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| **KS1** | **Commotion in the ocean** | **Fire and Ice** | **In the garden / The great outdoors** | | **Australia** | | **Farm to Fork** | | | **Local study** |
| LOCATIONAL KNOWLEDGE | * name and locate the world’s 7 continents and 5 oceans * name, locate and identify characteristics of the United Kingdom’s surrounding seas | * name and locate the world’s 7 continents and 5 oceans * name and locate the 4 countries of the United Kingdom. | * name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas | | * name and locate the world’s 7 continents and 5 oceans | | * name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (Traditional foods in each country e.g. haggis / Welsh cakes) | | |  |
| PLACE KNOWLEDGE |  |  |  | | * 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 | | * 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 | | | * Identify what can be seen in and around the village. |
| HUMAN AND PHYSICAL GEOGRAPHY | * use basic geographical vocabulary to refer to: * key physical features, including: beach, cliff, coast, sea, ocean, river, * key human features, including: port, and harbour | * To be able to identify key differences between the North and South poles. * use basic geographical vocabulary to refer to:   key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather   * identify seasonal and daily weather patterns in the United Kingdom | * identify seasonal and daily weather patterns in the United Kingdom * 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 * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | * identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles * use basic geographical vocabulary to refer to:   key physical features,  including: beach, cliff,  coast, forest, hill,  mountain, sea, ocean,  river, soil, valley,  vegetation, season  and weather   * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | * identify seasonal and daily weather patterns in the United Kingdom | | | * use geographical vocabulary to refer to local human and physical features. * Identify seasonal weather |
| * 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   * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | |  |
| GEOGRAPHICAL SKILLS AND FIELDWORK | * use world maps, atlases and globes to identify oceans studied at this key stage * 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 | * They will know and use the four main compass points and use them to describe locational features and routes on a map. | | * use world maps, atlases and globes to identify the United Kingdom and its countries * 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 * 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 | | * use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage * 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 * 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 | | * use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage * use simple 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 * 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 * 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 | * identify the countries in the United Kingdom. * Use directional language when making maps or giving directions of routes to school. * Use simple compass points. * Identify locality landmarks on ariel photographs. * 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 | |
| ECOLOGICAL | * They will identify how plastic is impacting the environment and the wildlife in the oceans. * They will be able to explain why oceans are important | * Know that the polar regions are melting due to Global warming. * Know that the equator and the North and South Poles influence climate and temperature | * Identify types of plants that grow in different climates e.g. cacti in deserts, rain forests near the equator | | * Describe how the Rainforests are in danger and their importance to the world. * They will be able to identify why there is plastic in the ocean and identify how plastic is impacting the environment and the wildlife in the oceans. | | * Know that their food comes from around the world and the impact of food miles on the environment. | | | * Understand how the actions we make impact on our locality. Litter picking, planting for wildlife etc |
| SKILLS | * They will be able to ask geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). * Use simple grid references (A1, B1). * Devise a simple map; and use and construct basic symbols in a key. * They will know and use the four main compass points | * Use aerial images and plan perspectives to recognise landmarks and basic physical features. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area * Know that the polar regions are melting due to Global warming. * Know that the equator and the North and South Poles influence climate and temperature * Know that the polar regions are melting due to Global warming. * Know that the equator and the North and South Poles influence climate and temperature | * 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 * ask geographical questions | | * Find the United Kingdom on a map or globe * They will be able to ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). * Devise a simple map; and use and construct basic symbols in a key. * To create maps using symbols and a map key the key Use simple grid references (A1, B1). | | * They will be able to ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). * Find the United Kingdom on a map or globe * Be able to identify seasonal and daily weather patterns and make comparisons with other countries. * Use simple fieldwork and observational skills to study the geography of the school * To create maps using symbols and a map key Use simple grid reference (A1, B1). | | |  |

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| **KS2** | **Amazing Africa** | **Dangerous Earth** | **Rain Forests** | **A River Journey** | **Polar Regions** | **Local Study** |
| LOCATIONAL KNOWLEDGE | * Name and locate some of Africa’s and cities and identify Africa’s human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. * Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). | * Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Describe some of the characteristics of these geographical areas. | * 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 * 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) * Use maps, atlases and globes to locate the rain forests of the world and their relationship to the equator. | * Names the main rivers in the UK * Be able to identify similarities and differences between the Kingdoms of the UK * Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. (Thames barrier) | * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time * Be able to identify similarities and differences between the Kingdoms of the UK |
| PLACE KNOWLEDGE | * Describe geographical diversity across the world. |  | * 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 in North or South America | * 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 in North or South America |  | * 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. |
| HUMAN AND PHYSICAL GEOGRAPHY | * describe and understand key aspects of: * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, * Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land | * describe and understand key aspects of: * physical geography, including: volcanoes and earthquakes * Understand how scientists predict earthquakes and volcanoes. * 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 (Iceland) | describe and understand key aspects of:   * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, * 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 | * Locate and name topical features on a map * Identify and name key physical features rivers, coasts, and describe how they influence human use. * Describe and understand key aspects of: the water cycle. * Explain and give examples of how rivers have influenced : settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. | describe and understand key aspects of:   * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * 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 * human geography,- understand the significance of the Artic treaty in protecting the regions natural resources. | * Locate and name topical features on a map   describe and understand key aspects of:   * types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |
| GEOGRAPHICAL SKILLS AND FIELDWORK | * Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land | * Use a map to locate the active fault lines and the ring of fire. * Use topographic maps & digital/computer mapping to locate volcanoes. | * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | * Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. * Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. | * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land) | * use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies |
| ECOLOGICAL | * Understand how climate change is affecting Africa and what we can do to help. | * Identify how locations around the world have been changed by natural disasters. UK floods / US wildfires /Haiti earthquake * Make inks between global warming and natural disasters | * Explain how land use is impacting the rain forests. * Explain how land use is impacting the rain forests. * Collect and analyse statistics and other information to draw conclusions about the rain forests. | * Explain how climate change is resulting in rising sea levels and the affect this will have around the world. | * Present a case to the class in any form for the reduction of Global warming and the impact on the Polar regions. | * Identify ways in which the local community can be more ecologically aware. |
| SKILLS | * Ask and answer geographical questions about the physical and human characteristics of Africa. | * Ask and answer geographical questions about the physical and human characteristics of the location * Use a range of sources to identify the impact of earthquakes / Tsunamis on a locality (Human and physical) * Explain own views about the location, giving reasons | * Collect and analyse statistics and other information to draw conclusions about the rain forests. | * Ask geographical questions about rivers and the places they are found. * Collect and analyse statistics and other information in order to draw clear conclusions about rivers. * Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. |  | * Ask geographical questions about the local area. * Collect and analyse statistics and other information to draw conclusions about the local area. Compare with a European locality. |