



Curriculum Map for Geography



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	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.					
EYFS - Nursery	Year A & B Me and My Family	Year A Winter Wonderland Year B Splashing Around	Year A How to Catch a Dragon Year B Me and My Shadow	Year A Fluff and Feathers Year B Let's Build Together	Year A Somewhere Over the Rainbow Year B If You're Healthy and You Know It	Year A Beside The Seaside Year B Animal Antics
	Autumn - Weather Prime Areas - none Specific Areas - Begin to understand the need to respect and care for the natural environment and all living things.		Spring - 1: Light & Shadow, 2: Buildings Prime Areas - none Specific Areas - none		Summer - 1: Features of the Environment. Explore other countries, 2: Journeys. World around them. Prime Areas - none Specific Areas - Begin to understand the need to respect and care for the natural environment and all living things.	
					Visitor- Bouncy Castle - PD/Geography focus	
EYFS - Reception	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.					
	Marvellous Me	Awesome Authors	Reach for the Stars	Commotion in the Ocean	All Creatures Great and Small	Rumble in the Jungle
	Autumn - 1: Weather Changes, 2: Routes Prime Areas - none Specific Areas - Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.		Spring - 1: Our World, 2: Maps Prime Areas - none Specific Areas - Draw information from a simple map.		Summer - 1: The Local Environment, 2: Journeys. Prime Areas - none Specific Areas - Recognise some similarities and differences between life in this country and life in other countries.	

		Recognise some environments that are different to the one in which they live.
	Visit to West Park - Geography Focus	Beach themed party - Geography/History/EAD

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>A - Pupils can name and locate the seven continents of the world</p> <p>B - Pupils can name and locate the five oceans of the world</p> <p>C - Pupils can name and locate the four countries of the United Kingdom</p> <p>D - Pupils can name the four capital cities of the United Kingdom</p>	<p>E - Pupils can identify similarities and differences in human geography having studied a small area in the U.K and in a non-European country</p> <p>F - Pupils can identify similarities and differences in physical geography having studied a small area in the U.K and in a non-European country</p>	<p>G - Pupils can identify seasonal and daily weather patterns.</p> <p>H - Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles.</p> <p>I - Pupils can use a wide range of basic geographical vocabulary to refer to human features.</p> <p>J - Pupils can use a wide range of basic geographical vocabulary to refer to physical features</p>	<p>K - Pupils can use simple maps, atlases and globes confidently to identify studied regions</p> <p>L - Pupils can use simple compass directions confidently</p> <p>M - Pupils can recognise landmarks</p> <p>N - Pupils can devise a simple map with basic symbols in a key</p> <p>O - Pupils can use simple fieldwork and observational skills</p>

KS1 - Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>National Curriculum - KS1 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.</p>					
	<p>Our Place Geographical Skills & Fieldwork GS & F - K, L, M, N, O Human & Physical Geography H & PG - I, J</p> <p>➤ Study the geography of the school, its grounds, Whitmore Reans & Wton. Observe & Name simple human and physical geographical features within these locations</p> <p>➤ Use pictures & photos to find out about a place Name simple human and physical geographical features within these locations</p> <p>➤ Follow simple compass directions</p>		<p>Heroes & Superheroes</p>		<p>City to Sea Locational Knowledge LK - C, D Geographical Skills & Fieldwork GS & F - K, M, O Human & Physical Geography H & PG - I, J Place Knowledge PK - E & F (Comparison within the UK)</p> <p>➤ Use maps, atlases & globes to identify the UK Locate the 4 countries of the UK/Capital cities /Surrounding Seas Identify characteristics of the 4 countries</p>	

	<p>Directions - left, right, near, far, forwards, backwards, reverse, turn.</p> <p>Know compass is used for finding direction</p> <p>Know the names of the four points - North, South, East, West</p> <p>Be able to use a compass to find a given direction</p> <p>Use compass directions/locational language to describe where feature/route on a map is to be found</p> <p>➤ Read a simple map & key</p> <p>Understand what an aerial view means and that maps are drawn from that orientation. This is different from our view of the world. It's a 'bird's eye view'.</p> <p>Introduce the idea of scale in context first eg bigger and smaller with concrete objects</p> <p>Shape of objects- on a map can be represented in their simplest form.</p> <p>Introduce reading a map of classroom and how to identify the features</p> <p>Use ability to read a classroom map & apply skills on a school map</p> <p>Reading a key on a map of an unfamiliar place eg the playground</p> <p>Orientate a map into the correct position for the way you are reading it</p> <p>Recognise landmarks & physical/human features on a map</p> <p>➤ Draw a simple map & key</p> <p>Create a map using aerial photos & observational drawings.</p> <p>Plot a route using an aerial map and compass using the school grounds</p> <p>Describe the route taken using directional language</p> <p>Devise a map & key of the local area</p> <p>Communicate geographical information through maps</p> <p>➤ Fieldwork Visit - Whitmore Reans & City Centre</p>		<p>Know the UK is made up of 4 countries - England, Ireland, Scotland & Wales</p> <p>Know the capital city of each country - London, Belfast, Edinburgh & Cardiff.</p> <p>Know what a capital city is - the centre of government of a country.</p> <p>Name & locate the surrounding seas of the UK</p> <p>➤ Investigate the key physical & human features of the UK (4 Countries - key features)</p> <p>Observe/Name simple human and physical geographical features within these locations</p> <p>➤ Use geographical vocabulary to describe London within the UK</p> <p>Observe/Name simple human and physical geographical features within these locations</p> <p>➤ Use basic geographical vocabulary to refer to key physical & human features of coastlines & coastal towns, including: beach, cliff, coast, hotels, castles, sea walls, lifeboat stations, harbours, piers, amusement arcades, lighthouses, shops and cafes.</p> <p>Make comparisons with either W/ton/London</p> <p>➤ Fieldwork Visit - The Beach</p>
--	---	--	--

KS1 Year 1 (Science)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Sensing Seasons 1		Sensing Seasons 2 & 3		Sensing Seasons 4	
	<u>Human & Physical Geography</u> H & PG - G				<u>Human & Physical Geography</u> H & PG - G	
	<p>➤ Use observational skills to identify the seasons & weather patterns within the UK</p> <p>Identify the characteristics of weather in Wton</p> <p>Use basic geographical vocabulary to describe season & weather</p> <p>Observe & Record daily weather over a period of time</p>				<p>➤ Use observational skills to identify the seasons & weather patterns within the UK</p> <p>Identify the characteristics of coastal weather in in the 4 countries of the UK and chosen location</p> <p>Use basic geographical vocabulary to describe season & weather</p> <p>Observe & Record daily weather over a period of time</p>	

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>A - Pupils can name and locate the seven continents of the world</p> <p>B - Pupils can name and locate the five oceans of the world</p> <p>C - Pupils can name and locate the four countries of the United Kingdom</p> <p>D - Pupils can name the four capital cities of the United Kingdom</p>	<p>E - Pupils can identify similarities and differences in human geography having studied a small area in the U.K and in a non-European country</p> <p>F - Pupils can identify similarities and differences in physical geography having studied a small area in the U.K and in a non-European country</p>	<p>G - Pupils can identify seasonal and daily weather patterns.</p> <p>H - Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles.</p> <p>I - Pupils can use a wide range of basic geographical vocabulary to refer to human features.</p> <p>J - Pupils can use a wide range of basic geographical vocabulary to refer to physical features</p>	<p>K - Pupils can use simple maps, atlases and globes confidently to identify studied regions</p> <p>L - Pupils can use simple compass directions confidently</p> <p>M - Pupils can recognise landmarks</p> <p>N - Pupils can devise a simple map with basic symbols in a key</p> <p>O - Pupils can use simple fieldwork and observational skills</p>

KS1 - Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>National Curriculum - KS1 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.</p>							
	<p>Knights Dungeons and Castles <u>Geographical Skills & Fieldwork</u> GS & F - K, L, M, N</p> <p><u>Human & Physical Geography</u> Locational Knowledge LK - C, D</p> <p><u>Human & Physical Geography</u> H & PG - H</p> <p>➤ Use maps, atlases & globes to identify the UK Revise finding the 4 countries of the UK/Capital cities /Surrounding Seas Know the 4 countries - & capital cities Revise names & location of the surrounding seas of the UK</p> <p>➤ Identify where the equator is on a world map State where the UK is in relation to the equator & north/south poles</p> <p>➤ Draw a simple map & key Devise a map of castles (identified landmarks) in the UK & key using aerial photos & maps/atlases.</p>		<p>Explorers <u>Locational Knowledge</u> LK - A, B</p> <p><u>Human & Physical Geography</u> H & PG - H, I, J</p> <p><u>Geographical Skills & Fieldwork</u> GS & F - K</p> <p><u>Place Knowledge</u> PK - E & F</p> <p>➤ Use a map/atlas/globe to name & locate the world's seven continents & 5 oceans (build on Aut) What is a continent? What is an ocean? Asia/ Africa/ North America/South America/ Antarctica Europe/ Oceania Atlantic/Arctic/Indian/Pacific/Southern Oceans Construct a world map to correctly place continents & oceans</p> <p>➤ Identify where the equator/north & south poles are on a world map (Revise Aut)</p>		<p>Australia <u>Locational Knowledge</u> LK - A, B</p> <p><u>Human & Physical Geography</u> H & PG - H</p> <p><u>Place Knowledge</u> PK - E & F</p> <p>➤ Use a map/atlas/globe to name locate Australia & surrounding oceans (Pacific, Southern and Indian) and know what continent it belongs to (Oceania) Know what continent Australia is in & its surrounding oceans</p> <p>➤ Identify where the equator/north & south poles are on a world map and where Australia is in relation to these line of latitude State where Australia is in relation to the equator & north/south poles</p>		

	<p>Plot & describe a route taken from castle to castle using directional language and compass points</p>	<p>State where areas studied are in relation to the equator & north/south poles</p> <ul style="list-style-type: none"> ➤ Read, maps, atlases & globes to identify places (the countries discovered by the explorers studied in history) Identify where the places to be studied are using the resources and describe in relation to the equator & poles ➤ Investigate the key physical & human features of the UK ➤ Use geographical language to describe the physical & human differences in the landscape of hot & cold places. Observe/Name simple human and physical geographical features within these locations <p>Revise physical & human features of the UK and make comparisons with a location in the UK (either Wton/London?) and places studied in this unit (different continents/linked to explorers studied)</p> <ul style="list-style-type: none"> ➤ Compare the UK with one other country studied 	<ul style="list-style-type: none"> ➤ Use geographical language to describe the physical & human features of Australia and compare with the UK <p>Make comparisons with a location in the UK (either Wton/London?)</p>
--	--	---	---

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>A - Pupils can confidently locate countries in Europe, North and South America on a map</p> <p>B - Pupils can locate cities of the United Kingdom and are beginning to identify countries GEOGRAPHICAL REGIONS</p> <p>C - Pupils can identify at least 4 of 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</p> <p>KEY TOPOGRAPHICAL FEATURES INC HILLS, MOUNTAINS COAST & RIVERS</p> <p>UNDERSTAND HOW LOCATIONS HAVE CHANGED OVER TIME (Up KS2)</p>	<p>D - Pupils can identify simple similarities and differences between the physical geography of a region in the U.K, a region in a European country and a region within North or South America</p> <p>E - Pupils can identify simple similarities and differences between the human geography of a region of the U.K, a region in a European country and a region within North or South America</p>	<p>F - Pupils can describe an increased range of aspects of physical geography</p> <p>G - Pupils can describe an increased range of aspects of human geography.</p>	<p>H - Pupils confidently use a range of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I - Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)</p> <p>J - Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies.</p>

KS2 - Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Consider swapping Flow & Mighty Metals over	<p>National Curriculum – KS2 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.</p>					
	<p style="text-align: center;"><u>Hunter Gatherers</u> <u>Geographical Skills & Fieldwork</u> GS & F H, I <u>Human & Physical Geography</u> H & PG - F, G <u>Locational Knowledge</u> LK - B</p> <ul style="list-style-type: none"> ➤ Use maps to identify the regions (including topographical & relief map) <p style="font-size: small; color: green;">Identify and name the 12 regions of the UK (know what a region is), counties (specifically surrounding counties to West Midlands & those linked to topic) and key cities in these counties.</p> <ul style="list-style-type: none"> ➤ Identify & describe human & physical characteristics (key topographical features & land use) of the geographical regions of the UK (Choose a selection of regions and features). ➤ Observe how key physical & human characteristics of the regions of the UK have changed over time (Choose a selection of P & H features linked to topic locations). ➤ Interpret a range of sources of geographical information regarding the UK (eg maps, diagrams, globes, aerial photographs) ➤ Use eight points on a compass to describe the location of the geographical regions of the UK ➤ Use four figure grid references and OS map symbols to locate specific places within the UK Locate topographical features of a selection of regions using 4 figure grid references 	<p style="text-align: center;"><u>Extreme Earth</u> <u>Human & Physical Geography</u> H & PG - F <u>Geographical Skills & Fieldwork</u> GS & F H, I</p> <ul style="list-style-type: none"> ➤ Describe & understand what an earthquake is and how they occur. Including identification of earth layers, tectonic plates, epicenter, shockwaves & aftershocks ➤ Describe & understand how volcanos are formed and what causes them to erupt. Including parts of a volcano, the difference between active/dormant volcanoes. ➤ Identify the effects of volcanic eruptions on human & physical Geography. Eg rich soil, farming, homes ➤ Identify the world's earthquakes on a map and use the eight compass points and four figure grid references describe their location. ➤ Identify the world's volcanos and the Ring of Fire on a map and use the eight compass points and four figure grid references describe their location. 	<p style="text-align: center;"><u>Togastastic</u></p>			

	<p>➤ Trip to Wyre Forest</p> <p><u>Lesson Idea Resources</u></p>		
--	--	--	--

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>A - Pupils can confidently locate countries in Europe, North and South America on a map</p> <p>B - Pupils can locate cities of the United Kingdom and are beginning to identify counties</p> <p>GEOGRAPHICAL REGIONS</p> <p>C - Pupils can identify at least 4 of 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</p> <p>KEY TOPOGRAPHICAL FEATURES INC HILLS, MOUNTAINS COAST & RIVERS</p> <p>UNDERSTAND HOW LOCATIONS HAVE CHANGED OVER TIME (Up KS2)</p>	<p>D - Pupils can identify simple similarities and differences between the physical geography of a region in the U.K, a region in a European country and a region within North or South America</p> <p>E - Pupils can identify simple similarities and differences between the human geography of a region of the U.K, a region in a European country and a region within North or South America</p>	<p>F - Pupils can describe an increased range of aspects of physical geography</p> <p>G - Pupils can describe an increased range of aspects of human geography.</p>	<p>H - Pupils confidently use a range of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I - Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)</p> <p>J - Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies.</p>

KS2 - Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Consider swapping Traders & Raiders with BB& B	National Curriculum - KS2					
	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 .					
	River Deep, Mountain High <u>Geographical Skills & Fieldwork</u> GS & F H, I J <u>Human & Physical Geography</u>		Eureka <u>Geographical Skills & Fieldwork</u> GS & F H, I <u>Human & Physical Geography</u>		Pillagers & Plunderers <u>Geographical Skills & Fieldwork</u> GS & F H <u>Human & Physical Geography</u>	

H & PG - F, G
Locational Knowledge
LK - ?

- Identify the major rivers of the UK (topographical feature) and locate them on an OS Map recognising a range of symbols. (Choose a selection of rivers from all countries of the UK)
- Explain the formation of a river from mountain to sea, identifying the physical parts of a river (eg tributary, meander, oxbow lake, river bank etc) using maps and describe them.
- Investigate the importance of rivers to the first settlements (link back to Hunter Gatherers Topic) Investigate land use patterns along a river of choice and how these have changed over time
- Show understanding of the importance of a river's locality and identify the human features of it (eg trade, transport, food).
- Describe and understand key aspects of the water cycle
- Understand & explain how mountains are formed and identify and explain the key aspects (different parts) of a mountain.
- Identify and explain the 3 main types of mountains (fold/fault-block/volcanic).
- Identify and locate on different maps inc OS mountain ranges across different continents.
- Explain the difference in peak heights by using relief maps to identify height
- Use the eight compass points to describe the position of a variety of mountains and rivers.
- Use four figure grid references to locate mountains on an OS map and to plot a river's journey

H & PG - F, G
Place Knowledge
PK, D & E
Locational Knowledge
LK - A

- Locate Europe on a world map, in atlases and on globes revisiting what a continent is
- Locate and name European Countries on World & European maps including Russia and their major cities.
- Locate the world's oceans around Europe and the countries they surround on a world map, in atlases and on globes, using these to identify the depths
- Use eight points on a compass to describe the location of one European country to another
- Identify, describe and explain the environmental regions of Europe including Russia (eg coniferous/deciduous forest regions/tundra/mountains/ Mediterranean regions)
- Describe key physical and human characteristics/features of Greece
- Use four figure grid references to locate specific places in Greece (eg major cities, key topographical features, landmarks)
- Study human & physical similarities and differences between a region of the UK (eg location of river study from Y3) and a region of Greece.
- Interpret a range of sources of geographical information including maps, globes, diagrams and collected data to make comparisons.

H & PG - F, G
Locational Knowledge
LK - ?

- Use a range of maps, atlases, globes and digital/computer mapping to locate the areas and describe features of the areas the Vikings invaded/landed /settled.
- Explore and describe types of settlement in the areas where the Vikings invaded/landed /settled.
- Explore and identify/describe the physical features of these areas in the UK both then and now. Explain why they were suitable as places to settle. (Link to the importance of rivers to settlements studied in Y3 in Flow)
- Explore and identify/describe the changes of land use in these areas with the present day (including trade, settlements & green areas)
- Explore and describe the changes in human Geography in these areas with the present day (including transport links)

	<ul style="list-style-type: none"> ➤ Carry out a study of a local peak and part of a river through fieldwork and observation,. ➤ Gather data, and analyse it through fieldwork and observe, measure, record & present information of the sites visited. ➤ Cardingmill Valley 		
--	--	--	--

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>A - Pupils can confidently locate countries of the world on a map</p> <p>B - Pupils can confidently locate counties and cities of the United Kingdom</p> <p>GEOGRAPHICAL REGIONS</p> <p>C - Pupils can 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</p> <p>D - Pupils can confidently identify how aspects of physical and human geography have changed over time</p> <p>KEY TOPOGRAPHICAL FEATURES INC HILLS, MOUNTAINS COAST & RIVERS</p>	<p>E - Pupils understand and can describe similarities and differences between the physical geography of a region in the U.K, a region in a European country and a region within North or South America</p> <p>F - Pupils understand and can describe similarities and differences between the human geography of a region in the U.K, a region in a European country and a region within North or South America.</p>	<p>G - Pupils can describe and understand a wide range of key aspects of physical geography</p> <p>H - Pupils can describe and understand a wide range of key aspects of human geography</p>	<p>I - Pupils can confidently use more complex maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>J - Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps)</p> <p>K - Pupils can 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</p>

KS2 - Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>National Curriculum - KS2</p> <p>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.</p>					
	<p><u>The Age of Change</u></p> <p><u>Human & Physical Geography</u></p>			<p><u>Extreme Freeze</u></p> <p><u>Locational Knowledge</u></p>		<p><u>Pharaoh</u></p>

H & PG - G, H
Locational Knowledge
LK - D
Geographical Skills & Fieldwork
GS & I, J, K

- Investigate the human geographical features (land use/settlements/ trade links) of Wolverhampton and understand how these have changed over time (since the Victorian times) using maps (inc OS maps & symbols) and other sources of information.
- Use the eight compass points to describe the position of a variety of physical & human features that remain in Wolverhampton in the present day.
- Use six figure grid references to locate sections of the local canal network in Wolverhampton
- Plan a fieldwork activity to observe, measure, record and present the human and physical features in the local area (specifically linked to the canals) using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Questions to consider

Where is Wton and which other places are near it?
Is it a village, town, suburb or part of a city?
What types of buildings can we find and what are they used for?
What different types of land-use can we find?
Are there any green spaces and what are they used for?
Who lives/lived here and what do they do?
How do/did people use this landscape in different ways?
Are there any local 'landmarks'?
What types of transport links can we find?
What evidence is there of connections to other places?
What was this place like in the past?
How and why is it changing?

LK - A, C
Human & Physical Geography
H & PG - G
Geographical Skills & Fieldwork
GS & I

- 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)
- Use maps, atlases, globes and digital mapping to locate countries in the Arctic/Antarctic circles and explain why they are so cold.
- Locate the world's oceans around The Arctic and Antarctic and the countries they surround on a world map, in atlases and on globes, using these to identify the depths
-
- Use the eight compass points to compare the position of countries within the Arctic circle
- Describe and understand key aspects of physical geography of The Arctic
- Understand and explain how climate change is affecting the topographical features of the region and the impact of this for those living there (Human & Wildlife)

[Scheme - need to sign up](#)

[Additional Resource 1](#)

[Additional Resource 2](#)

[Additional Resource 3](#)

Geographical Skills & Fieldwork
GS & I, J
Human & Physical Geography
H & PG - G, H
Locational Knowledge
LK - C

- Identify and locate Egypt and its cities on a variety of maps and in atlases.
- Locate the world's oceans around Africa and the countries they surround on a world map, in atlases and on globes, using these to identify the depths
- Use the eight compass points to describe the position of Egypt in relation to other countries.
- Describe the location of Egypt in relation to key lines of latitude and longitude
- Use a variety of maps, atlases, globes and digital mapping to identify the physical and human features of Egypt

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>A - Pupils can confidently locate countries of the world on a map</p> <p>B - Pupils can confidently locate counties and cities of the United Kingdom GEOGRAPHICAL REGIONS</p> <p>C - Pupils can 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</p> <p>D - Pupils can confidently identify how aspects of physical and human geography have changed over time</p> <p>KEY TOPOGRAPHICAL FEATURES INC HILLS, MOUNTAINS COAST & RIVERS</p>	<p>E - Pupils understand and can describe similarities and differences between the physical geography of a region in the U.K, a region in a European country and a region within North or South America</p> <p>F - Pupils understand and can describe similarities and differences between the human geography of a region in the U.K, a region in a European country and a region within North or South America.</p>	<p>G - Pupils can describe and understand a wide range of key aspects of physical geography</p> <p>H - Pupils can describe and understand a wide range of key aspects of human geography</p>	<p>I - Pupils can confidently use more complex maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>J - Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps)</p> <p>K - Pupils can 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</p>

KS2 - Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>National Curriculum - KS2 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.</p>					
	<p><u>Rations and Raids</u> <u>Geographical Skills & Fieldwork</u> GS - I, J <u>Locational Knowledge</u> LK - A <u>Human & Physical Geography</u></p>		<p><u>Tudor Tales.</u></p>		<p><u>Mexico and the Mayans</u> <u>Locational Knowledge</u> LK - A, C, D, ?? <u>Place Knowledge</u> PK- E, F <u>Human & Physical Geography</u></p>	

	H & PG - G, H		H & PG - G, H <u>Geographical Skills & Fieldwork</u> GS - I, J
	<ul style="list-style-type: none"> ➤ Name and locate counties and places of the United Kingdom where evacuees were sent in WWII using maps and atlases. ➤ Locate the world's oceans (revise those surrounding Europe & Asia) and the countries they surround on a world map, in atlases and on globes, using these to identify the depths ➤ Understand and explain key aspects of human and physical of the places evacuees were sent to during WWII 		<ul style="list-style-type: none"> ➤ Locate South America (continent revision), Mexico and other South American countries on a variety of maps ➤ Locate the world's oceans (surrounding the Americas) and the countries they surround on a world map, in atlases and on globes, using these to identify the depths ➤ 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) ➤ Use the eight compass points to describe the location of one South American country to another. ➤ Use six figure grid references to locate Specific places in Mexico. ➤ Identify, describe & explain the different environmental regions of South America ➤ Compare physical and human geographical similarities and differences of a region of the United Kingdom, & one in South America to include climate zones, biomes and vegetation belts ➤ Describe how the human & physical features of a location impact human use ➤ Identify how aspects of the physical and human Geography of Mexico have changed over time

Biannual - Sustainability/Environmental Focus	
KS1	Green Issues and caring for our environment
KS2	Describe and understand key aspects of human geography including the distribution of natural resources including energy, food minerals and water.

