



HEYHOUSES C.E. PRIMARY SCHOOL GEOGRAPHY CURRICULUM



Curriculum Intent



At Heyhouses we aspire to be all that God has created us to be.

'I can do all things through Christ who strengthens me.' Philippians 4:13

Our aim and purpose in education is based on firm beliefs and values; that Jesus is our redeemer; that each individual is unique and valued; and that although all different, we are dependent upon one another.

In our school we seek to provide for the spiritual, mental, moral and physical development, growth and well-being of all our children.

— Firm Foundations — Ambitious Learning — Flourishing for life —

Curriculum Intent



Knowledge and Skills Progression



We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom.



Our aim is for all children to use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.



Geography – Knowledge and Skills Progression

<p>EYFS Framework</p> <p>Understanding the World: ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 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.</p> <p>ELG: The Natural World 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</p>
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National Curriculum Requirements:			
<p>KS1</p> <p>Pupils should develop knowledge about –</p> <ul style="list-style-type: none"> • The world • The United Kingdom • Their locality <p>They should –</p> <ul style="list-style-type: none"> • Understand basic subject-specific vocabulary relating to human and physical geography. • Begin to use geographical skills, including first-hand observation, to enhance their local awareness. 	<p>KS2</p> <p>Pupils should –</p> <ul style="list-style-type: none"> • Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, north and south America. • This will include the location of a range of the world's most significant human and physical features. <p>They should –</p> <ul style="list-style-type: none"> • Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. 		
Geography National Curriculum Strands			
Locational Knowledge	Place Knowledge	Human and Physical Geography Skills	Skills and Fieldwork
<p>Each aspect (key knowledge and skill) of Heyhouses geography curriculum is colour coded to show progression within and across year groups. If the aspect supports progress in more than one of the geography strands, it is followed by ** to indicate the multiple strands</p>			

Early Years Foundation Stage



EYFS	
EYFS End Points (Related Early Learning Goals)	'I can..., I/We have...' and 'I know...' Statements
<p><u>ELG: People, Culture and Communities</u></p> <ul style="list-style-type: none"> • Can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Can 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. <p><u>ELG: The Natural World</u></p> <ul style="list-style-type: none"> • Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p><u>Connecting to Y1 Local Area (Around our School) Topic:</u></p> <ul style="list-style-type: none"> • We have talked about the journeys we have made, where we have visited, where our families live around the world. • I have described life in an urban and rural environment. <p><u>Connecting to Y1 The UK Topic:</u></p> <ul style="list-style-type: none"> • We have looked at natural landscapes (such as forests, mountains, seaside, deserts etc.) and human-made landscapes (such as buildings, parks, cities, roads etc.) • We have talked about how to look after the environment and how to respect and care for the natural environment. • We have shared our knowledge of the different landscapes that we have Experienced (urban and rural). • I have considered some similarities and differences between different religious and cultural communities in the UK. <p><u>Connecting to Y1 Weather Patterns Topic:</u></p> <ul style="list-style-type: none"> • I have discussed the features of my own immediate environment and how other environments, both in the UK and other countries, may vary from one another.

Year 1



Year 1				
Term:	Ongoing (introduced in Autumn then ongoing)	Autumn	Spring	Summer
Topic:	Weather	Local area: Our school	UK	Seaside
Key Knowledge:	<p>Knows and can explain what the weather is like in our country.</p> <ul style="list-style-type: none"> Knows and can name 4 types of weather that happen in the UK. Knows that weather changes throughout the year and can name the seasons. Knows and can explain how the weather can affect us. Knows and understands some of the dangers of weather and the effect that 'extreme' weather can have on our surroundings. Knows and can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do. Knows and understands what weather forecasts show. Knows 3 or more weather symbols and can explain what they show. Knows what hot and countries might look like and how they might differ according to the weather. Knows three facts about the arctic. 	<ul style="list-style-type: none"> 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.** 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. An aerial photograph is a photograph taken from above. It allows you to see lots of roads at once, like on a map. Maps have symbols on them to show us important buildings and other features of the area. Human features are characteristics of a place that were made by humans, for example shops and roads. Physical features are characteristics of a place that are naturally occurring. 	<ul style="list-style-type: none"> London is the capital city of England. England is one of four countries in the U.K. The four countries in the U.K are: England, Scotland, Wales and Northern Ireland. The capital cities of each country in the U.K. are: London, Edinburgh, Cardiff and Belfast. The seas surrounding the U.K are: The English Channel, North Sea, Irish Sea and the Atlantic Ocean. Key physical features of the U.K include, rivers, valleys, sea, mountains, hills, forests, cliffs and beaches. Key human features of the U.K. include villages, towns, cities, harbours, factories, offices, farms, ports, houses and shops. 	<ul style="list-style-type: none"> Use key words to describe different places, including seaside locations. Locate their nearest seaside resort on a map and begin to locate some seaside resorts of the UK. Explain that seaside resorts can be found in the UK and worldwide. Begin to classify key features of places into 'natural' and 'man-made'; Observe aerial photographs of seaside locations to recognise basic human and physical features. Understand that seaside resorts have changed over time and explain some simple features of seaside holidays in the past. Describe a UK seaside resort in detail using a range of information; Explain how an island is different from the mainland and locate some of the main British islands using an atlas. Visit a seaside resort to carry out fieldwork and observations. Use and follow simple compass directions (NESW). Plan and follow routes on a map using map symbols.

Year 1



		These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants).	• Towns and countryside have similar and different geographical features.	• Ask geographical questions – Where is it? What is this place like? How near/far is it?
Cross Curricular Links	• Y1 Science: Seasons	<ul style="list-style-type: none"> • Literacy: Children write their address • Maths: Geometry: children use maps to describe position, direction and movement 	• Art: Sketching/painting a physical feature of the U.K.	
Key Skills:	<ul style="list-style-type: none"> • Observe the weather. • Record observations in a weather diary. • Describe what weather forecasts show. • Work cooperatively (with a partner) to present a weather forecast for parts of the UK. • Use 5 new key words to talk about the different types of weather and can explain what these words mean to my partner. • Use ICT to design a poster campaign to help people look after themselves in very hot weather. • Begin to locate a hot and cold county on a world map. • Can research the Arctic with my partner and present facts to class friends. • Use map skills to locate hot and cold places. • Locate (find) the Arctic on a world map or a globe. • Begin to locate other places such as the North Pole, South Pole and Antarctic. 	<ul style="list-style-type: none"> • Name and give examples of some of the key features of their local area. • Use observational skills to sort physical and human features using aerial photographs. • Construct a map of the classroom using fieldwork observations. • Use and recognise some basic map symbols and begin to understand how these can be used in a key. 		
School context:	• Children will observe the weather from suitable vantage points in school, during fieldwork.	• Children will learn about their local area by going on a local walk. They will identify	• Children will learn about the location of their homes and school	

Year 1



		<p>local landmarks, facilities, and features of the area.</p>	<p>in the wider context of the U.K. and the world.</p> <ul style="list-style-type: none"> • They will start to understand the similarities and differences between where they live and other places. 	
<p>KS1 Knowledge End Points:</p> <p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"> • Can name and locate the world's seven continents and five oceans. • Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> • 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. <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> • 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. • 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. • Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. <p>KS1 Skills End Points: <u>Geographical Skills and Fieldwork:</u></p> <p>Children will be able to –</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes. • Use simple compass directions. • Use aerial photos and construct simple maps. • Undertake simple fieldwork within school locality. 				

Year 2



Year 2			
Term:	Autumn	Spring	Summer
Topic:	What a wonderful World – 7 continents & 5 Oceans	Local area study – St Annes & mapping skills	Japan – study of non European country & comparison to St Annes
Key Knowledge:	<ul style="list-style-type: none"> There are borders that separate different parts of the world. A continent is a land mass and an ocean is a large body of water (and the names of each). There seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America, North America, Africa and Asia. The majority (71%) of the world's surface is covered by water. The five oceans are The Atlantic, Pacific, Indian, Southern and Arctic. The climate is different across continents (and to be able to give examples of contrast, e.g. Asia and Antarctica). The equator is the hottest part of the world and it relates to the Earth's orbit around the sun. 	<ul style="list-style-type: none"> The compass directions are North, South, East, West). To develop knowledge of map symbols (river, church, roads etc) by using them on their own map keys, as well as identifying on others. To know that St Annes is part of a town and develop understanding of the countryside having different geographical features. To know that St Annes is in Fylde and that Fylde is a district in Lancashire. To know that St Annes is a coastal town and that towns have different geographical features than the countryside. To know the term 'land use' and know some ways that land use is different in the countryside than in their local area. 	<ul style="list-style-type: none"> Children develop their knowledge, learning that St Annes is in the northwest of England. They learn that most countries have a capital city and that London is the capital city of the UK. Children learn that there are human and physical features within an area. They learn how to follow a route on an aerial map and describe the features on a map, referring to the compass points. Children learn that Japan is a country in Asia and how to locate it on a world map using the equator as a point of reference. Children learn that the equator affects weather. They learn what life is like for people living in Japan and what school and family life is like there.
Cross Curricular Links	<ul style="list-style-type: none"> Music: Learn and perform a song about continents. Literacy: produce a fact file about a focus continent. 	<ul style="list-style-type: none"> Literacy: Write a description using geographical vocabulary. Art: Produce a collage of local landmarks Maths – traffic survey (links with environmental awareness); introduction to coordinates. 	<ul style="list-style-type: none"> Science: Possible school link. Seasonal comparison involving school in Japan.
Key Skills:	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the locations of the United Kingdom and its countries, continents and oceans of the world. 	<ul style="list-style-type: none"> Use simple compass directions Plot and navigate a simple route on a map (around St Annes). Recognise basic map symbols and use these in a key. 	<ul style="list-style-type: none"> To identify and recognise human and physical features of their locality from aerial photographs and relate these to maps (includes using google maps and satellite images).

Year 2



	<ul style="list-style-type: none"> • Make comparisons between different continents and oceans (animals, temperature, clothing, jobs, houses). * * • Use basic geographical vocabulary e.g. north, south, east and west. • Research and write facts about a country, continent and ocean.* * 	<ul style="list-style-type: none"> • Compare the land use of St Annes to more agricultural places. * * • Express views about the environment and begin to suggest improvements with reasoning. * * • Use a growing range of subject specific vocabulary. • Use presentation skills with growing confidence. 	<ul style="list-style-type: none"> • 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 destination to another and identifying human and physical features of St Annes. • To be able to use a compass to navigate. • To be able to locate Japan on a world map and relate the concept of north, south, east and west to a map of the world and a globe. • 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. • To be able to compare their lives to those of children in Japan through observations of film clips, reviews of children's work/textbooks and consideration of geographical features. • To be able to use basic geographical vocabulary to refer to human and physical features.
School context:	<ul style="list-style-type: none"> • To participate in discussions about the UK and its relationship to Europe. • Children to talk about their experiences of different continents and oceans. 	<ul style="list-style-type: none"> • Local area walk in St Annes. 	<ul style="list-style-type: none"> • comparisons between local area and Japan.

KS1 Knowledge End Points:

Locational Knowledge:

- Can name and locate the world's seven continents and five oceans.
- Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge:

- 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.

Human and Physical Geography:

- 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.

Year 2



- 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.
- Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.

KS1 Skills End Points: Geographical Skills and Fieldwork:

Children will be able to –

- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photos and construct simple maps.
- Undertake simple fieldwork within school locality.

Year 3



Year 3			
Term:	Autumn	Spring	Summer
Topic:	UK including cities & rivers	Extreme Earth – Volcanoes & Earthquakes	Europe
Key Knowledge:	<ul style="list-style-type: none"> ● Knows the relative locations of UK's capital cities (within the countries of the UK) and can identify these on a map. ● Knows what defines a city as opposed to a town (i.e. cities must have a cathedral).* * ● Can name significant rivers of the UK and the seas that some rivers flow into. ● Knows and can name some of the mountain regions in the UK. ● 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. ● Knows and can describe how the UK population has changed over time. ● Knows where some immigrants to the UK migrated from, within an historical context. ● Knows how to find specific information from an atlas (page numbers and compass rose and index). ● Knows the eight compass points and how the eight-point compass can be used to help locate places and give directions. 	<ul style="list-style-type: none"> ● To describe and understand key aspects of physical geography in the context of what is under the Earth's surface. ● To describe what you find underground. <p>To describe and understand key aspects of physical geography in the context of volcanoes.</p> <ul style="list-style-type: none"> ● To explain how volcanoes are formed <p>To describe and understand key aspects of physical geography in the context of volcanoes.</p> <ul style="list-style-type: none"> ● To explain how volcanoes affect people's lives. ● To describe and understand key aspects of physical geography in the context of earthquakes. ● To explain what causes earthquakes and how they are measured. <p>To describe and understand key aspects of physical geography in the context of tsunamis.</p> <ul style="list-style-type: none"> ● To explain what causes tsunamis and how they affect people. 	<ul style="list-style-type: none"> ● Europe is in the northern hemisphere (and be able to give examples of countries that are in the north, east, south and west of Europe, including the location of Russia) ● To know and recognise the flags of a number of European countries (constituencies covered in Y4) and understand the concept of a national identity. ● To know significant environmental regions and their physical characteristics (eg of rivers : Volga, Danube, Ural, Rhine, Thames, Don and Seine) (eg of mountains : Ural, Alps, Mount Olympus, Mount Blanc, Mount Vesuvius, and Caucas) ● To know the location of significant landmarks in Europe (including Big Ben, Eiffel Tower, Colosseum, and St Basil's Cathedral). ● To know and state the locations of some of the major cities in Europe (including Paris, Rome, London, Berlin, Moscow, Amsterdam, Munich, Madrid, Milan) ● To know the location of the meridian line and to have an understanding of the extent to which times vary across the continent. ● To know that the single market makes trade between European countries easier (https://en.wikipedia.org/wiki/European_Single_Market#Integration_of_non-EU_states) and that trade within the single market can involve countries beyond Europe (for example, Canada).

Year 3



Cross Curricular Links	<ul style="list-style-type: none"> ● Maths: Coordinates ● Computing curriculum- Researching a coastal area in the UK and creating a presentation to share with peers. ● History: Context for population changes. 		
Key Skills:	<ul style="list-style-type: none"> ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ● Use the 8-point compass points to describe a location relative to another place. ● Use a legend to find areas of higher ground on a map. ● Use the eight points of a compass. ● Interpret symbols and keys to develop knowledge of the United Kingdom. ● 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. 	<ul style="list-style-type: none"> ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> ● 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. ● Use an atlas to identify national flags and support understanding what each flag represents. ● Use maps, atlases, globes and digital/computer mapping to compare and contrast mountain ranges, rivers and landmarks and record key facts.
School context:	<ul style="list-style-type: none"> ● Be able to name some of the places in London that make it a capital city (understanding what London has to offer people around the world, to make cultural links) 		<ul style="list-style-type: none"> ● Children to make connections with personal travels / family living in Europe. ● Compare climate and weather changes.
<p>KS2 Knowledge End Points:</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> ● 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. ● 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. 			

Year 3



- 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).

Place Knowledge

- 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.

Human and Physical geography

- 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.
- 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.

KS2 Skills End Points: Geographical Skills and Fieldwork:

- Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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.

Year 4



Year 4			
Term:	Autumn	Spring	Summer
Topic:	Spain – Europe & settlements	South America	All around the world
Key Knowledge:	<ul style="list-style-type: none"> Spain has land borders with three other countries: Portugal, France, and Andorra. It also borders the British overseas territory of Gibraltar. The two main rivers are the Tagus and the Ebro. The Pyrenees are a mountain range which runs along the border of Spain and France. Spain is divided into regions. In the UK they are called counties, but in Spain they are called 'autonomous communities'. Autonomous communities have their own regional government, flag and capital city. There are 17 altogether. Spain has three climates. It grows different crops in each one. Spain's cities contain important architectural buildings such as the narrow ancient streets of Toledo, Gaudi's Park Guell in Barcelona, La Sagrada Familia cathedral. Traditional dance is called flamenco and a traditional meal to be shared is paella. Madrid is the capital city of Spain, as well as its autonomous community. Its geographical location is in the centre of Spain. Madrid has a Mediterranean climate which transitions to a cold semi-arid climate with warm summers and relatively cold winters. 	<ul style="list-style-type: none"> There are 12 countries in South America and almost 400 million people live there. Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA. South America's largest river is the Amazon, which is the second longest river in the world. The Amazon carries more water than any other river in the world. The Amazon rainforest in South America is so big that if it were a country, it would be the ninth biggest in the world. Sao Paulo is the largest city with more than 20 million people living there. Spanish is the most popular language in South America even though Brazilians speak Portuguese. The Incas were the largest group of indigenous people in South America when the Europeans arrived. Rio De Janeiro was discovered by the Portuguese on 22nd April 1500. The statue of Christ the Redeemer is a religious monument which can be found at the top of Corcovado Mountain. Sugarloaf Mountain is one of the most famous natural landmarks. The top can be reached by cable car. 	<ul style="list-style-type: none"> Locate the Equator on a map and globe. Locate the Northern Hemisphere on a map and globe. Locate the Southern Hemisphere on a map and globe. Find the North and South Poles on a globe or map. Identify lines of latitude on a map. Identify lines of longitude on a map. Identify the Arctic Circle on a globe or map. Identify the Antarctic Circle on a globe or map. Identify the location of the Tropics of Cancer and Capricorn. Identify differences between the UK and the tropics. Identify the location of the Prime Meridian. Find the local time in another city using time differences Name some of the countries on the Equator. Tell you more about one country. Compare daylight hours in the UK and polar regions. Identify a location on a map when the latitude and longitude are provided. Identify similarities between the UK and the tropics. Describe the climate in the tropics.

Year 4



	<ul style="list-style-type: none"> To know some of the significant places in Madrid and where these are in relation to each other using 8-point compass directions (to include - the Royal palace, Parque del Retiro, Josep Tarradellas (Madrid partner school) and Museo Nacional Centro de Arte Reina Sofia, a modern art museum housing famous works by Pablo Picasso) To know some of the features of Madrid's Manzanares river and how these compare to those of the Thames. 	<ul style="list-style-type: none"> Copacabana Beach is one of the most famous and beautiful beaches in the world. It is 4km long. Maracana Stadium was named after the Rio Marcana, a river in Rio de Janeiro. Many famous football players have played there. Rio de Janeiro is famous for its three-day carnival. During that time, Rio is filled with dancing, music, singing and lots of street parades showcasing colourful costumed dancers performing the samba. 	
Cross Curricular Links	<ul style="list-style-type: none"> Spanish lessons incorporating locational and cultural focusses Computing: iPads for google maps and atlases 	<ul style="list-style-type: none"> Literacy: Information leaflet on Rio De Janeiro MFL: Spanish speaking countries 	
Key Skills:	<ul style="list-style-type: none"> Distinguish between physical and human geography in Madrid and London using photographs, short films (from Madrid school) and maps. Used geographical vocabulary to describe the physical attributes of an area. Use atlases and Google Maps to identify and label capital city, mountain range, significant rivers and regions. Populate a comparison table to show differences and similarities between the UK and Spain. 	<ul style="list-style-type: none"> Use an atlas to identify countries, states and regions of geographical interest. understand the necessity of a key and use this to help read maps of increasing complexity. Use computer/digital mapping to locate countries and regions, as part of own research to support description of features studied. Understands how aspects of the human and physical features of Rio are similar and different to London and the wider UK. 	<ul style="list-style-type: none"> Use computer/digital mapping and globes to locate lines of latitude and longitude. Use coordinates to read maps.
<p>KS2 Knowledge End Points:</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> 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. 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 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). 			

Year 4



Place Knowledge

- 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.

Human and Physical geography

- 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.
- 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.

KS2 Skills End Points: Geographical Skills and Fieldwork:

- Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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.

Year 5



Year 5			
Term:	Autumn	Spring	Summer
Topic:	Mapping skills	Mountain Ranges	Energy & the Environment
Key Knowledge:	<ul style="list-style-type: none"> • Knows the location of UK cities, beyond the capitals and their identifying human and physical characteristics. • Knows and can name significant human characteristics and physical features of UK, including the statues of the Angel of the North, Bridges (including Clifton suspension bridge), Forest of Dean and mountains (including Ben Nevis). • Knows the location of countries in Europe (Lyon and Kiev) and North and South America identifying human and physical characteristics (Stavanger, Norway on the coast of the North Sea). • Knows how to find information in an atlas, using the index and simple coordinates. • Knows how to use a key for more complex geographical features on a ordnance survey map (place of worship, parking, gold force, nature reserve, cycle trail, train station, campsite, footpath, motorway, main road). • Knows how to use 4 and 6 figure grid references on a map. • Knows the advantages and disadvantages of digital navigation comparative to use of compass and maps. • Knows and can use the terms; lines of longitude/latitude, including the Tropic of Cancer, Topic of Capricorn, as well as previously learnt terms (Equator and Prime Meridian) and can use these to support explanation of geographical locations, including continents. • Develops knowledge and understanding of worldwide time zones and understands that these are caused by the earth's rotation on its axis. 	<ul style="list-style-type: none"> • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of mountain ranges. • To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of mountain ranges. • To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) in the context of hills and mountain ranges. • To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountains. • To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of mountain tourism. 	<ul style="list-style-type: none"> • To explain what settlers need and identify important features of a settlement site. • To explain how electricity is generated and distributed. • To explain where electricity is generated in the UK. • To explain renewable sources of electricity. • To explain where our food comes from. • To use digital maps to calculate food miles. • To understand the importance of conserving food, water and energy supplies. • To understand that access to natural resources varies in different countries.

Year 5



Cross Curricular Links	<ul style="list-style-type: none"> ● Maths: Time zones and calculating time differences and recording data in tables. ● Science: Understanding the reasons for night and day and worldwide time differences. 		
Key Skills:	<ul style="list-style-type: none"> ● Locate and name key lines of latitude and longitude on a map. ● Use the eight points of a compass to build knowledge of the UK and the wider world on a map. * * ● Use four and six figure grid references to build knowledge of the UK and wider world. ● Use atlas to locate places using latitude and longitude references. * * ● To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ● Develop an understanding of the concept of different time zones through interpretation of time zone maps. ● Use an atlas and a time zone map to identify the time in certain cities in relation to the UK. 	<ul style="list-style-type: none"> ● To use atlases to identify where mountain ranges are and predict what their climate will be. ● To give the location of places of geographical interest (including those represented by maps with symbols) using four and six-figure grid references. 	<ul style="list-style-type: none"> ● To use an atlas to locate a given place. ● To find a place on a blank map by comparing it to an atlas. ● To label a map using a key.
<p>KS2 Knowledge End Points:</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> ● 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. ● 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. ● 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). <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> ● 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. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> ● 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. ● 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. 			

Year 5



KS2 Skills End Points: Geographical Skills and Fieldwork:

- Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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.

Year 6



Year 6			
Term:	Autumn	Spring	Summer
Topic:	The Americas	Trade & Economics	Rivers
Key Knowledge:	<ul style="list-style-type: none"> • To identify the countries of North and South America. • To identify the capital city of a country. • To use geographical terminology to describe the location and characteristics of a range of places across the Americas. • To describe the climates and biomes of different regions across the Americas. • To identify physical and human geographical features of the local area and to compare them to a region in North America. • Names and locations of the ancient and new wonders of the world. • Describe the characteristics and significance of a natural wonder of the Americas. 	<ul style="list-style-type: none"> • Knows and can explain what trading is. • Knows and can explain the difference between imports and exports. • Knows and can list some goods exported from the UK. • Knows and can list some goods imported to the UK. • Knows and can name some countries the UK exports goods to. • Knows and can name some countries that the UK imports goods from. • Knows the location of El Salvador and can name some goods exported from El Salvador to the UK. • Knows and can list some products that are fairly traded. • Knows and can describe how goods can be the product of more than one country. • Knows and can describe how trade takes place today. • Knows and can describe how trade took place in Tudor and Victorian times. 	<ul style="list-style-type: none"> • To relate the formation and continuum of rivers to their knowledge of the water cycle. • To know that upper course river features include the source, V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges. • That middle course river features include wider, shallower valleys, meanders, and oxbow lakes. • That lower course river features include wide flat-bottomed valleys, floodplains and deltas at the estuary or river mouth. • To know that rivers erode in four ways: Abrasion - when large pieces of bed load material wear away the riverbanks and bed; Attrition - when the bed itself is eroded when sediment particles knock against the bed or each other and break, becoming more rounded and smaller; hydraulic action - when the force of the water erodes softer rock; Solution or Corrosion - when acidic water erodes rock. • That the River Ribble is a river that runs through Yorkshire and Lancashire. • To know major rivers around the world and where they are located (revisiting the Amazon River from Y4 and rivers in the UK from Year 3).
Cross Curricular Links		<ul style="list-style-type: none"> • History: Historical trade links 	<ul style="list-style-type: none"> • Computing - Use of Google Expeditions to support children's understanding of key river features. • Art - Children draw a cross-section of a river and create a piece of artwork featuring a local river. • History - How and when our canals were built. • Science - evaporation and condensation.
Key Skills:	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate 	<ul style="list-style-type: none"> • Use an atlas to find countries and locate El Salvador on a world map. 	<ul style="list-style-type: none"> • Explain what a river is and locate the world's longest rivers on a map, using coordinate grids and referring

Year 6



	<p>countries, states and geographically significant land features (including Niagara Falls and the Grand Canyon).</p> <ul style="list-style-type: none"> ● To use a map scale to understand the significance of the size of Britain in comparison to the size of the USA. ● To identify the flags of countries in North America using an atlas. ● To locate the Panama Canal on a map and identify its significance to trade to the rest of the world. 	<ul style="list-style-type: none"> ● Analyse evidence and draw conclusions, considering the impact and influence on people/ everyday life. ● Describe route and direction, location linking 8 points of compass to degrees on compass. ● Reflect on the impact trade has on an area and generate ideas for cause and effect. 	<p>to map features such as lines of longitude and latitude.</p> <ul style="list-style-type: none"> ● Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. ● Use a compass correctly to map the direction/location of our local canals and the direction water flows in. ● Locate local canals on a range of maps, including ordnance survey.
School context:	<ul style="list-style-type: none"> ● Local area fieldwork. 	<ul style="list-style-type: none"> ● History: Historical trade links. 	<ul style="list-style-type: none"> ● Significant focus given to local river systems and tributaries to the River Ribble. Potential trip. Ribble Rivers Trust.

KS2 Knowledge End Points:

Locational Knowledge

- 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.
- 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.
- 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).

Place Knowledge

- 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.

Human and Physical geography

- 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.
- 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.

KS2 Skills End Points: Geographical Skills and Fieldwork:

- Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Is able to use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.