## Long Term Geography Coverage

**The Geography Curriculum at Athersley North Primary aims to develop pupil's geographical skills such as collecting and analysing data and interpreting a range of sources such as maps, diagrams, globes and aerial photos. Pupils will develop their enquiry skills to a high standard and deepen their understanding of geographical concepts by key questioning. Our Geography curriculum sets out to develop independent thinkers who take responsibility for their learning and aspire to overcome obstacles in order to become critical learners. Pupils will develop their knowledge of the local area and develop strong relationships within the local community. Pupils will also develop their understanding of wider communities within Barnsley and South Yorkshire and in turn develop a strong understanding of key events in the wider world. At Athersley North, we want to engage pupils in the geography curriculum so they are able to see that there are many exciting opportunities to go out and explore. We want pupils to aspire to travel and see the world for themselves one day and have the skills needed to navigate through adult life.**

| | KS1 | KS2 |
|---|---|---|
| **National Curriculum Objectives** | **Locational knowledge**<br> name and locate the world's seven continents and five oceans<br> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas<br>**Place knowledge**<br> 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<br>**Human and physical geography**<br> 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**<br> use basic geographical vocabulary to refer to:<br> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop<br>**Geographical skills and fieldwork**<br> 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<br> 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<br> 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<br> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | **Locational knowledge**<br> 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<br> 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<br> 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)<br>**Place knowledge**<br> 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<br>**Human and physical geography**<br> describe and understand key aspects of:<br> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br> 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 Geography – key stages 1 and 2 4<br>**Geographical skills and fieldwork**<br> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br> 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<br> 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 |

## Autumn Term

| | Y1/2 (cycle a) | Y1/2 (cycle b) | Y3/4 (cycle a) | Y3/4 (cycle b) | Y5/6 (cycle a) | Y5/6 (cycle b) |
|---|---|---|---|---|---|---|
| **Topic** | **Our Local Area** | **Our Country** | **Land Use** | **What's it like in Sheffield?** | **The Amazing Americas** | **Magnificent Mountains** |
| **Objective** | **Place knowledge**<br>understand geographical similarities and differences through studying the human and physical geography<br><br>**Human and Physical Geography**<br>use basic geographical vocabulary to refer to:<br> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop<br><br>**Geographical skills and Fieldwork**<br>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | **Place knowledge**<br>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<br> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br>**Locational Knowledge**<br>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas | **Human and physical geography**<br>To describe and understand key aspects of human geography including land use in the context of using sketch maps.<br>**Geography skills and fieldwork**<br>To 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 in the context of drawing a sketch map. Use maps and atlases to describe land use in the context of thinking about urban and rural areas.<br>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. Coverage for this needs some thought. | **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 in the context of locating Sheffield | **Geographical skills and fieldwork** To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of North and South America.<br>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 in the context of undertaking fieldwork to identify human and physical features of the local area.<br>**Human and physical geography**<br>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of comparing how weather and climate across America is affected by geographical location.<br>**Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America in the context of comparing human and physical features of the local area with a region of North America<br>**Locational Knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities in the context of learning about the wonders of the world and where they are located (specifically those of the Americas).<br>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 in the context of | **Geographical skills and fieldwork** To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of mountain ranges. and climates.<br>**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 in the context of mountain tourism.<br>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 in the context of mountains.<br>**Locational Knowledge**<br>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 in the context of mountain ranges.<br>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) in the context of hills and mountain ranges. |
| **Coverage** | 1. What Is Our Local Area Like? To recognise human & physical features in the context of children's own locality. 2. Out and About Fieldwork-To use simple fieldwork & observational skills to study the surrounding environment in the context of children's own locality. 3. Fieldwork Follow Up To use simple fieldwork & observational skills to study the surrounding environment in the context of children's own locality. 4. Houses and Homes- To understand basic geographical features: houses (human features). 5. Jobs in Our Local Area To develop knowledge about children's locality – jobs (human features). 6. Let's Make a Change To use basic geographical vocabulary to refer to key human/physical features. | 1. Town and Country To understand geographical similarities and differences through studying the human and physical geography in the context of the UK. 2. Welcome to the UK To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 3. Up, up and Away To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 4. Let's Explore the UK To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 5. Travelling Ted Tours To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 6. How Is Brasilia Different from London? 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 in the context of comparing Brasilia with London. | 1. Sketch Maps To describe and understand key aspects of human geography including land use in the context of using sketch maps. To 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 in the context of drawing a sketch map. Develop knowledge of what compass symbols are and why they are used. Look at examples on sketch maps.<br>2. Using a Key Describe and understand key aspects of human geography including land use in the context of using keys and legends. Use fieldwork to observe, measure, record and present the human features in the local area in the context of creating sketch maps. Include compass symbols when creating sketch maps. Challenge children to create a specific route using compass symbols.<br>3. Surveying the Land Part 1 Use fieldwork to observe, measure, record and present the human features in.4. Surveying the Land Part 2 Use fieldwork to observe, measure, record and present the human features in the local area in the context of drawing a map. Include compass symbols when creating maps. Challenge children to create a specific route using compass symbols.<br>5. How Land Is Used Use maps and atlases to describe land use in the context of thinking about urban and rural areas.<br>6. How Land Is Used for Farming Use maps and atlases to describe land use in the context of thinking about agriculture. | 1. Where Is Sheffield? 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 in the context of locating Sheffield.<br>2. What Is the Landscape Like? 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 in the context of the landscape around Sheffield.<br>3. How Is Land Used? 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 in the context of land use Sheffield.<br>4. What Goes on in Sheffield? 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 in the context of the human geography of Sheffield.<br>5. A Travel Guide 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 in the context of the human and physical geography of Sheffield.<br>6. Comparing Places To understand geographical similarities and differences through the study of human and physical geography of a region of theUnited Kingdom, a region in a European country, and a region within North or South America in the context of comparing aspects of our locale with Sheffield. | 1. Continents, Countries and Cities<br>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of North and South America.<br>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 in the context of places in North and South America.<br>2. Location, Location<br>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) in the context of identifying and describing a range of places across the Americas.<br>3. Weather and Climate<br>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of comparing how weather and climate across America is affected by geographical location.<br>4. Comparing Places – UK Fieldwork<br>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 in the context of undertaking fieldwork to identify human and physical features of the local area.<br>5. Comparing Places – North America<br>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America in the context of comparing human and physical features of the local area with a region of North America.<br>6. Wonders 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 in the context of learning about the wonders of the world and where they are located (specifically those of the Americas). | 1. Mountain Ranges<br>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of mountain ranges.<br>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 in the context of mountain ranges.<br>2. UK Mountains<br>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features<br>(including hills, mountains, coasts and rivers) in the context of hills and mountain ranges.<br>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of hills and mountain ranges.<br>3. Features of Mountains<br>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and<br>the water cycle in the context of mountains.<br>4. How Mountains Are Made<br>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and<br>the water cycle in the context of mountains.<br>5. Mountain Climates<br>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and<br>the water cycle in the context of mountain climates.<br>6. Mountain Travel<br>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 in the context of mountain tourism. |
| **Progression** | KS1 A, KS1 D, KS1 F, KS1 G | KS1 A, KS1 D, KS1 E | LKS2 D, LKS2 E, LKS2 F, LKS2 G | LKS2 A, LKS2 D, LKS2 E | UKS2 B, UKS2 E, UKS2 F UKS2 G | UKS2 A, UKS2 E, UKS2 F |
| **Vocabulary** | **Local, map, direction, compass, route,** housing, **country, village, town, city**. | **United Kingdom,** , Europe, **Seas, oceans, country, continent, capital city, map, equator, aerial view** | feature, annotation, **landmark,** distance.<br>**Key, symbol.**<br>**land use, urban, rural, population.**<br>**Agriculture,** forestry, **coastal,** freshwater | Sheffield city, Yorkshire, **physical features, human features.**<br>**Landscape**<br>**retail, leisure, housing, business, industrial** | **Continent,** North America, South America,<br>**Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn,** Arctic Circle, Antarctic Circle, **Prime/Greenwich Meridian, time zone,**<br>**Climate zone, climate, polar,** arctic, **temperate, tropical,** subtropical, Koppen system. | **Mountain,** range, height, peak,<br>**contour,** altitude,slopes,<br>**valley,** summit, snow line, tree line, ridge, plateau.<br>Fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain. |

## Spring Term

| | Y1/2 (cycle a) | Y1/2 (cycle b) | Y3/4 (cycle a) | Y3/4 (cycle b) | Y5/6 (cycle a) | Y5/6 (cycle b) |
|---|---|---|---|---|---|---|
| **Topic** | **Wonderful Weather** | **Magical Mapping** | **Extreme Earth** | **Water** | **Raging Rivers** | **Marvellous Maps** |
| **Objective** | **Human and physical geography**<br>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<br>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 | **Geographical skills and fieldwork**<br>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<br>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<br>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<br><br>**Locational knowledge**<br>name and locate the world's 7 continents and 5 oceans | **Human and physical geography** To describe and understand key aspects of physical geography in the context of what is under the Earth's surface, volcanoes, tsunamis, tornadoes and earthquakes. | **Human and physical geography** Describe and understand key aspects of the water cycle in the context of learning about water pollution, learning about water pollution, treating process, about clouds and rain, changing states of matter. explaining the water cycle. | **Human and physical geography**<br>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 in the context of 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 in the context of rivers/ in the context of dams<br>**Place 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 landuse patterns; and understand how some of these aspects have changed over time in the context of rivers.<br>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 in the context of rivers of the world.<br>**Geographical Skills and Fieldwork** To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rivers. | **Locational Knowledge** To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas. To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs of places.<br>To name and locate cities of the UK and their identifying human and physical characteristics by using an atlas.<br>**Geogrpahical skills and fielwork** To use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map.<br>To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map.<br>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the index and co-ordinates. To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map. |
| **Coverage** | 1. What is Weather? To identify daily weather patterns in the context of the weather of the UK. 2. How Does the Weather Affect Us? To understand seasonal weather patterns in the context of the weather of The UK. 3. Forecasting the Weather To identify daily weather patterns in the UK (Weather Forecasting). 4. Weather Dangers To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather. 5. Hot and Cold Weather To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. 6. Our Frozen Planet To understand the human/physical geography of a cold area of the world in the context of The Artic. | 1. Mapping It Out To devise simple maps; and use and construct basic symbols in a key in the context of the school/local area.2. Routing Around To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of the school environment. To devise simple maps; and use and construct basic symbols in a key in the context of the school/local area. 3. Atlas Skills - The UK To devise simple maps and use & construct basic symbols in a key. To use atlases and globes to identify the UK and its countries in the context of using an atlas/ developing atlas skills. 4. Atlas Skills - The World To use atlases and globes to identify the UK and its countries in the context of using an atlas/ developing atlas skills. To name and locate the world's seven continents and five oceans in the context of the developing atlas skills. 5. Viewing from Above To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment in the context of aerial photographs.6. Mapping our Oceans and Seas To use basic geographical vocabulary to refer to key human and physical features. To name and locate the world's seven continents and five oceans in the context of developing map skills. | 1. Under Our Feet To describe and understand key aspects of physical geography in the context of what is under the Earth's surface.<br>2. Volcanoes To describe and understand key aspects of physical geography in the context of volcanoes.<br>3. More Volcanoes To describe and understand key aspects of physical geography in the context of volcanoes.<br>4. Earthquakes To describe and understand key aspects of physical geography in the context of earthquakes.<br>5. Tsunamis To describe and understand key aspects of physical geography in the context of tsunamis.<br>6. Tornadoes To describe and understand key aspects of physical geography in the context of tornadoes. | 1. Changing State Describe and understand key aspects of the water cycle in the context of learning about the changing states of matter.<br>2. The Water Cycle Describe and understand key aspects of the water cycle in the context of explaining the water cycle.<br>3. Making Clouds and Rain Describe and understand key aspects of the water cycle in the context of learning about clouds and rain.<br>4. Treating Water Describe and understand key aspects of the water cycle in the context of learning about the water treating process.<br>5. Floods Describe and understand key aspects of the water cycle in the context of learning about flooding.<br>6. Water Pollution Describe and understand key aspects of the water cycle in the context of learning about water pollution. | 1. Where Does Our Water Come From?<br>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and<br>the water cycle in the context of the water cycle.<br>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features<br>(including hills, mountains, coasts and rivers), and landuse patterns; and understand how some of these aspects have changed over time in the context of rivers<br>2. Rivers of the World<br>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<br>regions, key physical and human characteristics, countries, and major cities in the context of rivers of the world.<br>3. Features of a River<br>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and<br>the water cycle in the context of features of rivers.<br>4. Erosion and Deposition<br>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and<br>the water cycle in the context of features of rivers.<br>5. How Do We Use Rivers? 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 in the context of rivers.<br>6. Holding Back the Flood<br>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 in the context of dams. | 1. Using Atlases<br>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas.<br>America on a map.<br>To name and locate cities of the UK and their identifying human and physical characteristics by using an atlas.<br>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the index and co-ordinates.<br>2. Symbols<br>To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an<br>Ordnance Survey map.<br>3. Compass Points<br>To use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map.<br>4. Grid References<br>To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map.<br>5. Planning a Route<br>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<br>United Kingdom and the wider world by planning a journey.<br>6. Planning a Route<br>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and<br>understand how some of these aspects have changed over time by comparing maps and photographs of places. |
| **Progression** | KS1 C, KS1 F | KS1 B, KS1 F | LKS2 C | LKS2 C | UKS2 B, UKS2 C | UKS2 A, UKS2 B, UKS2 F, UKS2 G, |
| **Vocabulary** | **Weather**, changes, **seasons**, **temperature**/ thermometer, **autumn**, **winter**, **spring**, **summer**, flooding, drought, hurricane, blizzards, heat wave, protect. | Sketch **map**, **key**, title, compass rose, **direction**, **aerial (bird's eye) view**, map symbols. | Topsoil, subsoil, bedrock, crust, mantle, outer core, inner core, magma, volcano, eruption, main vent, crater, magma chamber.<br>Active, dormant, extinct, epicentre, shock wave, magnitude (power/ strength), Tsunami, Tornado. | Solid, liquid, gas, melt, boiling, freezing, **evaporation,** cooling, **condensation.**<br>**Water cycle, evaporation, precipitation,** groundwater | **Water cycle, evaporation, condensation, precipitation, source,** mouth, tributary, discharge, upper course, middle course, lower course, **valley,** channel, waterfall, **erosion,** transportation, deposition, **leisure, industry, conservation, pollution, dam, reservoir,** hydroelectric power, renewable energy. | **Key, symbol, Ordnance Survey, compass,** north, south, east, west, north east, south east, south west, north west, **coordinates, grid reference** |

## Summer Term

| | Y1/2 (cycle a) | Y1/2 (cycle b) | Y3/4 (cycle a) | Y3/4 (cycle b) | Y5/6 (cycle a) | Y5/6 (cycle b) |
|---|---|---|---|---|---|---|
| **Topic** | **What a Wonderful World** | **Sensational Safari** | **Rainforests** | **All around the world** | **Trade and Economics** | **Our Changing World** |
| **Objective** | **Locational knowledge**<br>name and locate the world's 7 continents and 5 oceans<br>**Human and Physical Geography**<br>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<br>**Geographical skills and fieldwork**<br>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 | **Human and Physical Geography**<br>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<br>**Place knowledge**<br>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<br><br>**Geographical skills and fieldwork**<br>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<br>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 | **Locational Knowledge**<br>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 in the context of rainforests.<br>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) in the context of rainforests.<br>**Place Knowledge**<br>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 by comparing the Amazon rainforest and Sherwood Forest.<br>**Human and physical geography**<br>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 in the context of a tropical climate.<br>**Geographical skills and fieldwork**<br>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests. | **Locational Geography** To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres/ of latitude and longitude in the context of using co-ordinates to read maps/ of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK/ of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK/ of the Prime/ Greenwich Meridian by exploring countries/ of time zones (including day and night) by comparing times in different countries.<br>To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK. | **Human 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 in the context of UK imports and exports.<br>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 in the context of fair trade/ in the context of the global supply chain/ in the context of changing trade links.<br>**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 in the context of exports from El Salvador.<br>**Locational Geography** 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 in the context of UK imports and exports. | **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 in the context of erosion and weathering/ context of coastal features/ context of coastal features./ in the context of erosion and weathering.<br>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 by looking at how landscapes change over time. **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 in the context of coastal features/ in the context of the changing make-up of the United Kingdom. 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 in the context of the changing international borders of Europe. |
| **Coverage** | 1. Round and Round To name and locate the world's seven continents and five oceans; To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. in the context of the geography of the world. 2. Around Our Continents To name and locate the world's seven continents and five oceans; in the context of the geography of the world. To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. 3. It's a Small World To name and locate the world's seven continents and five oceans, in the context of creating journey lines. To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. 4. Hot and Cold Climates of the World To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole. To use world maps, atlas and globes to identify the UK and its countries, as well as the ountries, continents and oceans at this key stage. 5. Ted Tours Europe To name and locate the world's seven continents and five oceans, in the context of a case study approach about Europe. To use world maps, atlas and globes to identify the UK and its<br>countries, as well as the countries, continents and oceans at this key stage.6. Amazing Aerial Views To use aerial photographs to recognise landmarks and basic human and physical features. To use basic geographical vocabulary to refer to key physical and human features. | 1. Where Is Kenya? To name and locate the world's seven continents and five oceans in the context of Africa (Kenya).To use world maps, atlases and globes to identify the countries studied at this key stage in the context of Africa (Kenya). 2. Let's Explore To devise simple maps in the context of Africa (Kenya). 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 nonEuropean country in the context of Kenya. 3. National Parks and Wonderful Wildlife. To use basic geographical vocabulary to refer to key physical and human features in the context of Africa (national parks). To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of national park/ safari maps.4. African Animals To use basic geographical vocabulary to refer to key physical and human features in the context of Kenya (national parks/ reserves). 5. Marvellous Maasai 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 nonEuropean country in the context of Kenya (Maasai). 6. My Day, Your Day To use basic geographical vocabulary to refer to key human and physical features in the context of observing geographical images/photographs. To understand geographical similarities and differences through<br>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 in the context of Kenya and the UK (my locality). | 1 Where are the rainforests? 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 in the context of rainforests. To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied in the context of rainforests. 2-The rainforest climate. 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) in the context of rainforests. 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 in the context of a tropical climate. 3-Layers of the rainforest. 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 in the context of the layers of a rainforest. 4-Life in the rainforest. 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 in the context of rainforest inhabitants. 5-The amazon. 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 by comparing the Amazon Rainforest and Sherwood Forest.6-Protecting the rainforest. 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 in the context of rainforest conservation. | 1. North or South? To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres.<br>2. Over and Around To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps. To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations.<br>3. Top and Bottom To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK.<br>4. In the Tropics To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK.<br>5. On the Line To identify the position and significance of the Prime/ Greenwich Meridian by exploring countries on the Meridian Line.<br>6. All the Time in the World To identify the position and significance of time zones (including day and night) by comparing times in different countries. | 1. What Do We Trade? 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 in the context of UK imports and exports.<br>2. Who Do We Trade With? 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 in the context of UK imports and exports.<br>3. Trading with El Salvador 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 in the context of exports from El Salvador.<br>4. Fair Trade 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 in the context of fair trade.<br>5. The Global Economy 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 in the context of the global supply chain.<br>6. How Has Trading Changed? 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 in the context of changing trade links. | 1. Weathering and Erosion 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 in the context of erosion and weathering.<br>2. Coastal Features 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 in the context of coastal features. 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 in the context of coastal features.<br>3. Changing Coastlines 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 in the context of coastal features. 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 in the context of coastal features.<br>4. Changing Boundaries 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 in the context of the changing make-up of the United Kingdom. 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 in the context of the changing international borders of Europe.<br>5. Weathering and Erosion 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 by looking at how landscapes change over time.<br>6. What Does the Future Hold? 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 in the context of erosion and weathering. |
| **Progression** | KS1 B, KS1 E, KS1 F, KS1 G, | KS1 D, KS1 E, KS1 F | LKS2 B, LKS2 C, LKS2 E, LKS2 F | LKS2 A, LKS2 B. LKS2 F | UKS2 A, UKS2 B, UKS2 D, UKS2 E, | UKS2 A, UKS2 B, UKS2 C, UKS2 D, UKS2 E |
| **Vocabulary** | **World map, continent, ocean**, equator, **ocean, land, sea**, sphere. | Africa, **continent, country, capital city**, Indian Ocean, flag, **equator, weather, climate, atlas, population**, **equator** | **Temperate, tropical,** deciduous, carniferous, **climate, tropical,** forecast, forest floor, understory layer, canopy layer, emergent layer, habitat, Amazon **rainforest,** Sherwood Forest, Amazon river, species, natives, tribes, woodland, heathland, **deforestation,** soil erosion, **impact.** | **Equator, Northern Hemisphere, Southern Hemisphere.**<br>**Latitude, longitude, coordinates,**<br>**polar region,** Antarctica,<br>**Tropic of Cancer, Tropic of Capricorn,**<br>**Prime Meridian, Greenwich Meridian, Greenwich Mean Time,**<br>**time zone.** | **Trade, import, export, key,** El Salvador.<br>**fair trade,** globalisation,Tudor, Victorian, British Empire. | Weathering, **physical weathering, chemical weathering,** acid, dissolve, **minerals, biological weathering, erosion, coast, bay, headland, beach, dune, cave, cliff, deposition.** |