

## Geography Curriculum Knowledge and Skills Progression

Relevant statements from EYFS Framework matching the programme of study for geography

|                                | <b>NURSERY</b>   | <b>RECEPTION</b>  | <b>EARLY LEARNING GOALS</b>  |
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| <b>MATHEMATICS</b>             | <ul style="list-style-type: none"> <li>• Understand position through word alone.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>  |   |  |
| <b>UNDERSTANDING THE WORLD</b> | <ul style="list-style-type: none"> <li>• Use all their senses in hands-exploration of natural materials.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> | <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different from the one in which they live.</li> </ul> | <p><b>People, culture and communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps (</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul> <p><b>The natural world</b></p> <ul style="list-style-type: none"> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul> |

**National Curriculum Requirements**

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| <p align="center"><b><u>KS1</u></b></p> <p>Pupils should develop knowledge about –</p> <ul style="list-style-type: none"> <li>● the world</li> <li>● the United Kingdom</li> <li>● their locality</li> </ul> <p>They should –</p> <ul style="list-style-type: none"> <li>● understand basic subject-specific vocabulary relating to human and physical geography</li> <li>● begin to use geographical skills, including first-hand observation, to enhance their local awareness</li> </ul> | <p align="center"><b><u>KS2</u></b></p> <p>Pupils should –</p> <ul style="list-style-type: none"> <li>● extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, north and south America</li> <li>● this will include the location of a range of the world's most significant human and physical features</li> </ul> <p>They should –</p> <ul style="list-style-type: none"> <li>● Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</li> </ul> |
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**Geography National Curriculum Strands**

|                             |                        |                                     |                             |
|-----------------------------|------------------------|-------------------------------------|-----------------------------|
| <b>Locational Knowledge</b> | <b>Place Knowledge</b> | <b>Human and Physical Geography</b> | <b>Skills and Fieldwork</b> |
|-----------------------------|------------------------|-------------------------------------|-----------------------------|

**YERBURY TOPICS**

|  |   |  |   |   |   |
|--|---|--|---|---|---|
| <b>Year 1<br/>Who are we?<br/>Homes and Castles<br/>Market Day</b> | <b>Year 2<br/>London<br/>Puppets<br/>Rainforest</b> | <b>Year 3<br/>Beginnings- Stone Age<br/>British Isles Land and Sea<br/>Egyptians</b> | <b>Year 4<br/>Active Planet<br/>Ancient Greece<br/>Habitats</b> | <b>Year 5<br/>Earth and Space<br/>Vikings and Anglo-Saxons<br/>Rivers</b> | <b>Year 6<br/>World War 2 in Islington<br/>Exploring middle and<br/>South America<br/>Pitches and Performance</b> |
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**YEAR 1**

|  | <b>Term</b>                 | <b>Autumn</b>   | <b>Spring</b>   | <b>Summer</b>   |
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| <p><b>KS1 Knowledge End Points:</b></p> <p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>Can name and locate the world's seven continents and five oceans</li> <li>Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li><b>Understands 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 WHICH</b><br/>And where                             <ul style="list-style-type: none"> <li>Express own views about a place, people and environment.</li> </ul> </li> </ul> <p><b>Human and Physical Geography:</b></p> <ul style="list-style-type: none"> <li>Can 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</li> <li>Can 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 and;</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> | <p><b>Topic</b></p>         | <p><b>Where do I live?</b><br/><b>Around our school – the local area</b></p>  | <p><b>The four seasons (cross curricular science)</b></p>   | <p><b>Around the world with Barnaby Bear</b></p>  |
|  | <p><b>Key Knowledge</b></p> | <ul style="list-style-type: none"> <li>Every house and street in our country has a name and a postcode. The name of the street is usually on a wall or a sign at the beginning of the street. We live in London, Islington, Yerbury is in Tufnell Park</li> <li>Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a postcode. This is how the postal workers know where to bring your letters.</li> <li>An aerial photograph is a photograph taken from above. It allows you to see lots of roads at once, like on a map.</li> <li>Maps have symbols on them to show us important buildings and other features of the area.</li> <li>Human features are characteristics of a place that were made by humans, for example shops and roads</li> <li>Physical features are characteristics of a place that are naturally occurring. These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants).</li> </ul> | <ul style="list-style-type: none"> <li>To know the names of the 4 seasons and typical weather</li> <li>Science link – look at how day length varies</li> <li>To recognise seasonal changes in nature i.e. trees</li> <li>Relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</li> </ul>   | <ul style="list-style-type: none"> <li>London (where we live) is the capital city of England.</li> <li>England is one of four countries in the U.K. The others are Scotland, ,Waes and Northern Ireland</li> <li>Know some human features of the U.K. include villages, towns, cities,</li> <li>There are seven continents</li> </ul>   |
| <p><b>KS1 Skills and Fieldwork End Points:</b></p> <p>Children will be able to –</p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes</li> <li>Use simple compass directions</li> <li>Use aerial photos and construct simple maps and routes</li> <li>Read/construct basic symbols in a key</li> <li>Undertake simple fieldwork within school locality and communicate findings in different ways e.g. sketch/graph</li> </ul>  | <p><b>Key Skills</b></p>    | <ul style="list-style-type: none"> <li>Name and give examples of some of the key features of their local area.</li> <li>Use observational skills to sort physical and human features using aerial photographs.</li> <li>Construct a map of the classroom using observations.</li> <li>Use and recognise some basic map symbols, and begin to understand how these can be used in a key.</li> <li>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.</li> <li>Take a journey around the local area. .Draw own maps of the wider local area – construct basic symbols in a key</li> </ul>   | <ul style="list-style-type: none"> <li>Observe the weather.</li> <li>Record observations in a class weather diary.</li> <li>Use 5 new key words to talk about the different types of weather and can explain what these words mean to my partner.</li> <li>Can name 4 types of weather that happen in the UK.</li> <li>Knows and can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do.</li> <li>Begin to know what weather forecasts show</li> <li>Knows 3 or more weather symbols and can explain what they show</li> <li>Knows what hot and countries might look like and how they might differ according to the weather</li> <li>Knows three facts about the arctic</li> <li>Begin to locate a hot and cold county on a world map.</li> </ul> | <ul style="list-style-type: none"> <li>Use globes, maps and atlases to locate the countries visited by Barnaby Bear across the seven continents</li> <li><b>Begin to describe climate of the continents and how close it is to the equator</b></li> <li>Use a growing range of subject specific vocabulary.</li> <li>Use aerial photographs to begin to locate countries.</li> <li><b>Ask questions about places and investigate answers</b> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to human and physical features.</li> </ul> </li> </ul> |

**YEAR 2**

| KS1 Knowledge End Points:   | Term  | Autumn  | Spring   | Summer  |
|---|---|---|--|---|
| <p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>Can name and locate the world's seven continents and five oceans</li> <li>Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understands 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</li> </ul> <p><b>Human and Physical Geography:</b></p> <ul style="list-style-type: none"> <li>Can 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</li> <li>Can 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 and;</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> | <p><b>Topic</b></p> <p><b>Key Knowledge</b></p> | <p align="center"><b>Let's explore London</b></p> <ul style="list-style-type: none"> <li>Know that they live in Islington which is a borough in London</li> <li>Know the countries and capital cities in the UK</li> <li>Know that there are human and physical features within an area</li> <li>The compass directions are North, South, East, West</li> <li>Know that London is a city and that cities have different geographical features than the countryside.</li> <li>Know the term 'land use' and know some ways that land use is different in the countryside than in their local area urban/rural)</li> </ul>   | <p align="center"><b>A contrasting locality overseas Rainforest</b></p> <ul style="list-style-type: none"> <li>There are borders that separate different parts of the world.</li> <li>A continent is a land mass and an ocean is a large body of water (and the names of each).</li> <li>There seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America, North America, Africa and Asia.</li> <li>The majority (71%) of the world's surface is covered by water.</li> <li>The five oceans are The Atlantic, Pacific, Indian, Southern and Arctic.</li> <li>The compass directions are North, South, East, West</li> <li>Know the location of the equator</li> <li>Develop knowledge of map symbols (river, church, roads etc) by using them on their own map keys, as well as identifying on others'.</li> </ul> | <p align="center"><b>Weather patterns</b></p> <ul style="list-style-type: none"> <li>There are four seasons and can describe typical weather pattern across the year</li> <li>Start to be able to distinguish between daily and seasonal weather.</li> <li>That aspects of the weather can be measured and presented in tables or pictograms</li> <li>That the weather in the UK can vary between inland and coastal areas</li> <li>That weather in other parts of the world varies from our own</li> <li><b>Know the location of the polar regions</b></li> <li>That equator is the hottest part of the world and it relates to the Earth's orbit around the sun.</li> </ul> |
| <ul style="list-style-type: none"> <li><b>KS1 Skills and Fieldwork End Points:</b></li> <li>Children will be able to –</li> <li>Use world maps, atlases and globes</li> <li>Use simple compass directions</li> <li>Use aerial photos and construct simple maps</li> <li>Undertake simple fieldwork within school <b>locality</b></li> <li>devise a simple map; and use and construct basic symbols in a key;</li> <li>use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</li> </ul>   | <p><b>Key Skills</b></p>                        | <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the locations of the United Kingdom and its countries, continents and oceans of the world.</li> <li>Make comparisons between different continents and oceans (animals, temperature, clothing, jobs, houses).</li> <li>Compare and contrast UK and Trinidad (BHM)</li> <li>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.</li> <li>Plot and navigate a simple route on a map. Recognise basic map symbols and use these in a key.</li> </ul> | <ul style="list-style-type: none"> <li>To identify, recognise <b>and use the vocabulary of</b> human and physical features of their locality from aerial photographs and relate these to maps (includes using google maps and satellite images).</li> <li>Be able to <b>verbalise and write about</b> similarities and differences between the features of the two localities i.e.rainforest in Ecuador and the New Forest</li> <li>Be able to locate Ecuador on a map and say which continent it is in. To describe the climate of Ecuador and UK.</li> <li>Children to identify the <b>equator</b> and locate the places on the Equator which are the hottest.</li> <li>To use simple fieldwork and observational skills to study their local environment by drawing symbols on an ordinance survey map, plotting a route from one local</li> </ul>    | <ul style="list-style-type: none"> <li>Can observe and record daily weather</li> <li>Can interpret a simple weather map</li> <li>Can draw upon their knowledge of recent weather patterns to predict the next day's weather</li> <li>Can identify and describe some variations in weather in different parts of the world</li> <li>Can describe in simple terms ways in which weather differs near the poles and the equator</li> <li>Begin to identify some aspects of human and physical geography that are affected by extreme weather in polar regions (link science -habitats)</li> </ul>  |

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| <ul style="list-style-type: none"><li>• use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</li></ul> |  | <ul style="list-style-type: none"><li>• Know how to follow a route on an aerial map and be able to describe features on a map.</li><li>• Compare physical and human features of village, town and city (urban/rural)</li><li>• Express views about the environment and begin to suggest improvements with reasoning.</li><li>• Use a growing range of subject specific vocabulary</li></ul> | <p>destination to another and identifying human and physical features of Tufnell park.</p> <ul style="list-style-type: none"><li>• To be able to use a compass to navigate.</li><li>• To be able to recognise geographical similarities and differences between their local area and a non-European small area through the analysis of photographs, maps, aerial photographs and film clips.</li></ul> |  |
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**YEAR 3**

| YEAR 3  |                             |  |   |   |
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| KS2 Knowledge End Points:   | Topic                       | Autumn<br>Types of settlements   | Spring<br>British Isles   | Rivers - cross curricular history<br>Egyptians  |
| <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Can 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</li> <li>Can 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</li> <li>Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understands 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</li> </ul> <p><b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Can describe and understands 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</li> </ul> | <p><b>Key Knowledge</b></p> | <ul style="list-style-type: none"> <li>Knows that the Romans invaded Britain in AD 43 and built a settlement called Londinium on the banks of the River Thames and can describe some of the ways that London has changed since AD43.</li> <li>Knows and can describe how the UK population has changed over time.</li> <li>Knows where some immigrants to the UK migrated from, within an historical context.</li> <li>Knows how to find specific information from an atlas (page numbers and compass rose and index).</li> <li>Knows the eight compass points and how the eight-point compass can be used to help locate places and give directions.</li> </ul> | <ul style="list-style-type: none"> <li>Knows the relative locations of UK's capital cities (within the countries of the UK) and can identify these on a map. Knows that Great Britain is comprised of England, Scotland and Wales and the British Isles of Great Britain and Ireland</li> <li>Knows what defines a city as opposed to a town</li> <li>Can name significant rivers of the UK and the seas that some rivers flow into.</li> <li>Knows and can name some of the mountain regions in the UK.</li> <li>Europe is in the northern hemisphere</li> <li>Know and recognise the flags of a number of European countries (Italy, Spain, France) understand the concept of a national identity.</li> <li>Knows and states the locations of some of the major cities in Europe</li> <li>Knows the eight points of a compass, 2 figure grid reference (maths co-ordinates),</li> </ul> | <ul style="list-style-type: none"> <li>Locate Egypt on a world map</li> <li>Knows the Nile is the longest river in the world</li> <li>Understand why people settle near rivers</li> <li>Knows why the Nile was important to Ancient Egyptians</li> <li>Knows that the Nile flooded and left fertile soil behind for crops</li> <li>Knows that farming in deserts depends on irrigation</li> </ul> |

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| <p><b>KS2 Skills End Points:</b></p> <p><b>Geographical Skills and Fieldwork:</b></p> <ul style="list-style-type: none"> <li>• Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Is able 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</li> </ul> | <p><b>Key Skills</b></p> | <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the 8-point compass points and 2 figure grid reference</li> <li>• Interpret symbols and keys to develop knowledge of the United Kingdom. <ul style="list-style-type: none"> <li>• Ask, research and explain the following questions: Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Celtic and Roman Britain like? How did they trade? How is that different today? <ul style="list-style-type: none"> <li>• Describe types of settlements in modern Britain: villages, towns, cities.</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Locate and name the countries making up the <b>British Isles</b> with their capital cities</li> <li>• Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</li> <li>• Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</li> <li>• Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (Fieldtrip to Hampstead Heath)</li> <li>• Use fieldwork to observe 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.</li> <li>• Use an atlas to locate Europe and countries within Europe, relate this to a globe and find the same locations using google maps and satellite images.</li> <li>• Use maps, atlases, globes and digital/computer mapping to compare and contrast mountain ranges, rivers and landmarks and record key facts. <ul style="list-style-type: none"> <li>• To know significant environmental regions and their physical characteristics i.e. rivers and mountains</li> </ul> </li> <li>• Compare a region of the UK with a Region in Europe - Sicily and Spain (Catalonia)</li> </ul> <p>Fieldwork</p> <ul style="list-style-type: none"> <li>• Environmental survey of the school grounds.</li> <li>• Use fieldwork to observe 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.</li> <li>• Identify how the playground is used and what improvements could be made.</li> </ul> | <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <ul style="list-style-type: none"> <li>• Can describe key aspect of physical geography including distribution of natural resources</li> <li>• Can name and locate key topographical features</li> </ul> </li> </ul> |
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| YEAR 4   |  |  |   |  |
|--|--|--|---|--|
| KS2 Knowledge End Points:<br>Locational Knowledge  | Term   | Autumn   | Spring  | Summer   |
|  | <ul style="list-style-type: none"> <li>Can 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</li> <li>Can 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</li> <li>Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understands 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</li> </ul> <p><b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Can describe and understands 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</li> </ul> | <p><b>Topic</b></p> <p><b>Planet Earth - volcanoes</b></p>   | <ul style="list-style-type: none"> <li>Know places in the world where volcanoes occur.</li> <li>Know how volcanoes are formed</li> <li>Know what causes an earthquake (and a tsunami)</li> <li>Know the eight points of a compass, four-figure grid references.</li> </ul>  | <p><b>Geographical skills cross curricular - Modern Greece</b></p> <ul style="list-style-type: none"> <li>Know the location of Greece</li> <li>Describe its main physical and human features</li> </ul>  |
| <p><b>KS2 Skills End Points:</b></p> <p><b>Geographical Skills and Fieldwork:</b></p> <ul style="list-style-type: none"> <li>collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.<br/>Children can:</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key</li> <li>use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, , borders,</li> </ul> | <p><b>Key Skills</b></p>   | <ul style="list-style-type: none"> <li>Understand that Earthquakes are caused by different types of movement in the earth's tectonic plates and to be able to locate these on a map</li> <li>Explain that volcanoes are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up beneath the surface, and it eventually explodes.</li> <li>Locate the Ring of Fire around the edge of the Pacific plate where most earthquakes occur.</li> <li>Describe(with a diagram) the main parts of a volcano</li> <li>Research a tsunami</li> <li>Understand how earthquakes can be measured on a scale</li> </ul> | <p>Hamilton Trust geographical skills unit</p> <ul style="list-style-type: none"> <li>Use keys compasses and grid references</li> <li>Know how to read the typography of the land -Greece</li> <li>Map local land use</li> <li>Create ppt to argue against supermarket development next to the school</li> <li>UK Treasure Hunt locate countries, identify physical and human features</li> <li>Expand mapping skills to wider world</li> </ul> | <ul style="list-style-type: none"> <li>On a world map locate areas of similar environmental regions</li> <li>Critically study photographs – are they close to or far away from equator?</li> <li>Make predictions about the climate in a specific location according to its geographical location.</li> <li>Know and understand the nature of the different climate zones around the world: The polar zones, the temperate zones and the tropical zones Understand that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water.</li> <li>Identify main biomes and their features: desert, tundra, tropical, taiga/deciduous forest, grasslands, coral reefs and mountainous.</li> </ul> |



fieldwork, measure, observe, record, map, sketch, graph.

- Understand that elevation increases the type of vegetation found on land will change from deciduous forest to grassland to ice and snow.
- Label the different climate zones and biomes around the world using geographical knowledge to identify which countries are in which zones/biomes (specific focus on Russia)
- Develops knowledge and understanding of worldwide time zones and understands that these are caused by the earth's rotation on its axis.

**YEAR 5**

|   | <b>Term</b>                 | <b>Autumn</b>   |  | <b>Summer</b>  |
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| <p><b>KS2 Knowledge End Points:</b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Can 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</li> <li>Can 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</li> <li>Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understands 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</li> </ul> <p><b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Can describe and understands 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</li> </ul> | <p><b>Topic</b></p>         | <p align="center"><b>Fieldwork on School Journey at Cardfields</b></p>  |  | <p align="center"><b>Investigating rivers</b></p>  |
|   | <p><b>Key Knowledge</b></p> | <ul style="list-style-type: none"> <li>Knows the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li> </ul>                                 |  | <ul style="list-style-type: none"> <li>To know names of major rivers around the world and where they are located (focus on Thames)</li> <li>Understand the course of a river</li> <li>Can describe the water cycle</li> <li>Understand what happens when a river floods</li> <li>Understand how rivers change shape through erosion</li> <li>Know some of the main uses of rivers and their positive and negative effects</li> <li>Know the importance of the River Nile</li> </ul>  |
| <p><b>KS2 Skills End Points:</b></p> <p><b>Geographical Skills and Fieldwork:</b></p> <ul style="list-style-type: none"> <li>Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Is able 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</li> </ul>   | <p><b>Key Skills</b></p>    | <ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) – on school journey to Cardfields</li> </ul> |  | <ul style="list-style-type: none"> <li>Identify major rivers in the world,</li> <li>Compare with UK (focus on Thames)</li> <li>Describe and understand the water cycle in geographical context</li> <li>Use the language of rivers e.g. erosion, deposition, transportation.</li> <li>Research and discuss how geographical features such as rivers, topography and coasts can impact human settlements.</li> <li>Research the size of settlements along the course of a river</li> <li>Describe the main features of the upper, middle and lower course</li> <li>Use the language of rivers e.g. erosion, deposition, transportation.</li> <li>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>Look for evidence of river use by visiting the location.</li> <li>Use fieldwork (visit) 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</li> </ul> |

**YEAR 6**

| YEAR 6  |   |   |   |
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| KS2 Knowledge End Points:   | Term  | Autumn  | Spring  |
| <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Can 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</li> <li>Can 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</li> <li>Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understands 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</li> </ul> <p><b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Can describe and understands 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</li> </ul> | <p><b>Topic</b></p>   | <p>Cross curricular – history WW11</p>  | <p>Sustainability and Fair Trade in Exploring Middle and South America</p>  |
|   | <p><b>Key Knowledge</b></p>   | <ul style="list-style-type: none"> <li><b>Knows names and locations on a map of the countries (Allies and Axis) involved in WW11</b></li> <li><b>Know that WW11 had two primary theatres – European and Pacific</b></li> <li><b>Know that the conflict profoundly shaped the modern world</b></li> <li><b>Describe the impact of the blitz on the local area</b></li> </ul> | <ul style="list-style-type: none"> <li>Can locate the continent of South America and some of the countries within</li> <li>Knows and can list some goods exported from the UK</li> <li>Knows and can list some goods imported to the UK</li> <li>Knows and can name some countries the UK exports goods to</li> <li>Knows and can name some countries that the UK imports goods from (with focus on South America)</li> <li>Knows and can list some products that are fairly traded</li> <li>Knows and can describe how goods can be the product of more than one country;</li> <li>Knows and can describe how trade takes place today</li> </ul>   |
|   | <p><b>KS2 Skills End Points:</b></p> <ul style="list-style-type: none"> <li>Geographical Skills and Fieldwork</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of <ul style="list-style-type: none"> <li>Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>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.</li> </ul> </li> </ul> | <p><b>Key Skills</b></p>  | <p><i>Focus on maps:</i></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>Label maps of Europe in 1939 and in 1941 and 1945</li> <li>Describe why London was a target in the Blitz.</li> <li>Investigate the impact of the Blitz on the local area – changes in land use.</li> <li>Examine local maps</li> <li>Annotate map of world in 1945 to indicate the main events leading to the end of the war in both Europe and the Pacific</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"><li>• <b>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</b></li><li>• <b>Expand map skills to include non-UK countries.</b></li><br/><li>• <b>Project (linked with PHSE -Leisure opportunities for teenagers)</b></li><li>• <b>Use fieldwork to observe, measure and record the human and physical features relating to leisure facilities in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</b></li><li>• <b>Undertake a survey</b> in the local area</li><li>• <b>Collate the data collected</b> and <b>record it using data handling software</b> to produce graphs and charts of the results.</li><li>• <b>Ask Geographical questions e.g. Where do teenagers go for sport and entertainment? Why are facilities located where they are? What improvements would they suggest – how feasible are they?</b></li></ul> |
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