



Ridgmont Lower School Geography Curriculum

Intent:

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Implementation:

- In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2
- In year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions
- In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills
- Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge
- All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork

Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom

Impact:

Ridgmont Lower School will have explorers who:

- Will develop a real sense of curiosity to find out about the world and the people who live there
- Are better global citizens due to their understanding of current and contemporary issues in the world
- Can present reasoned arguments to explain findings

National Curriculum Coverage

Early Years	Key Stage 1	Lower Key Stage 2
Understanding the world	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • Where Do I Live? • Around the World • Life in the City • Let's Visit Australia <p>Place Knowledge</p> <ul style="list-style-type: none"> • Where Do I Live? • Around the World • Life in the City <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Where Do I Live? • Around the World • Life in the City • Weather Patterns <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Where Do I Live? • Around the World • Life in the City • Let's Visit Australia 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • Our European Neighbours • Where Does Our Food Come From? • Village Settlers • In the Desert • Countries of the World • Earning a Living <p>Place Knowledge</p> <ul style="list-style-type: none"> • Our European Neighbours • Where Does Our Food Come From? • Countries of the World <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Our European Neighbours • Where Does Our Food Come From? • Village Settlers • In the Desert • Countries of the World • Earning a Living <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Our European Neighbours • Where Does Our Food Come From? • Village Settlers • In the Desert • Countries of the World • Earning a Living

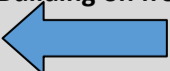
Skills Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	To know about the similarities and differences in relation to places, objects, materials and living things.	Name and locate local town.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans.	Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.	Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.	Name and locate an increasing range of places in the world including globally and topically significant features and events.	Name and locate an extensive range of places in the world including globally and topically significant features and events.
Place Knowledge	To encourage dialogue that supports children in making sense of different environments.	Observe and describe the human and physical geography of a small area of the United Kingdom.	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 non-European country.	Understand geographical similarities and differences through studying the human and physical geography of a region of the UK.	Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	To know how the UK differs to the wider world and other countries which are similar and contrasting	To know about features of the UK, other European countries and North or South America.

Human and Physical Geography	To talk about the features of their own immediate environment and how environments might vary one from another; to make observations of animals and plants and explain why some things occur and talk about changes; to discuss and notice patterns in the environment.	Identify seasonal/daily weather patterns in the UK 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 physical features of their school and its grounds and of the surrounding environment.	Identify seasonal/daily weather patterns in the UK 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 (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop).	Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)	Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how an	Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments.
Geographical Skills and Fieldwork	To encourage children to make observations in their surroundings and identify things they see and changes over time.	Use maps, atlases and globes to identify the continents and oceans studied at this key stage. Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.	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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Describe and understand key aspects of: Types of settlements in modern Britain: villages, towns, cities.	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.

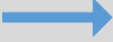
KS1

FIRST YEAR

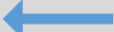
		Autumn 1	Spring 1	Summer1
National Curriculum		Locational Knowledge Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork	Locational Knowledge Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork	Locational Knowledge Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork
Stimulus		Where Do I Live?	Around the World	Life in the City
YEAR 1	Locational Knowledge	Name local town	With support, name and locate the world's seven continents and five oceans.	To identify some major world capital cities.
	Place Knowledge	To begin to observe and describe the human and physical geography of a small area of the United Kingdom.	With support, observe and describe some of the human and physical geography of a small area of the United Kingdom.	Observe and describe the human and physical geography of a small area of the United Kingdom.
	Human and Physical Geography	Begin to use some basic geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop).	Use some basic geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop).	Confidently use basic geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop).
	Geographical Skills and Fieldwork	Begin to use world maps, atlases and globes to identify the United Kingdom and its countries. Begin to use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.	Use maps, atlases and globes to identify the continents and oceans studied at this key stage.	Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.
YEAR 2	Locational Knowledge	Name and locate local town	Name and locate the world's seven continents and five oceans.	To identify some major world capital cities and explain what makes a city a city.
	Place Knowledge	Observe and describe the human and physical geography of a small area of the United Kingdom.	Observe and describe, using geographical vocabulary, the human and physical geography of a small area of the United Kingdom.	Observe and describe, in increasing details and using geographical vocabulary, the human and physical geography of a small area of the United Kingdom.
	Human and Physical Geography	Begin to use most basic geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human	Use basic geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour,	Confidently use basic geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm,

		features (inc city, town, village, factory, farm, house, office, port, harbour, shop).	shop).	house, office, port, harbour, shop).
	Geographical Skills and Fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.	With increasing confidence, use maps, atlases and globes to identify the continents and oceans studied at this key stage.	Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. Be able to explain what we mean by a 'bird's eye view' and describe maps from this perspective.
	Vocabulary	Indian Ocean Houses of Parliament Member of Parliament Asia Cardiff Mountain Africa Edinburgh Earth Planet Government Europe North America Northern Ireland Antarctica Arctic Ocean Australia Pacific Ocean Southern Ocean Atlantic Ocean Countryside Belfast United Kingdom England South America London Lakes Lochs Wales Kilts England – rose Wales – daffodil Northern Ireland – shamrock Loch Ness Union Jack Mount Snowden Giant's Causeway Tartan Hamlet Scotland - thistle	Europe Countries Brazil South America Geographical features Rivers Feature Australia France Antarctica Researchers Mountains Researchers 4 th July Asia Africa North America Identify China Kenya World map Continents Characteristics	Identify Capital cities Major City Locate Difference Explore Features Human features Physical features Describe Vancouver Edinburgh Cape Town Compare Symbol Pattern Map Bird's eye view Perspective Represent Aerial map
	What children will have learnt by the end of the topic	What a continent is The names and locations of the seven continents Where the UK is on a world map That the United Kingdom is made up of different countries The names of the countries and capital cities of the UK The national flags of each of the countries of the UK The names of the four countries of the UK The names of the capital cities of the UK Some features and characteristics of the UK The difference between a village, town and city Where their local area on a map of the UK is How to use a variety of sources, including maps, to help them explore the local area What addresses are used for How to write their own address How to describe where they live	That the world is split into seven continents Where Europe is on a world map Be able to describe some of the geographical features and characteristics of France Where Asia is on a world map Where China is on a world map To identify and describe some of the features and characteristics of China Where Australia is on a world map That Australia is a country and a continent To identify and describe some of the features and characteristics of Australia Where Africa is on a world map Where Kenya is on a world map To identify and describe some of the features and characteristics of Kenya Where North America is on a world map Where the United States of America is on a world map Be able to identify and describe some of the features and characteristics of the USA Where South America is on a world map Where Brazil is on a world map Be able to identify and describe some of the features and characteristics of Brazil Where Antarctica is on a world map Be able to identify some of the characteristics and features of Antarctica Where the seven continents of the world are on a map and identify a country in each one	What makes a city a city What you might see in some capital cities around the world The difference between a city and a farm/country town What a physical and a human feature is How to recognise common physical and human features in a city The features you would find in a city How to compare two cities The correct vocabulary to use for physical features of cities The difference between a physical and human feature What human features you will find in particular cities That human features are developed according to the physical environment What an aerial map is How to use symbols and keys to create a map How to recognise human and physical features on maps
	Cross Curricular Links	<ul style="list-style-type: none"> ❖ British Values ❖ History ❖ DT 	<ul style="list-style-type: none"> ❖ RE ❖ PSHE 	<ul style="list-style-type: none"> ❖ History ❖ PSHE ❖ Science
	Building on from... 	Children exploring the environment around them, following their own enquiries and interests. Children following basic directions but not yet using compass directions, naming and location some continents and the countries of the UK with support, understanding what the equator is, practically identifying physical and human features, using simple picture maps, teacher led enquiries.		

		Autumn 1	Spring 1	Summer1
National Curriculum		Human and Physical Geography	Locational and Knowledge Geographical Skills and Fieldwork	Locational Knowledge Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork
Stimulus		Weather Patterns	Let's Visit Australia	Map Makers
YEAR 1	Locational Knowledge	With support, locate hot and cold areas of the world in relation to the Equator and the North and South Poles.	With support, find out where Australia is on a world map and identify and name the states and territories within Australia. They will become familiar with a map of Australia and its shape.	With support, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
	Place Knowledge	To begin to find out about what ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom.	To begin 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.	
	Human and Physical Geography	Begin to use most basic geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop).	Use basic geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop).	Confidently use basic geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop).
	Geographical Skills and Fieldwork	To describe in simple terms ways in which the weather is different near the poles and equator.	With support, use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.	Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. Use simple fieldwork and observational skills to study the geography of their school and its grounds.
YEAR 2	Locational Knowledge	To locate hot and cold areas of the world in relation to the Equator and the North and South Poles.	To find out where Australia is on a world map and identify and name the states and territories within Australia. They will become familiar with a map of Australia and its shape.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
	Place Knowledge	To find out about what ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom.	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 non-European country.	
	Human and Physical Geography	To use some of the most basic geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop).	To use basic geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop).	Confidently use basic geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop).
	Geographical Skills and Fieldwork	To describe ways in which the weather is different near the poles and equator.	Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.	Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map and explain why knowing this information is useful.
Vocabulary		Village City Soil Continents United Kingdom Country Valley Shop Coast Hill Mountain Factory Physical Harbour Forest Vegetation Locations Farm Office House Town Port Human Ocean River Sea Cliff Beach Season Weather	Tasmania Country Humid Landscape State Galah Territory Northern Territory Mammal Western Australia Emu Continent Wombat Numbat Tasmanian Devil Eucalyptus Physical feature Australian Capital territory Rock formation Victoria Compass Climate Culture Desert Tropical Species South Australia Marine Queensland Echidna Aboriginal New South Wales	Compass Landmarks Key Map Key features Navigate Direction Fieldwork Symbols Observational skills Physical features Aerial Plan perspectives Compass points Directional language 3D map

<p>What children will have learnt by the end of the topic</p>	<p>To identify and describe expected weather types for the seasons To distinguish between daily weather and seasonal weather How likely certain weather types are for each of the seasons To interpret weather data presented in simple tables and pictograms To predict how weather data might vary at different times of year To identify some ways in which weather in inland and coastal areas in the United Kingdom often varies To interpret simple weather maps To add weather information to maps based on simple descriptions To identify ways in which weather in other parts of the world varies from our own To describe (in simple terms) ways in which the weather is different near the poles and equator How to organise their ideas about weather conditions in a polar/equatorial location Some typical weather conditions of an equatorial country To compare weather in the United Kingdom to that of an equatorial country To relate weather patterns to human activity (e.g. clothing, outdoor work) To identify some aspects of human and physical geography that are affected by extreme weather in polar regions To compare some of these aspects to similar ones in the United Kingdom To recall prior learning about weather patterns</p>	<p>The expected weather types for the seasons How to distinguish between daily weather and seasonal weather How likely certain weather types are for each of the seasons What a compass is To use north, south, east and west to explain where objects are To read and use maps to explain direction To use weather icons and words to explain the weather That Australian states and territories experience different weather The weather differs in different areas in Australia That seasons are at different times around the world That the UK and Australia have opposite seasons How Christmas is different in the UK and Australia Some famous physical features in Australia There are many different physical features found in Australia What different physical features look like That Australia has unique animals only found in Australia How to use information and pictures to identify different animal species That different people live in Australia What life is like for people in Australia To appreciate differences and similarities in Australian people's lives</p>	<p>What a direction is Why using directional language is important How to use directional language to guide a partner What is meant by an aerial view or perspective How to draw an aerial view or perspective of a familiar room How to read the information on the town map What the use of a key is? How to draw their own key for their maps How to draw a simple map How to draw a key to aid with reading their map New geographical vocabulary</p>
<p>Cross Curricular Links</p>	<ul style="list-style-type: none"> ❖ Science ❖ History ❖ DT 	<ul style="list-style-type: none"> ❖ DT ❖ Science 	<ul style="list-style-type: none"> ❖ Computing ❖ Maths
<p>What comes next...?</p> 	<p>Exploring the oceans around the world, the capital cities of the UK and the seas surrounding the UK. Children will learn compass points and follow child-led enquiries. Studies into; mountains and volcanoes, contrasting places and countries and cities of the World. Using letter/number coordinates, locating and name countries and cities of the UK, compare regions, describe physical and human geography, initiate questions, analyse evidence.</p>		

		Autumn	Spring	Summer			
National Curriculum (not all aspects are covered as remaining statutory programmes of study are taught at Middle School)		Locational Knowledge Place Knowledge Human & Physical Geography Geographical Skills Fieldwork	Locational Knowledge Place Knowledge Human & Physical Geography Geographical Skills Fieldwork	Locational Knowledge Human & Physical Geography Geographical Skills Fieldwork			
Stimulus		Our European Neighbours	Where Does Our Food Come From?	Village Settlers			
YEAR 3	Locational Knowledge	With support, 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.	With support, name and 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. To begin to 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).	With increasing independency, 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.			
	Place Knowledge	To begin to 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.	To begin to understand and explain 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	To begin to describe 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.	With support, describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. To begin to 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.	To 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.			
	Geographical Skills and Fieldwork	To begin to become familiar with the use of some resources including maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	To become familiar with the use of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	To begin to understand 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.			
YEAR 4	Locational Knowledge	To 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.	To 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 and recall some from memory. To 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).	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.			
	Place Knowledge	To 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.	To understand and begin to explain 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	To 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.	To describe, understand and begin to explain 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.	To describe, understand and begin to explain 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 and cite examples.			
	Geographical Skills and Fieldwork	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied with increasing independence.	To confidently use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.			
Vocabulary Technical Topic specific		Identify Locate Annotate Source Currencies Landmark Compare Location Flag Government Contrast	Europe Human geography Physical geography Vatican City Continent European Union UK Seas Oceans Capital cities Euro Geographical feature	Transported Farmers Fair trade Distributing Processed Traded Origins Deforestation Consequences Exported Trade links Production Growers Distribution Livestock	Kansas USA Tropical climate zone Britain UK Northern Hemisphere Indonesia Temperate climate zone Tropical biomes Tropic of Cancer Italy Tropic of Capricorn Temperate climate Mediterranean climate zone Lines of latitude	Origins Resources Consider Describe Define Identify Explain Explore Features Symbols Abbreviations Investigate Navigate Locate Plan	Early settlers Village Settlements Hamlet Town City Map symbols Ordnance survey map Grid reference 4 figure grid reference 6 figure grid reference Town planner Plot of land Amenities services


		Benefit Infographic	Lines of longitude	Decisions Create Key Evaluate Discuss	
What children will have learnt by the end of the topic	<p>Where Europe is on a world map</p> <p>That the UK is a country in Europe</p> <p>Some of the geographical features of Europe</p> <p>To identify European countries</p> <p>How to use a map to identify European countries</p> <p>To match European flags to their countries</p> <p>That there are a variety of currencies in Europe, including the euro</p> <p>Ways in which European countries are different from each other</p> <p>What a capital city is?</p> <p>The capital cities of some European countries</p> <p>Where some European capital cities are on a map</p> <p>Which landmarks belonging to different European cities</p> <p>How to compare and contrast two different European cities</p> <p>How to use a variety of sources to find out about the geographical features of cities</p> <p>The difference between human and physical geography</p> <p>How to use a variety of sources of information to find out about a particular country</p> <p>How to present information appropriately</p>	<p>That the United Kingdom is in the Northern Hemisphere</p> <p>That our food comes from different places around the world</p> <p>Some of the ways in which food is processed and transported around the world</p> <p>Some of the conditions in temperate climate zones</p> <p>Some of the foods that are produced in temperate climate zones</p> <p>How foods are transported long distances</p> <p>Where the tropics are</p> <p>The conditions of tropical climate zones</p> <p>How buying fair trade produce benefits food growers</p> <p>What a biome is</p> <p>How land is changed to enable more food to be produced</p> <p>Some of the consequences of changing the way land is used</p> <p>Where in the world Mediterranean climate zones are found</p> <p>The conditions in Mediterranean climate zones</p> <p>Some ways in which land is used for farming in Mediterranean climate zones</p> <p>What longitude and latitude lines are</p> <p>The climate in the United Kingdom and other temperate climate zones</p> <p>Some ways in which land is used by farmers to produce food in the United Kingdom</p> <p>Some differences between climate zones</p> <p>Some food sold in the United Kingdom comes from other parts of the world</p>	<p>The needs of early settlers</p> <p>Some of the origins of place names are</p> <p>How to use a map to identify early settlements</p> <p>Reasons for the original citing of these settlements</p> <p>Reasons why some areas developed more than others over time</p> <p>To identify mapping symbols</p> <p>What different mapping symbols mean</p> <p>How to compare different villages</p> <p>How to identify different kinds of roads on a map</p> <p>How to use grid references accurately</p> <p>How settlements are connected</p> <p>How to create a map that includes both physical and human features</p> <p>How to create a key</p> <p>How to create grids and grid references</p>		
Cross Curricular Links	<ul style="list-style-type: none"> ❖ French ❖ PSHE 	<ul style="list-style-type: none"> ❖ Art ❖ DT ❖ Science ❖ French 	<ul style="list-style-type: none"> ❖ History ❖ Science 		
Building on from... 	<p>Exploring the oceans around the world, the capital cities of the UK and the seas surrounding the UK. Children will learn compass points and follow child-led enquiries. Studies into; mountains and volcanoes, contrasting places and countries and cities of the World.</p> <p>Using letter/number coordinates, locating and name countries and cities of the UK, compare regions, describe physical and human geography, initiate questions, analyse evidence.</p>				

LKS2

SECOND YEAR

		Autumn	Spring	Summer
National Curriculum (not all aspects are covered as remaining statutory programmes of study are taught at Middle School)		Locational Knowledge Human & Physical Geography Geographical Skills & Fieldwork	Locational Knowledge Place Knowledge Human & Physical Geography Geographical Skills & Fieldwork	Locational Knowledge Human & Physical Geography Geographical Skills & Fieldwork
Stimulus		In The Desert	Countries of the World	Earning a Living
YEAR 3	Locational Knowledge	With support, 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>With support, locate and name 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>With support begin to 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>With support, locate and name 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>To begin to 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>
	Place Knowledge		To begin to 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	With support, begin to 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	Begin to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Confidently describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

		energy, food, minerals and water.	Begin to 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.	Confidently 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.			
	Geographical Skills and Fieldwork	To begin to become familiar with the use of some resources including maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	To begin to use a wider range of resources including maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To begin to understand 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.	To understand 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.			
YEAR 4	Locational Knowledge	To 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.	To locate and name 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. To 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).	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. To identify and explain 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		To 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	Begin to 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.	Begin to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle To 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.	To describe, understand and begin to explain 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.			
	Geographical Skills and Fieldwork	To use some of the suggested resource such as maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	To begin to use a wider range of resources including maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	To understand 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.			
	Vocabulary Technical Topic specific	Define Discover Key Identify Investigate Explore Compare Various Graphs Charts Find Present Interpret Information Characteristics Express Humans Challenges Survive Factors Effects Consider	Climate Sandy Arid Major desert Rainfall Analyse data Formations Sand dunes Salt flats Pillars Arches Erosion Rock formation Inhospitable Habitation Natural resources Diamonds Salt Oil Leisure Filming Military testing Hostile Cause and effect	Land Ocean Country Landscape Mountain Hill Field River Lake Coast Sea Language Culture Religion Economy Currency Map Globe Atlas Location Place Local area Area Region Settlement City Capital Borders Observe Desert mountainous	Continent Africa Antarctica Asia Australia Europe North America Arctic Ocean Pacific Ocean Indian Ocean Southern Ocean Atlantic Ocean Physical features Human features Population Tourist destinations Landmark Geographical information system Fieldwork Compass Compass direction Aerial Map Key Symbol Climate Climate zones Polar Sub polar Tropical Subtropical Temperate	Work Business Education Manufacture Government Financially	Part time Full time Unemployment Job sector Retirement Trade Vacancy Economy Industry
	What children will have learnt by the end of the topic	What a desert is Be able to locate some of the world's major deserts on a world map That not all deserts are hot and sandy That deserts are characterised by extremely low rainfall How to describe the weather and climate of deserts around the world How to analyse data to find out about desert climates	What a continent is The names of each of the 7 continents Where the 7 continents are on a map How to use a map to locate different countries around the world Which continent a particular country is in The names of some of the highest mountains in different continents The names of some of the longest rivers in different continents	Some of the reasons why people work A variety of different jobs and their roles The main job sectors That not all jobs are paid equally What the economy is The names of some of the main industries in the UK? Areas on the UK on a map That different parts of the world have different industries			

	<p>That deserts change over time How sand dunes are formed The process of erosion to create various rock formations That much of the desert is too hostile to be lived in by humans Some of the ways in which deserts are used by humans Some of the natural resources of the desert, such as oil That many people live in deserts Some of the challenges faced by desert dwellers How cities grow and survive in deserts What desertification is Why desertification is happening The effects of desertification</p>	<p>How to use a variety of sources to find out about key geographical features of the 7 continents What a capital city is How to use maps to locate capital cities How to use a variety of sources to find out about geographical features of a particular capital city The difference between human and physical geography How to use appropriate sources of information to find out about a particular country Similarities between different countries Some of the differences between countries That all countries have different features and characteristics</p>	<p>Some of the ways in which people in other countries earn a living That a lot of jobs involve the manufacture and trade of items Some of the reasons why some adults are unemployed Some of the effects unemployment has on people That the government supports unemployed people financially That some children in poorer countries have to work to support their families The link between education and employment</p>
Cross Curricular Links	<ul style="list-style-type: none"> ❖ Science 	<ul style="list-style-type: none"> ❖ PSHE ❖ Art ❖ RE ❖ French ❖ PSHE 	<ul style="list-style-type: none"> ❖ PSHE ❖ Maths ❖ RE ❖ Geography
What comes next... 	Please refer to your child's chosen middle school.		