

Geography Curriculum Overview



"A caring community: Serious about learning."

Our Approach

We have used **the Haringey Opening Worlds** curriculum as the main backbone of our curriculum in KS2. In EYFS pupils start from themselves and move to looking at the wider world through the **Understanding the World** strand of the EYFS framework. In EYFS and Year 1 (up to summer term 2) we use an **interleaved approach** to ensure our pupils learning is stored in their long term memories and we use **solo taxonomy** to pitch learning at personalised starting points. Our **cyclical** curriculum focuses on the 4 aspects below, which our pupils revisit throughout their time in our school. Each time they revisit a key piece of knowledge or a skill area this is with **increasing complexity** to build on their **prior knowledge**. Our scheme of work weaves the nine core concepts of **place, space, scale, interdependence, physical & human processes, environmental impact, sustainable development, cultural awareness** and **cultural diversity** across each phase so that pupils can comprehend each topic in its own right, but also where it fits into the bigger picture. We have identified specific **fieldwork opportunities** within each year group that draw on our **school and local area** so that our pupils can build confidence and proficiency in using a range of methods to **observe, measure, record** and **present** their findings. Each Key Stage 2 year group has **3 taught units** that are taught as a half termly block with **an hour and a half** each week. In EYFS and Year 1 (up to summer term 2) it is taught through **themed blocks**.



Our Big Ideas

Through our scheme of work our pupils will know and understand the big Ideas in Geography that we have identified for our pupils to have embedded by the end of KS2:

1. The scale and size of places studied: Peterborough is a cathedral city. Peterborough is within the district of Cambridgeshire and Cambridgeshire is in the east of England.
2. London is an important city as our Capital city, which connects people and goods to other destinations (within UK and abroad).
3. Felixstowe, is a significant coastal city in the East and has transport links to the rest of the world.
4. The 7 continents are Asia, North America, South America, Europe, Africa, Australia (Oceania is a Region), Antarctica and the 5 oceans across the world are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.
5. Earth's climate zones consist of tropical, dry, temperate, continental, and polar zones.
6. Biomes are classified according to the plants/animals that live there: aquatic, grassland, forests, desert, and tundra
7. The major lines of latitude are The Arctic Circle, The Antarctic Circle, the Tropic of Cancer, the Tropic of Capricorn and the Equator, and an important line of longitude is the Prime Meridian.
8. Local river systems are the River Nene which flows into the Wash and flows out to the North Sea, as well as naming some other major world rivers.
9. The physical processes on Earth create constant change; creating mountains, valleys, volcanoes, causing earthquakes and erosion (wind and water).
10. We have trade links with countries around the world, accessing fossil fuel, raw materials, and food.
11. Different types of maps can be used to identify aspects of physical and human geography.

Place	Space	Scale	Interdependence	Cultural awareness and diversity	Physical and human processes	Environment interaction and sustainable development
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pre skills	<ul style="list-style-type: none"> * explore their environment inside and out * talk about what they see, hear, smell and feel * know that they live in Peterborough * know that their nursery is in Old Fletton * explore where their family comes from and where they have been on holiday * explore books and photos and maps relating to different places
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Knowledge & Skills	<p style="text-align: center;"><u>Where do I belong?</u></p> <ul style="list-style-type: none"> • Talk about own house, family, school and local surroundings in Old Fletton • Look at maps of Fletton/Peterborough and identify features • Share photographs of where they live and discuss. • Name the different types of buildings found in Fletton and Peterborough • Naming and describing people who are familiar. • Learn about people in the community. • (science link) Understand that the seasons effect plants, animals and people where I belong
	<p style="text-align: center;"><u>What is a map and how do I use it?</u></p> <ul style="list-style-type: none"> • Look at maps in different forms - world, country, town, picture maps and ordnance survey maps. • Maps from imaginary story settings such as 'Goldilocks', 'Gingerbread man', 'Billy Goats Gruff' • Understand how to use a map. • Know that the symbols on a map have a meaning and start to interpret these. • Understand what an aerial photograph is and how to interpret it • Use a map in a real life context whilst on a visit to a farm.
	<p style="text-align: center;"><u>How are places different?</u></p> <ul style="list-style-type: none"> • Where is London? What buildings does it have? How does it compare to Peterborough? • Where is the Peak District? What features does it have? How does it compare to Peterborough? • (RE link) Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • (science link) Where is Australia and how is it different to England? (desert / beach / seasons) • (science link) Where is Sweden and how is it different to England? (mountain / forest / language) • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps. (Australia and Sweden) • Discuss how places are populated. • Through exploring traditions of Christmas in Britain, Australia and Sweden understand how different places have different experiences for their people

<p>Field-work</p>	<p>Walks around the local community to identify topographical features documented by photographs to use as discussion prompts and also look at weather patterns/ environmental impact</p> <p>Visit Sacrewell Farm and use maps of the farm to navigate around using the symbols/pictures, whilst understanding how to orientate the map. Go on a seasonal walk to look at weather patterns and environmental impact.</p> <p>Children to use globes and large maps of the world to talk about different places in stories and to start to develop a sense of place and space. Go on a seasonal walk to look at weather patterns and environmental impact.</p>
<p>Vocab</p>	<p>House, building, purpose, local, street, feature, Woodston, Fletton, Peterborough, map, community, path, road, parkway, world, country, city , season, bush, tree, bench, pond, lake</p> <p>Map, Sacrewell, farm, building, field, school, community, similarity, difference, direction, key, symbol, aerial, photo</p> <p>Religion, culture, country, England, globe, world map, countries, city, countryside, Australia, Peak District, London, Sweden, landmark, Indigenous, comparison, opinion, language, tradition</p>
<p>Provision</p>	<p>Continuous Provision</p> <ul style="list-style-type: none"> • World/UK Map on display to regularly discuss places children have visited on holiday and to locate places of interest or places that arise in books and topics. • A range of books linked to areas focus on different places, cultural identity/awareness and environmental impact. • Small world enhancement focus to apply skill learnt such as map making, creating plans/buildings etc Beebots, and explore seasonal/daily weather patterns. • Access to cameras, clipboards and recording media to capture observations of the natural world in and around the school grounds. • Photographs of different people and places within different areas.

Y1	Autumn to Summer 1	Summer 2
Knowledge & Skills	<p style="text-align: center;">Where in the world are we?</p> <ul style="list-style-type: none"> Identify the four countries and capital cities of the UK, matching them on a simple outline map. Identify the surrounding seas North Sea, Atlantic Ocean, English Channel and Irish Sea Locate Peterborough on a map and identify it as a city within Cambridgeshire. Identify the difference between a village, town and city. Understand the difference between urban and rural. Locate where they live on maps and aerial photographs, and recognise local features. Learn their own address Look at aerial maps of Fletton and wider Peterborough Carry out fieldwork to identify features of the school environment Use a compass to find North, South, East and West Draw simple maps of the school grounds and understand how to use a key. <p style="text-align: center;">The wider world - seasons and weather</p> <ul style="list-style-type: none"> Review the four countries and capital cities of the uk Name and locate the 7 continents and the 5 key oceans Identify seasonal weather patterns Identify cold and hot areas, the poles and equator and know what a desert is Collect own data through observations to study the weather and seasons (this should be ongoing throughout the year to allow for retrieval/spaced learning and collection should start in the autumn term). 	<p style="text-align: center;">Let's Go to the Arctic</p> <ul style="list-style-type: none"> Recall 7 continents and 5 key oceans. Locate the Arctic circle Use maps and photographs to study Sisimiut in Greenland Describe the physical features of the city Compare the physical and human features of Sisimiut and London Compare the seasons in the UK with seasons in the Arctic Describe the physical features of the wider Arctic area Identify animals which are adapted for living in the Arctic circle
	Fieldwork	<p>Use of the school grounds for orienteering to know compass directions and the location of features.</p> <p>School trip on a bus to explore urban and rural features.</p> <p>Children to keep a weather diary across the year and record their observations in words/pictures or a simple tally through establishing a weather station.</p>
Vocab	<p>Aerial view, land, location, village, city, aerial photograph, sea, country, continent, town, map, globe, place, features, atlas, distance, country, key, locate, urban, rural, settlement, UK, England, Scotland, Wales, Northern Ireland, London, Cardiff, Belfast, Edinburgh</p> <p>Autumn, winter, spring, summer, month, climate, continent, country, direction, equator, land, locate, location, map, ocean, rain gauge, season, temperature, thermometer, weather, weather vane, Europe, Asia, Africa, Australia, North/South America, Antarctica, Pacific, Indian, Atlantic, Southern, Arctic,</p>	<p>adapted, arctic, arctic circle, city, features, mountains, hills, iceberg, lake, river, season, polar region, Europe, Asia, Africa, Australia, North/South America, Antarctica, Pacific, Indian, Atlantic, Southern, Arctic,</p>
Provision	<p>Continuous provision opportunities</p> <ul style="list-style-type: none"> * globes, atlases and maps and aerial photos in different scales available for exploration * books to explore on different countries * opportunities to use photographs and information about places studied to extend and respond to learning * small world and construction kits to build and recreate places * role play opportunities to explore life in different places 	

Y2	Autumn U1	Spring U3	Summer U5
Knowledge & Skills	<p>London</p> <ul style="list-style-type: none"> Name and locate the four countries of the UK and their capitals. Use directional language to describe features on a map. Use basic geographical language Add labels to features using geographical vocabulary to refer to human and physical features. 	<p>What is it like to live by the coast? (HEP Booklet)</p> <ul style="list-style-type: none"> Recap naming/locating continents while revisiting countries and cities of the UK. Name and locate the seas and oceans surrounding the UK in an atlas. Define what the coast is. Locate coasts in the UK. With a focus on the Jurassic coast. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Locate main ports with a focus on Felixstowe as a local port. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used 	<p>How is life different in Shanghai?</p> <ul style="list-style-type: none"> Recall and recap the names of the 7 continents and 5 oceans. g a world map . Locate China and Shanghai on the world map and within an atlas. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in London and make a simple map Introduce the concept of minerals-look at gold/ coal as major trade links from China.
Fieldwork	Use of digital fieldwork to explore and investigate key features.	Use of digital fieldwork techniques to create notes on coasts and use mapping skills to investigate key features.	Children to keep a weather diary to compare the two locations.
Vocab	England, London, Wales, Cardiff, Scotland, Edinburgh, Northern Island, Belfast, village, town, city, facilities, human features, physical features, river Thames	Felixstowe, port, city, Atlantic, Pacific, Indian, Southern, Arctic, North sea, beach, cliff, bay, cove, dune, headland, estuary, import, export.	hemisphere, megacity, climate, precipitation, humidity, monsoon, tropical, skyscraper, apartment, infrastructure, urban, skyline, transport network, trade, export, import, merchant, customs

Y3	Autumn U2	Spring U4	Spring U6	
Knowledge & Skills	<p>Settlements</p> <ul style="list-style-type: none"> Name and locate counties in the UK and key cities, recapping the capital cities and coastal cities in the 4 countries of the UK. To use and understand the terms hamlet, village, town and city. Identify key physical characteristics of the UK, using an atlas (including rivers, hills, mountains and coast) Identify key human characteristics of the UK, using a map or atlas (quarry, mines, farms, major cities) Identify how the minerals coal / tin as part of the Industrial revolution impacted on settlements. 	<p>Rivers</p> <ul style="list-style-type: none"> Name and describe the Earth's bodies of water, including seas, oceans, lakes, reservoirs, bays, gulfs, straits, glaciers and fjords. Know that some of the Earth's bodies of water have salt water and some have fresh water. Understand and explain the water cycle using appropriate vocabulary. Map the river Indus and Severn, as well as locating the Nile, Thames, Yangtze, Tigris. Explain why the water cycle is important for our planet. Draw and label a diagram of the water cycle. Describe some of the ways in which people need water every day to live. Know that water is pumped into a water treatment plant, then pumped into houses for the water we use every day. Know what the term 'water conservation' means and why this is important. Explain what hydropower is and how it can be used to contribute to a sustainable future. Identify the positive and negative aspects of using hydropower. Use a water quality map and an atlas to identify countries in the world where everyone has access to clean water, most people have access to clean water and most people do not have access to clean water. 	<p>Biomes & Climate Belts</p> <ul style="list-style-type: none"> Locate and label the six biomes on a world map (desert, tundra, grassland, coniferous forest, deciduous forest and tropical forest). Describe and explain how people who live in a contrasting physical area may have different lives to people in the UK. Understand some of the causes of climate change. Find countries and features of countries in an atlas using contents and index. Mapping land use in a small local area using maps and plans. Make a plan for how to collect data to answer an enquiry-based question, with the support of a teacher. Ask and answer one-step and two-step geographical questions. Collecting quantitative data in charts and graphs. Suggest different ways that a locality can be changed and improved. 	
	Fieldwork	Map land use within the Cambridgeshire noting the topography of Peterborough.	Visit the river Nene to capture data digitally and create sketch maps of the key features	Undertake digital fieldwork to map out the 6 biomes on a map of the world and use atlases to collect data to answer questions on land use.
	Vocab	Map, atlas, locate, features, hamlet, village, town, city, university, Underground, airport, conurbation, centre, spread, growth, community centre, railway station, farmstead	condensation, delta, estuary, evaporation, groundwater, irrigation, meander, percolation, precipitation, river mouth, source, transpiration, tributary, valley, water cycle, waterfall, precipitation, transpiration	Tundra, desert, grassland, coniferous forest, deciduous forest, tropical forest, biome, vegetation belts, climate zone, climate, temperature, humidity, rainfall, maps, atlas, globe, natural resources, locality

Y4	Autumn U2	Spring U4	Summer U6
Knowledge and skills	<p style="text-align: center;">Population</p> <ul style="list-style-type: none"> Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. 	<p style="text-align: center;">Extreme Earth-Earthquakes & Volcanoes</p> <ul style="list-style-type: none"> Know where some places of extreme temperature are located. Know that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs. Use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them. Explain what a drought is and some of the causes and effects. Explain why some areas get more rain than others in relation to the water cycle. Describe some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards. Describe the effects of extreme weather phenomena on the environment and people affected. Use plate tectonics to describe what earthquakes are and why they happen. Know what the Richter scale is. Describe the effects of earthquakes on the environment and people affected. Know that tsunamis occur when there are earthquakes on the ocean floor. 	<p style="text-align: center;">Coast & Tourism-European Country Focus (Specific Region)</p> <ul style="list-style-type: none"> Understand what coasts are and how they form. Identify key coastal features and how erosion shapes them. Explore the role of tourism in coastal regions. Investigate the Algarve, Portugal, as a coastal tourist destination. Examine environmental issues and sustainability in coastal tourism. Develop map skills, research skills, and an understanding of geographical processes.
Fieldwork	<p>Explore population records by visiting Peterborough archives and examine maps of locality to see changes/context. Make use of a Likert scale.</p>	<p>Pupils collect data on weather patterns around the world in the form of graphs/charts and examine natural disaster impact on communities.</p>	<p>Pupils to use Google Earth or live webcams of coastal locations to collect information about places studied.</p>
Vocab	<p>air pollution, birth rate, cartogram, climate, climate change, conclusions, death rate, deforestation, densely populated, digital technologies, fossil fuels, greenhouse gases, impact, improvements</p>	<p>Richter, tectonic, earthquake, tsunami, climate change, cyclone, drought, extreme temperature, flood, heatwave, hurricane, landslide, sandstorm, severe storm, typhoon, wildfire, Global Climate Risk, carbon dioxide</p>	<p>Coastline, headland, attrition, abrasion, hydraulic action, tourism, resort, infrastructure, attraction, revenue, pollution, conservation, overcrowding, habitat destruction, sustainable tourism, sea wall, beach nourishment</p>

Y5	Autumn U1	Spring U4	Summer U6
Knowledge & Skills	<p>Deserts</p> <ul style="list-style-type: none"> Map and name the 5 main biomes (aquatic, tundra, grassland, forest and desert). Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Sahara Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Sahara Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why. Identify the minerals bauxite, coal and tin from North America 	<p>Oceans</p> <ul style="list-style-type: none"> Recall the 5 key oceans and main seas studied to date. Explain the impact on Wales of the Atlantic ocean. Understand that the main functions of the ocean are to regulate the climate, generate the majority of the oxygen humans breathe, absorb carbon dioxide and they are also a food source. Know that water in the oceans is moved around by currents. Understand that the ocean provides jobs and livelihoods for people, whilst also transporting goods and people all around the globe. Know that a reef generates clean air, protects coast lines from erosions/flooding/storms and are home to a quarter of the oceans marine life. Explore how plastic and pollution is damaging these marine environments and impacting on the world. Identify positive environmental changes that have already been made and how they can contribute by making eco-friendly choices. 	<p>North & South America</p> <ul style="list-style-type: none"> To recall the names of the 7 continents. To know the main countries of North America and South America. To explain why the population differs so much between different countries in North and South America. To explain what a megacity is, drawing on knowledge of what a city, town, village and hamlet is. To explain the terms push factor and pull factor in terms of migration. To explore types of towns (favelas) in South America.
Fieldwork	Create sketch maps of an identified desert area including labels and keys from collected photographs and digital observations.	Use digital sources to collect data about ocean pollution and its effects.	Explore population of key megacities and compare to the largest cities of the UK.
Vocab	Agriculture, airstrip, arid, barren, biome, climate, desert, desertification, drought, flash flood, mesa, mining, mushroom rock, national park	Atmosphere, biodegradable, buffer, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, geology, human footprint, marine, microplastics, natural disaster, renewable energy, single use plastic, species	North America, South America, Central America, combined population, megacity, sustain, Tropic of Capricorn, populous, makeshift, favelas, four-figure grid reference, outskirts.

Y6	Autumn U2	Spring U3	Summer U6
Knowledge & Skills	<p style="text-align: center;">Mountains</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p style="text-align: center;">The Amazon</p> <ul style="list-style-type: none"> Know what the equator, Tropic of Cancer and Tropic of Capricorn are, and can place them on a world map. Name continents and countries that have areas of rainforest. Name the countries of South America and locate the Amazon Rainforest. Use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America. Define what a rainforest is and locate areas of rainforest on a world map. Know that the climate in rainforests is hot and humid, and that this climate is ideal for plant growth. Describe the four layers of the rainforest and name some animals that live in each layer. Explain why rain falls more often in rainforests than in other parts of the world. Use line graphs and bar charts to explore the climate of rainforests. Know that lots of native tribes live in rainforests and that their way of life has remained unchanged for hundreds of years. Compare daily life for people living in rainforest tribes with that of people living in modern society. Know what deforestation is and why it is happening. Describe the impact deforestation has on local wildlife and the environment. Describe ways in which steps are being taken to protect rainforests from deforestation. Discuss the impact of human activity locally and globally linked to the minerals gold, iron ore, tin and bauxite. 	<p style="text-align: center;">Economic Activity-Energy & Farming</p> <ul style="list-style-type: none"> To recall the names of cities in the UK. To recall the names of countries and major cities in Europe and North and South America. 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. Using longitude and latitude when referencing location in an atlas or on a globe. To know that natural resources can be used to make energy. To know some positive/negative impacts of humans on the environment. Understanding how land use has changed over time using examples. Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Understanding how climates impact on trade, land use and settlement. 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 how to use a range of data collection methods.

Fieldwork	Undertake digital fieldwork to explore main mountain ranges of the UK.	Visit the local woodland to compare/contrast topographical features to that of a rainforest.	Pupils to complete a study on the carbon footprint of their school and potentially invite an energy provider into school to look at renewable energy.
Vocab	mountain, mountain range, summit, slopes, face, sides, ridge, valley, volcano, dormant, sea-level, Prime Meridian, North Pole, South Pole, Equator, oxygen, monsoon, thermals	buttress roots, lianas, vegetation, vegetation belts, forest floor, understory layer, canopy layer, emergent layer, deforestation, community, indigenous peoples, drought, greenhouse gas, global warming, logging, mining, risk, enquiry.	biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, natural gas, non-renewable, nuclear power, producer, regenerate, renewable, sea level, solar power, urban planner, wind power,

Our Disciplinary Knowledge Progression

Key Area	EYFS	Y1	Y2	KS2			
Locational Knowledge	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Know how to talk about some specific features of an environment, location or country that they have been learning about.</p>	<p>Know and identify on a map the four countries that make up the United Kingdom (England, Wales, Scotland and Northern Island).</p> <p>Know the corresponding capitals for the countries of the UK and identify them on a map (London, Cardiff, Edinburgh, and Belfast).</p> <p>Know and identify (on a map) the surrounding seas of the UK (North Sea, Atlantic Ocean, English Channel and Irish Sea).</p>	<p>Know and identify on a map the 7 continents (Europe, Asia, Africa, North America, South America, Australasia and Antarctica).</p> <p>Know and identify on a map the 5 oceans (Atlantic, Pacific, Indian, Arctic, Southern).</p>	<p>Know and locate cities and counties in England on a map.</p> <p>Know the location of the world's countries using maps (focus on North and South America).</p> <p>Know where the Equator, Northern and Southern Hemisphere are on a map.</p> <p>Know to compare and contrast key topographical features in the UK and other countries.</p> <p>Use lines of longitude and latitude to identify countries on a map.</p> <p>Know some other time zones and how they compare to Greenwich Mean Time.</p>	<p>Know the location of the world's countries using maps (focus on North and South America).</p> <p>Know where the Equator, Northern and Southern Hemisphere are on a map.</p> <p>Know to compare and contrast key topographical features in the UK and other countries.</p> <p>Use lines of longitude and latitude to identify countries on a map.</p> <p>Know some other time zones and how they compare to Greenwich Mean Time.</p>	<p>Name and locate four countries from the Northern Hemisphere and four countries from the Southern Hemisphere.</p> <p>Know what a tropic is. Know that the Tropic of Cancer is in the Northern Hemisphere. Know that the Tropic of Capricorn is in the Southern Hemisphere.</p> <p>Know the tropics and the region where the sun passes directly overhead.</p> <p>Know to compare and contrast land use and key topographical features in the UK and other countries.</p> <p>Know world time zones and</p>	<p>Know the location of some countries in relation to each other using a map e.g. the UK is north of France.</p> <p>Know where the equator, Tropic of Cancer and Tropic of Capricorn are on a world map.</p> <p>Name countries that are on the Tropic of Cancer.</p> <p>Name countries that are on the Tropic of Capricorn.</p> <p>Know to compare and contrast land use and key geographical features in countries and know changes over time in the UK and begin to comment on changes over time linked to studies in Europe and North/ South America.</p>

<p>Place Knowledge</p>	<p>Know that some places are special to members of their community.</p> <p>Know that there are different countries in the world and talk about the similarities and differences they have experienced or seen in photos.</p>	<p>Local: Know about the local area surrounding our school.</p> <p>Know that the United Kingdom is an island in Europe.</p> <p>Know that all streets have a name and a post code. Know their own address and the address of the school.</p> <p>Know local buildings in the surrounding locality (school, shop, church, houses) linked to the locality bus tour.</p> <p>Know the types of houses that are in our local area (flats, terraced, semi detached, detached)</p>	<p>UK: Know that the region we live in is called the East Midlands. Know that the continent we live in is called Europe.</p> <p>Know that the United Kingdom is a group of islands which are part of the European Continent.</p> <p>Europe: Know the similarities and differences between a small area of the United Kingdom and of a small area in a non- contrasting European country.</p> <p>World: Know features of hot and cold places in the world- weather, housing and wildlife.</p>	<p>UK: Know what a county is and know local counties.</p> <p>Europe: Know the names of and locate at least five European countries. Know the names of a number of European capitals.</p> <p>Know the main differences between living in the UK and another country.</p>	<p>UK: Know and explain details about the UK including towns and cities, land use and topographical features.</p> <p>Europe: Know how to compare two different places in different countries including climate differences, language and famous landmarks in both places.</p> <p>World: Know where North and South America are.</p>	<p>Know the key geographical similarities and differences between England and another country in the world.</p> <p>Know the climate differences between the two places. Know the primary language spoken. Know what both places are famous for.</p>	<p>Know how to compare and contrast living in the UK and another country in the world.</p> <p>Know some 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.</p>
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<p>Human and Physical Geography</p>	<p>Develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about members of their immediate family and community. Know how to name and describe people who are familiar to them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Know the weather is changeable and this makes the seasons.</p> <p>Know that the weather can be in more than one season.</p> <p>Know weather-specific vocabulary and link words to the correct seasons</p> <p>geographical language to describe the weather patterns and record observations over time using weather symbols.</p> <p>Know where the Equator, North and South Pole are on a globe and world map.</p>	<p>Know and name the following physical geography vocabulary to describe a European and non-European settlement (coast, cliff, mountain, beach, forest, hill, sea, ocean, river and valley).</p> <p>Know and name the following human geography vocabulary to describe a European and non-European settlement (city, town, village, factory, farm, house, office, port, harbour and shop).</p>	<p>Know key aspects of human geography and physical geography such as how rivers are formed, the water cycle.</p> <p>Know and use key vocabulary relating to these features.</p>	<p>Know and use key vocabulary relating to aspects of human and physical geography.</p> <p>Know geographical processes and be able to explain them such as the formation of mountains and their effect on the water cycle.</p>	<p>Know and discuss reasons for changes in climate and results in climate change</p> <p>Know and describe geographical processes and features using key vocabulary.</p> <p>Know how different settlers used the land.</p>	<p>Know about land use for economic activity including trade links and the distribution of natural resources.</p> <p>Know and explain the impact of changes in land use over time.</p>
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**Geographical Skills
and Fieldwork**

<p>Draw information from a simple map.</p> <p>Know how to draw a simple map and talk about things they can see or have found out from a map.</p> <p>Knows how to build and create features of environments in their play and can talk about and identify things they can see in the environment, a photograph or map using some key vocabulary.</p>	<p>Know, from undertaking fieldwork, that information can be gathered about our local area</p> <p>Create a map of the school grounds.</p> <p>Know their address including the postcode.</p> <p>Know that we use an atlas, globe and a map to find out information about countries.</p> <p>Know where the UK is on a world map and globe.</p> <p>Know and identify the 4 countries of the UK on a map of the UK.</p> <p>Know and identify the capital cities of the 4 countries of the UK.</p> <p>Know where the equator, North Pole and South Pole are on a globe.</p>	<p>Know the four points of a compass (North, East, South and West).</p> <p>Know and use the positional language when describing location and position.</p> <p>Know that the orientation of a compass is North.</p> <p>Create a simple map of the local area with a key.</p> <p>Know how to use a virtual map to gather information, using index, search bar, zooming tool and orientation.</p> <p>Know how to use aerial photographs (including Google Earth) to identify key landmarks- both physical and human (e.g. over London – Big Ben, River Thames, London Eye, bridges, and transport system).</p> <p>Know and label the 7 continents of the world on a world map.</p>	<p>Know how to use world maps to identify countries of the world.</p> <p>Use world maps to identify the location of key features such as volcanoes.</p> <p>Observe how land has been used using a range of OS maps and aerial photographs, such as in Sherwood Forest.</p> <p>Know and name the 8 points of a compass and use them to describe position.</p> <p>Identify the Northern and Southern Hemisphere.</p>	<p>Know how to use world maps to identify countries of the world and their capitals.</p> <p>Use road maps to plan a journey.</p> <p>Use OS maps to build knowledge of the UK.</p> <p>Use four-figure grid references to build knowledge of the UK.</p> <p>Measure and record rainfall precisely and make observations from findings.</p> <p>Measure and record temperature precisely and make observations from findings.</p>	<p>Know how to use graphs to record features such as temperature or rainfall across the world.</p> <p>Know that rainfall and temperature can be presented in graphs and know how to interpret this information (link to maths).</p> <p>Know and use symbols and keys to build their knowledge of the UK.</p> <p>Use four-figure grid references on OS maps to locate positions and know how contour lines are used.</p>	<p>Use six-figure grid references on OS maps to locate positions.</p> <p>Locate the equator, Tropic of Cancer and Tropic of Capricorn on a map.</p> <p>Know what various OS symbols represent.</p> <p>Use lines of longitude and latitude to locate places.</p> <p>Recognise and use time zones and identify the Greenwich meridian.</p> <p>Use Google Earth to find countries, places of interest and follow a river.</p>
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