



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	Locational Knowledge ➤ What is the weather like in the UK? ➤ What can you see at the coast ➤ Where am I? ➤ Would you prefer to live in a hot or cold place? ➤ What is it like to live in Shanghai? ➤ What is it like here? Place Knowledge ➤ Would you prefer to live in a hot or cold place? ➤ What is it like to live in Shanghai? ➤ What is it like here? Human and Physical Geography ➤ What is the weather like in the UK? ➤ What can you see at the coast ➤ Where am I? ➤ Would you prefer to live in a hot or cold place? ➤ What is it like to live in Shanghai? ➤ What is it like here? Geographical Skills and Fieldwork ➤ What is the weather like in the UK? ➤ What can you see at the coast ➤ Where am I? ➤ Would you prefer to live in a hot or cold place? ➤ What is it like to live in Shanghai? ➤ What is it like here?	Locational Knowledge ➤ Why do people live near volcanoes? ➤ Why are rainforest important to us? ➤ Where does our food come from? ➤ Who lives in Antarctica? ➤ Are all settlements the same? ➤ What are rivers and how are they used? Place Knowledge ➤ Why do people live near volcanoes? ➤ Why are rainforest important to us? ➤ Where does our food come from? ➤ Who lives in Antarctica? ➤ Are all settlements the same? ➤ What are rivers and how are they used? Human and Physical Geography ➤ Why do people live near volcanoes? ➤ Why are rainforest important to us? ➤ Where does our food come from? ➤ Who lives in Antarctica? ➤ Are all settlements the same? ➤ What are rivers and how are they used? Geographical Skills and Fieldwork ➤ Why do people live near volcanoes? ➤ Why are rainforest important to us? ➤ Where does our food come from? ➤ Who lives in Antarctica? ➤ Are all settlements the same? ➤ What are rivers and how are they used?

Skills Progression	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Locational Knowledge	Identifying land and water on a map or globe	Locating all the world’s seven continents on a world map	Locating some countries in Europe and North and South America using maps	Locating more countries in Europe and North and South America using maps
	Making observations about the characteristics of places	Locating the world’s five oceans on a world map	Locating some major cities of the countries studied	Locating major cities of the countries studied
	To know some vocabulary to describe different bodies of water, even if used inaccurately	Showing on a map which continent they live in	Locating key physical features in countries studied including significant environmental regions	Locating some key physical features in countries studied on a map
	To know that usually water is represented in blue on a map or a globe	Locating the four countries of the United Kingdom (UK) on a map of this area	Locating some key human features in countries studied	Locating key human features in countries studied
	To know the name of their school and the place where they live	Showing on a map which country they live in and locating its capital city	Locating the world’s most significant mountain ranges on a map and identifying any patterns	Identifying significant environmental regions on a map
	To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill,	Showing on a map the oceans nearest the continent they live in	Locating where the world’s volcanoes are on a map and identifying the ‘Ring of Fire’	Using maps to show the distribution of the world’s climate zones, biomes and vegetation belts and identifying any patterns
		Locating the surrounding seas and oceans of the UK on a map of this area	Locating some of the world’s most significant rivers and identifying any patterns	Locating many counties in the UK
		Confidently locating the capital cities of the four countries of the UK on a map of this area	Locating some counties in the UK local to our school	Locating many cities in the UK
		Identifying characteristics (both human and physical) of the four capital cities of the UK	Locating some cities in the UK local to our school	Confidently locating the twelve geographical regions of the UK
		Showing on a map the city, town or village where they live in relation to their capital city	Beginning to locate the twelve geographical regions of the UK	Identifying key physical and human characteristics of the geographical regions in the UK
			Identifying key physical and human characteristics of counties, cities and/or geographical regions in the	Understanding how land use has changed over time using examples
				Explaining why a locality has changed over time, giving examples of both physical and human features
				Identifying the location of the Prime/Greenwich Meridian and time zones,

	field, building, road, house, old)		UK Identifying how topographical features studied have changed over time using examples Describing how a locality has changed over time, giving examples of both physical and human features Finding the position of the Equator and describing how this impacts our environmental regions Finding lines of latitude and longitude on a globe and explaining why these are important Identifying the positions of the Tropics of Cancer and Capricorn and their significance Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons Identifying the position and significance of both the Arctic and Antarctic Circle To know where North and South America are on a world map To know the names of some countries and major cities in Europe and North and South America To know the names of some of the world’s most significant rivers To know that mountains, volcanoes and earthquakes largely occur at plate boundaries To know that climate zones are areas of the world with similar climates To know the world’s different climate zones (equatorial, tropical, hot desert, temperate and polar) To know that biomes are areas of the world with similar climates, vegetation and animals To know the world’s biomes To know vegetation belts are areas of the world which are home to similar plant species To know the name of some counties in the UK local to our school To know the name of some cities in the UK local to our school To know the name of the county that they live in and their closest city To begin to name the twelve geographical regions of the UK To know the main types of land use To know some types of settlement To know that countries near the Equator have less seasonal changes than those near the poles To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator To know the tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with hottest climates To know the Northern and Southern hemispheres are ‘halves’ of the earth, above and below our Equator and have alternate seasons to each other To know the boundaries of the polar regions are marked by the invisible lines, the Arctic and Antarctic circle To know the patterns of daylight in the Arctic and Antarctic circle and equatorial regions	(including day and night) and explaining its significance Using longitude and latitude when referencing location in an atlas or on a globe To know the name of many countries and major cities in Europe and North and South America To know the location of key physical features in countries studied To name and describe some of the world’s vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland) To know the name of many counties in the UK To know the name of many cities in the UK To confidently name the twelve geographical regions of the UK To know that London and the South East regions have the largest population in the UK To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world’s time zones
Place Knowledge	Discussing how environments in stories and images are different to the environment they live in To know that places within this country can differ from each other To know that there are differences between places in this country and places in other countries	Naming and beginning to describe some key similarities between their local area and a small area of a contrasting non-European country Naming and beginning to describe some key differences between their local area and a small area of a contrasting non-European country Describing what physical features may occur in a hot place in comparison to a cold place To know that life elsewhere in the world is often different to theirs To know that life elsewhere in the world often has similarities to theirs	Describing and beginning to explain similarities between two regions studied Describing and beginning to explain differences between two regions studied Describing how and why humans have responded in different ways to their local environments Discussing climates and their impact on trade, land use and settlements Explaining what measures humans have taken in order to adapt to survive in cold places Describing and explaining how people who live in a	Describing and explaining similarities between two environmental regions studied Describing and explaining differences between two environmental regions studied Explaining how and why humans have responded in different ways to their local environments in two contrasting regions Understanding how climates impact on trade, land use and settlement Explaining how humans have used desert environments Using maps to explore wider global trading routes To know some similarities and differences between the UK and a European

		To know some similarities and differences between their local area and a contrasting non European country	contrasting physical area may have different lives to people in the UK To know the negative effects of living near a volcano To know the negative effects an earthquake can have on a community To know whys in which communities respond to earthquakes	mountain region To know why tourists visit mountain regions
Human and Physical Geography	Observing weather across the seasons Observing and discussing the effect the changing seasons have on the world around them Beginning to use the names of the seasons in the correct context Making observations about the features of places (in stories, photographs or in the school grounds/local area) Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area) To know that the terms Spring, Summer, Autumn and Winter are used to describe the season To know some of the key characteristics of each season To know that there are four seasons in a year marked by certain weather conditions To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond) To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old)	Describing how the weather changes with each season in the UK Describing the daily weather patterns in their locality Confidently using the vocabulary ‘season’ and ‘weather’ Recognising and describing some physical features of a location using subject-specific vocabulary Recognising and describing some human features of a location using subject-specific vocabulary Locating some hot and cold areas of the world on a world map Locating the Equator and North and South Poles on a world map Locating hot and cold areas of the world in relation to the Equator and the North and South poles. Describing and understanding the differences between a city, town and village To know the four seasons of the UK. To know that ‘weather’ refers to the conditions outside at a particular time To know that different parts of the UK often experience different weather To know that a weather forecast is when someone tries to predict what the weather will be like in the near future To know that weather conditions can be measured and recorded To know that physical features means any feature of an area that is on the Earth naturally To know that human features means any feature of an area that was made or built by human To know that the Equator is an imaginary line around the middle of the Earth To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place To know that coasts (and other physical features) change over time To know some key physical features of the UK To know that a sea is a body of water that is smaller than an ocean To know that human features change over time To know some key human features of the UK	Mapping and labelling the six biomes on a world map Understanding some of the causes of climate change Describing how physical features, such as mountain and rivers are formed, and why volcanoes and earthquakes occur Describing where volcanoes, earthquakes and mountains are located globally Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities Describing how humans use water in a variety of ways Describing and understanding types of settlement and land use Explaining why different locations have different human features Explaining why people might prefer to live in an urban or rural place Describing how humans can impact the environment both positively and negatively, using examples To know the water cycle is a process which moves water around the Earth and to be able to explain this To know the courses and key features of a river To know the different types of mountains and volcanoes and how these are formed To know that an earthquake is the intense shaking of the ground To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife To know the world’s biomes To know the hottest biomes are found between the Tropics of cancer and Capricorn To know that climate zones are areas of the world with similar climates To know the world’s different climate zones To know that climates can influence the foods able to grow To know the main types of land use To know the different types of settlements To know water is used by humans in a variety of ways To know an urban place is somewhere need a town or a city To know a rural place is somewhere near the countryside To know that a natural resource is something that people can use which comes from the natural environment To know the threats to the rainforest both on a local and global scale To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality To know the UK grows food locally and imports food from other countries	Describing and understanding the key aspects of the six biomes Describing and understanding the key aspects of the six climate zones Understanding some of the impacts and causes of climate change Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change Describing and understanding economic activity, including trade links Suggesting reasons why the global population has grown significantly in the last 70 years Describing the ‘push’ and ‘pull’ factors that people may consider when migrating Understanding the distribution of natural resources both globally and within a specific region or country studied Recognising geographical issues affecting people in different places and environments Describing and explaining how humans can impact the environment both positively and negatively, using examples To know vegetation belts are areas of the world that are home to similar plant species To name and describe some of the world’s vegetation belts To know why the ocean is important To know the global population has grown significantly since the 1950s To know which factors are considered before people build settlements To know migration is the movement of people from one country to another To know that natural resources can be used to make energy To know some positive impacts of humans on the environment To know some negative impacts of humans on the environment
Geographical Skills and Fieldwork	Ask questions about the world around them Commenting on the features they see in their school and school grounds Answering simple questions, guided by the teacher Representing some of the features they notice in their school	Question: Asking questions about the world around them Question: Recognising there are different ways to answer a question Observe: Commenting on and discussing the features they see in their school and school grounds on a walk around the respective places Observe: Asking and answering simple questions about human and physical features of the area surrounding their school grounds Measure: Asking and answering simple questions about the features of their school and school grounds	Beginning to use maps at more than one scale Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied Using atlases, maps, globes, satellite images and beginning to use digital mapping to recognise and describe physical and human features in countries studied Using the scale bar on a map to estimate distances Finding countries and features of countries in an atlas using contents and index	Confidently using and understanding maps at more than one scale Using atlases, maps, globes and digital mapping to locate countries studied Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution) Using the scale bar on a map to calculate distances Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each

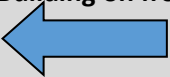
	and school grounds Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes Beginning to use modelled directional vocabulary when describing features in the surrounding environment Recognising features on maps (real or imaginary) Creating real or imaginary maps even if features are indistinguishable To know that a map is a picture of a place To know some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind) To know that a place and its features can be represented in a picture	Measure: Collecting quantitative data through a small survey of the local area/school to answer an enquiry question Record: Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map Record: Classifying the features they notice into human and physical with teacher support Record: Taking digital photographs of geographical features in the locality Record: Making digital audio recordings when interviewing someone Present: Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features Present: Presenting data in simple tally charts or pictograms and commenting on what the data shows Present: Asking and answering simple questions about data Using an atlas to locate the UK Using a map to locate the four countries of the UK Using a world map, globe and atlas to locate the world’s five oceans Using directional language to describe the location of objects in the classroom and playground Using directional language to describe features on a map in relation to other features (real or imaginary) Responding to instructions using directional language to follow routes	Zooming in and out of a digital map Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied Accurately using 4-figure grid references to locate features in regions studied Beginning to locate features using the 8 points of a compass Using a simple key on their own map to show an example of both physical and human features Following a route on a map with some accuracy Saying which directions N, S, E, W on an OS map Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale on regions studied Beginning to choose the best approach to answer enquiry questions Mapping land use in a small local area using maps and plans Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher Asking and answering one-step and two-step geographical questions Observing, recording, and naming geographical features in their local environments Using simple sampling techniques appropriately Making digital audio recordings for a specific purpose Designing a questionnaire/interviews to collect qualitative fieldwork data Taking digital photos and labelling or captioning them Making annotated sketches, field drawings and freehand maps to record observations during fieldwork Beginning to use a simplified Likert Scale to record their judgements of environmental quality Collecting quantitative data in charts and graphs Using a questionnaire/interviews to collect qualitative fieldwork data Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information Suggesting different ways that a locality could be changed and improved Finding answers to geographical questions through data collection To understand that a scale shows how much smaller a map is compared to real life To recognise world maps as a flattened globe To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes To know that an OS map shows human and physical features as symbols To know that grid references help us locate a particular square on a map To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation) To know an enquiry-based question has an open-ended answer found by research To know how to use various simple sampling techniques To know what a questionnaire and an interview are To know that quantitative data involves numerical facts and figures and is often objective To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate To know a Likert scale is used to record people’s feelings and attitudes	Beginning to use thematic maps to recognise and describe human and physical features studied Using models and maps to talk about contours and slopes Selecting a map for a specific purpose Confidently using the key on an OS map to name and recognise key physical and human features in regions studied Accurately using four and six-figure grid references to locate features on a map in regions studied Confidently locating features using the 8 points of a compass Following a short pre-prepared route on an OS map Identifying the eight compass points on an OS map Planning a journey to another part of the world using six-figure grid references and the eight points of a compass Developing their own enquiry questions Choosing the best approach to answering an enquiry question Making sketch maps of areas studied including labels and keys where necessary Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data Beginning to use standard field sampling techniques appropriately Using GIS (Geographical Information Systems) to plot data sets Using a simplified Likert Scale to record their judgements of environmental quality Conducting interviews/questionnaires to collect qualitative data Interpreting and using real-time/live data Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information Drawing conclusions about an enquiry using findings from fieldwork to support your reasoning Evaluating evidence collected and suggesting was to improve this Analysing quantitative data in pie charts, line graphs and graphs with two variables To know that contours on a map show height and slope To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries To know that a pie chart can represent a fraction or percentage of a whole set of data To know a line graph can represent variables over time To be aware of some issues in the local area To know what a range of data collection methods look like To know how to use a range of data collection methods
--	--	--	---	--

			To know that qualitative data involves opinions, thoughts and feelings and is often subjective To know what a bar chart, pictogram and table are and when to use which one best to represent data	
--	--	--	---	--

KS1

FIRST YEAR

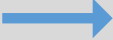
		Autumn 1	Spring 1	Summer1
National Curriculum		Human and Physical Geography Geographical Skills and Fieldwork Place Knowledge	Locational Knowledge Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork	Locational Knowledge Human and Physical Geography Geographical Skills and Fieldwork
Stimulus		What is it like here?	Would you prefer to live in a hot or cold place?	What can you see at the coast?
KS1	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 Name and locate the world’s seven continents and five oceans
	Place Knowledge		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	Use basic geographical language to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean Use basic geographical language to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Identify the locations of hot and cold areas of the world in relation to the Equator and the North and South Poles 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 Use additional geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	Geographical Skills and Fieldwork	Use aerial photographs and plan perspectives to recognise landmarks and basic human 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 the school and its grounds and the key human and physical features of its surrounding environment	To use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment	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 maps 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 fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment
Vocabulary		Aerial photographs Aerial view Atlas City Country Directional language Distance Features Globe Improve Key Land Locate Location Map North Place Questionnaire Sea Survey Symbol Town Village	Arid Climate Compass Continent Country Desert Equator Globe Grasslands Human feature Ice sheet Land Locate Map Mild Ocean Pack ice Physical feature Polar Rain gauge Rainforest Rural Savannah Sea Temperate Temperature Thermometer Tropical Urban Vegetation Weather	Aerial photograph Capital city City Cliff Coast Coastline Continent Country Data collection Fieldwork Island Harbour Human feature Lake Landmark Location Locate Ocean Physical feature Pictogram Pier River Sand dunes Sea Tally chart Tourist Town Village
What children will have learnt by the end of the topic		✓ That aerial means from above ✓ That objects look different from an aerial view ✓ The name of the country they live	✓ The names of the seven continents ✓ That a continent is a large area of land ✓ Where the seven continents are on a world map	✓ To locate the four capital cities on a map of the UK ✓ To identify human and physical features on an aerial photograph

	✓ in ✓ The name of the village (town/city), they live in ✓ How to identify three features of their local area on an aerial photograph ✓ How to locate the country they live in on a map ✓ That a map is a picture of a place from above ✓ That maps can be used to find out information about a place ✓ How to begin to use directional language to describe the location of features ✓ How to use simple shapes and symbols ✓ How to summarise the results of a survey	✓ How to locate the North Pole on a world map ✓ How to locate the South Pole on a world map ✓ How to identify some physical features of the poles ✓ That the Equator is an imaginary line around the middle of the earth ✓ To identify two countries located on the Equator ✓ Some of the features found on the Equator ✓ Where Kenya is on a world map ✓ Some physical and human features of the region ✓ Some key similarities and differences between the UK and Kenya ✓ How to measure and record local weather conditions ✓ That ‘weather’ means short-term conditions and ‘climate’ means long-term conditions ✓ To recognise different types of climate on a world map ✓ To recognise three features of a hot place and three features of a cold place ✓ To locate one hot country and one cold country on a map ✓ To know why some countries are hotter or colder than others	✓ To identify the characteristics of the four countries and capital cities of the UK ✓ How to use locational language and the compass points (N, S, E, W) to describe the location of features on a map ✓ To name the seas and oceans surrounding the UK ✓ To label the seas and oceans on a map of the UK ✓ To describe the location of different seas and oceans using compass directions ✓ To define the coast as a piece of land along the sea or ocean ✓ To locate some coasts in the UK ✓ To identify some features of the coast ✓ To follow a route on a map ✓ To identify human features ✓ To record data in a tally chart ✓ To discuss types of human features identified ✓ To create a pictogram to represent how people use the local coast ✓ To understand the difference between oceans and seas ✓ To name the five oceans ✓ To locate the five oceans on a world map
Cross Curricular Links	❖ English ❖ Maths ❖ PSHE ❖ Art & Design ❖ British Values	❖ English ❖ Maths ❖ British Values	❖ English ❖ Computing ❖ Maths
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.		

KS1

SECOND YEAR

		Autumn 1	Spring 1	Summer1
National Curriculum		Locational Knowledge Human and Physical Geography Geographical Skills and Fieldwork	Locational Knowledge Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork	Locational Knowledge Human and Physical Geography Geographical Skills and Fieldwork
Stimulus		What is the weather like in the UK?	What is it like to live in Shanghai?	Where am I?
KS1	Locational Knowledge	To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	To name and locate the world’s seven continents and five oceans	To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
	Place Knowledge		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	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 language to refer to key physical features, including season and weather	To use basic geographical language 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 language to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop	To use basic geographical language 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 language to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop
	Geographical Skills and Fieldwork	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 To use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment 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 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 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 To use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment 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

Vocabulary	Atlas Autumn Direction East England Europe Map North Northern Ireland Place Scotland Season South Spring Summer United Kingdom Wales Weather West Winter	Continent Country Different Directional language e.g. near, far, next to, behind Key Human feature Map Physical Similar Symbol	Aerial photograph Aerial view Atlas Beach Car park City Country Directional language Farm Feature Feelings Fieldwork Forest Hill House Lake Land Locate Location Map Mountain Museum North Ocean Photograph Place Pond Position Post office Postcard Present River Roundabout Route School grounds Sea Shop Symbol Town Village
What children will have learnt by the end of the topic	✓ To locate Europe on a world map ✓ To locate the UK on a world map ✓ To locate the four countries of the UK on a map ✓ To recall which of the four UK countries they live in (England) ✓ To name the four seasons ✓ To identify the current season ✓ To describe some of the changes in each season ✓ To know the four compass directions are north, south, east and west ✓ To describe different types of weather ✓ To measure different types of weather n different ways ✓ To use compass directions to describe the weather in different locations ✓ To locate England on a map ✓ To locate London on a map ✓ To begin to locate the capital cities of each country in the UK ✓ To know that the weather is not the same everywhere in the UK ✓ To describe the weather in each season ✓ To suggest what people might wear in each season ✓ To suggest activities people might do in each season	✓ To give an example of a physical feature ✓ To give an example of a human feature ✓ To identify physical or human features on a walk ✓ To record observations by sketching ✓ To use an aerial photograph to draw a simple sketch map ✓ To use symbols and colours to represent features ✓ To draw physical and human features on a map ✓ The name of the continent where they live ✓ How to use an atlas to locate Europe on a world map ✓ How to use an atlas to locate Asia on a world map ✓ How to use an atlas to locate China on a world map ✓ To name some physical and human features ✓ How to sort photographs into physical and human features ✓ How to identify a physical or human feature in China ✓ How to label physical features on photographs of Shanghai ✓ How to label human features on photographs of Shanghai ✓ How to compare Shanghai to where they live ✓ To be able to describe how Shanghai is different from where they live ✓ To be able to describe how Shanghai is similar to where they live ✓ To be able to compare the physical and human features of two places	✓ That UK is short for United Kingdom ✓ The name of the country they live in (England) ✓ How to find the country they live in on a map ✓ To name some features ✓ That a feature is a place or thing that generally stays in the same place ✓ How to take a photograph of a feature in the school grounds ✓ That maps give us information about a place ✓ Where features on a map using directional language ✓ How to use directional language when giving instructions ✓ That an aerial photograph is taken from above ✓ How to identify features in aerial photographs ✓ How to plot features on a map of the school grounds ✓ That symbols are used on maps to show features ✓ How to use symbols to show features ✓ How to draw a basic map using symbols ✓ How to ask and answer questions about features in the school grounds ✓ How to draw symbols to show places they have visited in school
Cross Curricular Links	❖ English ❖ Science ❖ Maths ❖ Art & Design	❖ Maths ❖ Art and Design ❖ Maths ❖ English	❖ English ❖ Music ❖ Computing
What comes next...? 	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.		

LKS2

FIRST 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		Why Do People Live Near Volcanoes?	Where Does Our Food Come From?	Are All Settlements The Same?
LKS2	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 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) 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 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountain, coasts and rivers), and land-use patterns; and understand how some of the aspects have changed over time 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
	Place Knowledge		To understand geographical similarities and differences trough 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 geographical similarities and differences trough 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 : 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 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 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 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 To 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 To use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied To 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 To use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
Vocabulary		Active volcano Climate change Composite volcano Crust Dormant volcano Earthquake Epicentre Extinct volcano Fault line Fault-block mountain Fertile soil Fold mountain Geothermal energy Igneous rock Index Inner core Outer core Magma Magma chamber Man-made rock Mantle Metamorphic rock Minerals Natural rock Negative effects Plate boundary Positive effects Pyroclastic flow Sedimentary rock Seismic waves	Air freight Carbon footprint Consume Distribution Export Fertiliser Food bank Food miles Grant Import Pesticides Produce Qualitative Quantitative Reliability Responsible trade Sample size Scale bar Seasonal food Source Sustainability Trade Trend	Agricultural land Capital city Commercial land Compare Country border County Dispersed Facilities Land use Legend Linear Local Memorial Metro Monument Nucleated Place of worship Recreational land Region Residential land Settlement Transportation

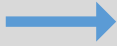
	Shield volcano Tectonic plate Tsunami Vent Volcanic mountain Volcanic springs		
What children will have learnt by the end of the topic	✓ The name and order of the four layers of the Earth ✓ Facts about each layer of the Earth ✓ What a tectonic plate is ✓ That a mountain is formed by tectonic plates ✓ That most mountains are found on or near plate boundaries ✓ The name of a mountain range and which continent it is in ✓ How volcanoes form and describe their features ✓ Where to find volcanoes globally ✓ Three ways volcanoes can be classified ✓ The negative and positive effects of living near a volcano ✓ Why people live near volcanoes ✓ What an earthquake is ✓ Where earthquakes happen ✓ The negative effects of earthquakes ✓ How to observe different rocks and record them digitally ✓ How to use a symbol on a map to show where a rock was found ✓ How to identify the types of rocks and discuss where they have come from	✓ Why certain foods grow in different biomes ✓ Ways in which food choices can harm the environment ✓ How to make small changes to a diet to help fight climate change ✓ What trading responsibly means ✓ How responsible trading supports equality ✓ Some of the advantages and disadvantages of importing food ✓ That there are different opinions on importing products ✓ The locations a cocoa bean travels through to reach the UK ✓ The process from cocoa bean to chocolate ✓ How to label countries on a world map using an atlas ✓ How to use the scale bar on a map to calculate approximate food mileage ✓ To ask questions about where food eaten comes from ✓ How to collect data from an interview ✓ How to analyse information from an interview ✓ To describe the features of a questionnaire ✓ To describe the limitations of a questionnaire ✓ To create a balanced argument about where to buy food from ✓ To present the answers to an enquiry question	✓ How to locate some cities in the UK ✓ Different types of settlements ✓ How to identify settlements on aerial photographs and OS maps ✓ To recognise features on an OS map ✓ To create a simple key to show land use on a map ✓ To use compass directions to describe the location of features on a map ✓ To follow a route on a map ✓ How to take photos of human and physical features identified on a map ✓ Reasons for the location of the features ✓ Some of the geographical regions of the UK ✓ How land in the local area has changed ✓ Why land use may have changed ✓ New Delhi's location ✓ Human and physical features in New Delhi ✓ How land is used in New Delhi ✓ To locate features on a map ✓ Some similarities between features in New Delhi and the local area ✓ Some differences between features in New Delhi and the local area ✓ The ways settlements and land use can be different
Cross Curricular Links	❖ Art & Design ❖ Science ❖ English ❖ Computing ❖ PE	❖ English ❖ DT ❖ Science ❖ Computing ❖ British Values ❖ Maths ❖ PSHE	❖ PE ❖ History ❖ English
Building on from... 	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.		

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 Place Knowledge Human & Physical Geography Geographical Skills & Fieldwork
Stimulus		What are rivers and how are they used?	Why are rainforests important to us?	Who lives in Antarctica?
KS2	Locational Knowledge	To 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 locate the world’s countries, using maps to focus in 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 in 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 Antarctica Circle, the Prime/Greenwich Meridian and time zones (including day and night) To 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 the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctica Circle, the Prime/Greenwich Meridian and time zones (including day and night) To locate the world’s countries, using maps to focus in 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 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 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 : 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 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 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
	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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use fieldwork to observe, measure, record and present the human and physical features in the local area using arrange of methods, including sketch maps, plans and graphs, and digital technologies	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
Vocabulary		Condensation Delta Estuary Evaporation Flooding Floodplain Groundwater Irrigation Leisure Meander Oxbow lake Percolation Precipitation River mouth Source Transpiration Tributary Valley Water cycle Waterfall	Analyse Biome Buttress roots Canopy layer Community Data Deforestation Drought Emergent layer Enquiry Equator Forest floor Global warming Greenhouse gas Indigenous people Interpret Lianas Lines of latitude Logging Method Mining Present Questionnaire Quote Risk Route Summarise Tropic of Capricorn Under storey layer Vegetation Vegetation belts	Climate Climate zone Compass points Direction Drifting ice Hemisphere Ice sheet Ice shelf Iceberg Lines of latitude Lines of longitude treaty
What children will have learnt by the end of the topic		✓ The different ways water is stored ✓ The different ways water moves ✓ How water is recycled ✓ Where a river starts and ends ✓ The three courses of a river ✓ The features of a river ✓ To locate rivers on a world map ✓ To create a key on a map ✓ The names of some of the world’s longest rivers ✓ The names of the continents the longest rivers are in ✓ The ways rivers are used ✓ How rivers are important to the natural environment ✓ The challenges that can occur with rivers ✓ How to use grid references to describe the location of features ✓ The quality of the environment using	✓ To describe biome and give some examples ✓ To use an atlas to find the location of the Amazon rainforest ✓ To use photographs and maps to list some features of the Amazon rainforest ✓ The names of the four layers of a tropical rainforest ✓ The characteristics of each layer ✓ How vegetation has adapted to living in a rainforest ✓ The definition of the word <i>indigenous</i> ✓ How indigenous peoples use the Amazon’s resources ✓ How the Amazon rainforest changes over time ✓ Why tropical rainforests are important ✓ How humans harm the Amazon rainforest	✓ The significant lines of latitude ✓ Why we have different seasons in each hemisphere ✓ What the global climate zones are ✓ What the weather and the landscape are like in Antarctica ✓ How to use an atlas and a globe to locate Antarctica ✓ The physical features of Antarctica ✓ Who visits and lives in Antarctica? ✓ How people adapt to life in a polar climate ✓ What research is done in Antarctica ✓ Who Shackleton was ✓ How to use a four-figure grid reference to plot a route

	- a Likert scale ✓ How to improve the river environment	✓ The positive environmental changes people can make to the Amazon rainforest ✓ How to assess and avoid risks when out of the school grounds ✓ How to collect data through sketching, questioning and recording information on a tally chart ✓ How to map a route taken ✓ How to draw a bar chart representing how people use the woodland ✓ How to summarise how often and when people visit the woodland ✓ What people like and would change about the woodland	✓ The similarities and differences between Antarctica and the UK ✓ How to zoom in and out of a digital map ✓ To give instructions using points of a compass ✓ To identify human and physical features on a map ✓ How to map a route taken on a map ✓ How to evaluate a task
Cross Curricular Links	❖ Science ❖ Design & Technology ❖ Art & Design ❖ PE	❖ English ❖ Science ❖ PE ❖ Maths	❖ Science ❖ Maths ❖ British Values ❖ English ❖ History ❖ PE ❖ Computing
What comes next... 	Please refer to your child's chosen middle school.		