simple maps and then developed this knowledge by drawing their own simple maps including the use of a key. Children understand how compass directions can be used to locate a place or feature. Children have developed their vocabulary and can name some features within and the local environment and beyond. Children have used their geographical knowledge to explain how places have changed over time.</p> <p>In the Out in the Wilds topic the children will use maps and aerial photographs be able to compare the geographical features and describe those features while offering explanations for some of the locations. The children will be able to describe how physical activity has change the physical characteristics of a place in the world.</p> <p>Through the topic of South America the children will learn to locate and name some of the countries within South America including Brazil. They will be able to make comparisons of the same geographical features in different countries using maps and aerial photographs. They will be able to describe how physical activity has changed the physical characteristics of a place in the world. The children have further developed their map skills by using symbols on a key to locate geographical features. They have identified how people damage and improve the environment through their study of Out of Africa. They have learned and can explain the significance of the Equator, Northern and Southern Hemisphere as well as the Tropics of Cancer and Capricorn. They can explain how people are trying to sustain environments</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Describe and understand key aspects of 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	<p><u>Knowledge &amp; Understanding</u></p> <p>Locate the countries of Europe (including Russia, north America and South America). Explain how people try to sustain environments. Describe how changes, in the features of a place, can affect the lives and activities of the people living there.</p> <p><u>Practical</u></p> <p>Locate and name geographical features on an Ordnance Survey map. Plot a route on a map or globe, from one place to another, identifying countries or significant landmarks that are passed.</p>	<p>To know how the geographical location of Rome helped the Romans become powerful.</p> <p>To be able to plot aspects of the Roman invasion on a map.</p> <p>To know that the Romans improved the infrastructure of England.</p> <p>To know what the word infrastructure means.</p> <p>To locate Hadrian's wall on an OS map.</p>	Rome Location Hadrian's Wall Comparison Countries Damage Improve Environment Sketch Symbols Features Atlas Compass Russia North America South America Europe Ordnance Survey Map Landmarks	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	<p>Plot a route on a map or globe, from one place to another, identifying countries or significant landmarks that are passed. Locate and name geographical features on an Ordnance survey map.</p>	<p>The geographical location of Rome helped the Romans become powerful because it was central and therefore desirable for trading and communication. Infrastructure means the fundamental facilities and systems serving a country, city, or other area, including the services and facilities necessary for its economy to function.</p>		

<b>WWII – Maps and Scaled Diagrams</b>	<b>Topic: WWII</b>	<b>Term: Autumn 2</b>	<b>Year: 5</b>
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**Foundations of previous learning:**

In Lower KS2 the children have developed their map skills and can identify geographical features using symbols from a key as well as draw a sketch map and use agreed symbols for their key. They can use 8-points compass directions and apply this to finding the location of a country or geographical process. They can compare features found in different countries and offer explanations for the locations of these features. The children have plotted routes from one country to another and within a country and they have identified landmarks or countries passed along the way. The children’s knowledge of the world has increased and they can locate and explain the significance of the Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn. The children have also been able to identify how people can impact the environment and explain ways in which people try to sustain the environment.

<b>Unit Learning</b>
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NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>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 and the wider world</p> <p>identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</b> (including day and night)</p>	<p>Use search engines, index, contents and other research techniques to locate and interpret information.</p> <p>Use four and six figure grid references to locate features on an Ordnance Survey or world map.</p> <p>Produce scaled maps.</p> <p>Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.</p>	<p>To name the main lines of latitude and meridian of longitude when describing where places are.</p> <p>I know how to read the x and y coordinates on a map in order to give a grid reference.</p> <p>I know that to produce an accurate map I need to use a consistent scale.</p>	<p>Map</p> <p>Germany</p> <p>Italy</p> <p>Japan</p> <p>Britain</p> <p>France</p> <p>Australia</p> <p>Latitude</p> <p>Longitude</p> <p>Equator</p> <p>Grid reference</p>
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	<p>Use four and six figure grid references to locate features on an Ordnance Survey or world map.</p> <p>Produce scaled maps.</p>	<p>I know how to read the x and y coordinates on a map in order to give a grid reference.</p> <p>I know that to produce an accurate map I need to use a set scale.</p>	

<b>Climate and land Use</b>	<b>Topic: Around the World in 80 Days</b>	<b>Term: Spring 1</b>	<b>Year: 5</b>
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**Foundations of previous learning:**  
 In Lower KS2 the children have developed their map skills and can identify geographical features using symbols from a key as well as draw a sketch map and use agreed symbols for their key. They can use 8-points compass directions and apply this to finding the location of a country or geographical process. Children can locate and name features on an Ordnance survey map. They can compare features found in different countries and offer explanations for the locations of these features. The children have plotted routes from one country to another and within a country and they have identified landmarks or countries passed along the way. The children’s knowledge of the world has increased and they can locate and explain the significance of the Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn. The children have also been able to identify how people can impact the environment and explain ways in which people try to sustain the environment.  
 Children now can produce scaled maps and make reference to lines of latitude and meridian of longitude when describing where places are. Children have developed their map skills and can use 4 and 6 figure grid references on an Ordnance survey map or world map.

**Unit Learning**

<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America,</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>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)</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<p>Describe how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world.          Describe how weather and climate effects land use food production.          Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places.          Use search engines, index, contents and other research techniques to locate and interpret information.          Suggest sources for finding data, related to a task, and analyse data collected to draw conclusions about a place or geographical issue.          Explain what physical and human process may have occurred in a place by studying an aerial image of it.          Describe how human activity has impacted and/or changed the physical characteristics of a place in the world.</p>	<p>To understand what longitude, latitude and equator are and be able to discuss the northern and southern hemisphere.          To understand how weather and climate affects land use in the UK.          To be able to describe how human activity has affected physical characteristics in the UK.</p>	<ul style="list-style-type: none"> <li>World</li> <li>Continent</li> <li>Country</li> <li>County</li> <li>Equator</li> <li>Longitude</li> <li>Latitude</li> <li>Hemisphere</li> <li>Human characteristics</li> <li>Physical characteristics</li> <li>River</li> <li>Capital city</li> <li>Population</li> <li>Erosion</li> <li>Landscape</li> <li>Shore line</li> <li>Coast</li> <li>Weather</li> <li>Climate</li> <li>Weathering</li> </ul>
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	<p>Describe how weather and climate effects land use food production.          Describe how human activity has impacted and/or changed the physical characteristics of a place in the world.</p>	<p>I know that lines of longitude and latitude are invisible lines that help to map the world.          I know that the equator is a central horizontal line that divides the northern and southern hemispheres.          I know that the world climate zones are polar, temperate, Arid, tropical, Mediterranean and mountains.</p>	

Meet the Greeks – Human and Physical Features		Topic: Meet the Greeks	Term: Summer 1	Year: 5
<p><b>Foundations of previous learning:</b>            In Lower KS2 the children have developed their map skills and can identify geographical features using symbols from a key as well as draw a sketch map and use agreed symbols for their key. They can use 8-points compass directions and apply this to finding the location of a country or geographical process. Children can locate and name features on an Ordnance survey map. They can compare features found in different countries and offer explanations for the locations of these features. The children have plotted routes from one country to another and within a country and they have identified landmarks or countries passed along the way. The children’s knowledge of the world has increased and they can locate and explain the significance of the Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn. The children have also been able to identify how people can impact the environment and explain ways in which people try to sustain the environment.            Children now can produce scaled maps and make reference to lines of latitude and meridian of longitude when describing where places are. Children have developed their map skills and can use 4 and 6 figure grid references on an Ordnance survey map or world map. Children have learned how weather and climate use effects land use and food production. They can describe how human activity has impacted or changed the physical characteristics of a place in the world.</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Recognise and describe the physical and human features of places, appreciating the importance of wider Geographical location in understanding places. Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it. Compare weather and climate in different countries within the same continent.	To know here Greece is located and why people may visit there. To understand how tourism has had an impact on the environment. To be able to describe the physical and human features of Greece.	Greece Continent Climate Landscape Physical Human Tourism Leisure Impact Athens Crete Environment	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	Recognise and describe the physical and human features of places. Compare weather and climate in different countries within the same continent.	I know that Greece is in South East Europe and that is has a mainland and islands. I know that a physical feature is something that is natural on the earth like mountains and beaches. I know that a human feature is something that is created by a human like houses and roads.		

Local Area Study		Topic: Great Britains	Term: Autumn 2	Year: 5/6 Cycle B
<p><b>Foundations of previous learning:</b></p> <p>In Lower KS2 the children have developed their map skills and can identify geographical features using symbols from a key as well as draw a sketch map and use agreed symbols for their key. They can use 8-points compass directions and apply this to finding the location of a country or geographical process. Children can locate and name features on an Ordnance survey map. They can compare features found in different countries and offer explanations for the locations of these features. The children have plotted routes from one country to another and within a country and they have identified landmarks or countries passed along the way. The children's knowledge of the world has increased and they can locate and explain the significance of the Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn. The children have also been able to identify how people can impact the environment and explain ways in which people try to sustain the environment.</p> <p>In Year 5/6 cycle A children may have produced scaled maps and made reference to lines of latitude and meridian of longitude when describing where places are through their learning about WW2. Children have developed their map skills and can use 4 and 6 figure grid references on an Ordnance survey map or world map. Children have learned how weather and climate use effects land use and food production. They can describe how human activity has impacted or changed the physical characteristics of a place in the world. When learning about the Greeks, children used tourism to support their understanding of weather and climate within different countries but in the same continent. They are able to recognise and describe some of the physical and human features of Greece including the impact of tourism on the environment.</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>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.</p>	<p><u>Year 5</u> <b>Practical</b> Choose the best method of recording observations and measurements, including sketch maps, plans, graphs and digital technologies. Use four and six figure grid references to locate features on an Ordnance Survey or world map. Produce own scaled maps. Use search engines, index, contents and other research techniques to locate and interpret information.</p> <p><u>Year 6</u> <b>Practical</b> Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport. Use the web and satellite mapping tools to find out and present geographical information about a place. Present findings both graphically and in writing using appropriate vocabulary. Produce accurate scaled maps.</p>	<p>I understand the impact the railway had on transporting and development of the railway system for trade and tourism. I understand the benefits of using different transports. I understand how to use a set scale to produce a scaled map. I know how to use digital mapping (online) to plot routes and route timings.</p>	<p>Transport Steam Engine Rail Trade Tourism Viaduct Bridges Scale Digital Mapping County Town Route Satellite images</p>	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	<p><u>Year 5</u> Produce own scaled maps. Use search engines, index, contents and other research techniques to locate and interpret information.</p> <p><u>Year 6</u> Produce accurate scaled maps. Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.</p>	<p>I understand how to use a consistent scale to produce a scaled map. I know how to use digital mapping (online) to plot routes and route timings.</p>		

Impact of Climate	Topic: Evolution of technology	Term: Spring 2	Year: 5/6 Cycle B
<p><b>Foundations of previous learning:</b>            In Lower KS2 the children have developed their map skills and can identify geographical features using symbols from a key as well as draw a sketch map and use agreed symbols for their key. They can use 8-points compass directions and apply this to finding the location of a country or geographical process. Children can locate and name features on an Ordnance survey map. They can compare features found in different countries and offer explanations for the locations of these features. The children have plotted routes from one country to another and within a country and they have identified landmarks or countries passed along the way. The children's knowledge of the world has increased and they can locate and explain the significance of the Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn. The children have also been able to identify how people can impact the environment and explain ways in which people try to sustain the environment.            In Year 5/6 cycle A Children may now can produce scaled maps and make reference to lines of latitude and meridian of longitude when describing where places are. Children have developed their map skills and can use 4 and 6 figure grid references on an Ordnance survey map or world map. Children have learned how weather and climate use effects land use and food production. They can describe how human activity has impacted or changed the physical characteristics of a place in the world.            The children are now able to produce accurate scaled maps through their work in Food Glorious Food focussing on the railway in Darlington. They have plotted routes using web and satellite mapping tools. They can suggest the fastest route from one place to another whilst considering the benefits and drawbacks of different modes of transport, including environmental considerations.</p>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Describe and understand key aspects of: <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> <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><u>Year 5</u>  <b>Knowledge and understanding</b>            Describe how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world.            Compare weather and climate in different countries within the same continent.            Describe how weather and climate effects land use food production.</p> <p><u>Year 6</u>  <b>Knowledge and understanding</b>            Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world            Describe how climate, ecology and people are effected by cold, and describe the freezing and thawing processes.            Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.</p> <p><b>Assessment of Skills</b></p> <p><u>Year 5</u>            Describe how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world.            Describe how weather and climate effects land use food production.</p> <p><u>Year 6</u>            Describe how climate, ecology and people are affected by cold and describe the freezing and thawing process.            Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.</p>	<p>I know and understand different climate zones, biomes and vegetation belts affect different areas including both physical and human features of a place in the world.            I can explain how cold can affect people, climate and ecology.            I can explain the process of both freezing and thawing on the climate.            I know that some of the most common world biomes are aquatic, desert, savannah, grassland, temperate and deciduous forest, rainforest and tundra.</p> <p><b>Assessment of Knowledge</b></p> <p>I know that a biome is a natural area of plants and animals.            I know that temperatures are slowly increasing all over the planet and this is known as global warming.            I know that humans can affect the environment around them in both a positive and a negative way.</p>	Climate zone climate change temperature weather conditions biomes ecosystem vegetation freezing thawing human physical settlement natural resources economic activity

Physical/human characteristics	Topic: Land of the rising sun	Term: Summer 1	Year: 5/6 Cycle B
<p><b>Foundations of previous learning:</b></p> <p>In Lower KS2 the children have developed their map skills and can identify geographical features using symbols from a key as well as draw a sketch map and use agreed symbols for their key. They can use 8-points compass directions and apply this to finding the location of a country or geographical process. Children can locate and name features on an Ordnance survey map. They can compare features found in different countries and offer explanations for the locations of these features. The children have plotted routes from one country to another and within a country and they have identified landmarks or countries passed along the way. The children's knowledge of the world has increased and they can locate and explain the significance of the Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn. The children have also been able to identify how people can impact the environment and explain ways in which people try to sustain the environment.</p> <p>Year 5/6 cycle A -Children now can produce scaled maps and make reference to lines of latitude and meridian of longitude when describing where places are. Children have developed their map skills and can use 4 and 6 figure grid references on an Ordnance survey map or world map. Children have learned how weather and climate use effects land use and food production. They can describe how human activity has impacted or changed the physical characteristics of a place in the world.</p> <p>The children are now able to produce accurate scaled maps through their work in Food Glorious Food focussing on the railway in Darlington. They have plotted routes using web and satellite mapping tools. They can suggest the fastest route from one place to another whilst considering the benefits and drawbacks of different modes of transport, including environmental considerations. Children have further developed their knowledge of the world and can describe how climate, ecology and people are affected by the cold. They can describe the freezing and thawing effect. Their understanding of the human and physical features has deepened with the children able to explain how climate zones, biomes and vegetation belts affect both.</p>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p>	<p><u>Year 5</u> <b>Knowledge and understanding</b> Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it. Recognise and describe the physical and human features of places. <b>Practical</b> Explain what physical and human process may have occurred in a place by studying an aerial image of it.</p> <p><u>Year 6</u> <b>Knowledge and understanding</b> Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America Describe how physical and human process can lead to similarities/differences in the environments of places and in the lives of people who live there. <b>Practical</b> Compare and contrast areas of the UK and wider world by analysing the geographical features on a range of maps including digital/computer mapping.</p> <p><b>Assessment of Skills</b></p> <p><u>Year 5</u> Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it. Recognise and describe the physical and human features of places. <u>Year 6</u> Describe how physical and human process can lead to similarities/differences in the environments of places and in the lives of people who live there. Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America</p>	<p>I can locate Europe, North and South America on a map. I can locate countries and major cities in Europe, North and South America. I can describe the environmental regions of places in Europe, North and South America. I can identify and describe both human and physical characteristics of places in Europe, North and South America. I can compare and contrast.</p> <p><b>Assessment of Knowledge</b></p> <p>I know that some of the physical features of central America are volcanoes and rainforest. I know that the volcanoes helps create rich and fertile soil which helps with farming. I know that the rainforest has no dry season and high annual rainfall.</p>	<p>Europe North America South America Continent Physical Human Features Environmental Regions Compare Contrast Differences Climate Manmade Biomes Eco-system Diverse</p>



## Subject content

### Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

#### Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### Place knowledge

- 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

#### Human and physical geography

- 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

### **Geographical skills and fieldwork**

- 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
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

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### **Geography – key stages 1 and 2**

- 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
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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)

### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

## Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - 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

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## Geography – key stages 1 and 2

### Geographical skills and fieldwork

- 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 and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.