

Geographical Skills and Fieldwork	Locational Knowledge	Place Knowledge	Human and Physical Geography
Through a range of activities that are linked to the locality of the school, the children are incrementally taught the skills that are needed to interpret maps and make sense of the wider world.	The children are taught 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 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.	The children are taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	The children are taught 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. 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

Curriculum Thread	EYFS	KS1		LKS2		UKS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills and Fieldwork	I can use basic mapping skills, such as moving forwards and backwards. I can draw information from a simple map. I can explore the natural world around me, making observations and drawing pictures of animals and plants.	Pupils look at a variety of maps, including street maps. The four compass points introduced, and pupils are taught to give directions. Children use photographs of the classroom to create a 2-D plan of the classroom on paper.	Lessons extend the idea of the map beyond the classroom to the whole school. Pupils select locations to photograph within the school grounds. They pass these photos to another group who need to find where the photos were taken. Pupils use compass points to give directions to each place. Children create a map of the school grounds with the photo locations as key landmarks.	Pupils gain an understanding of where the school is located within the wider world. They use eight compass points to describe the location of capital cities within the British Isles. They learn the difference between the boundaries of Great Britain, the British Isles and the United Kingdom. Pupils develop their knowledge of England, Scotland, Wales and Ireland using an atlas.	Lessons focus on Ordnance Survey maps and basic map reading skills. After examining a map of the local area and discussing what they can see on it, pupils are taught to read four-figure grid references. Pupils are also introduced to the geographical concept of scale, and map symbols. Children learn why maps require the use of symbols and a map key.	Lessons focus on physical geography. Pupils learn how hills and valleys are represented on OS maps, through the use of contour lines. Building a 3-D model from contour lines helps to develop their understanding of how physical features are represented on 2-dimensional maps.	Lessons further develop the pupils' use of OS maps. They learn to read six-figure grid references and practise locating the school, their house and significant buildings on a map of the local area through the use of physical maps and digital maps.
Coverage and knowledge	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Vocabulary		Map Street map	Landmark Globe Compass Points North South East West	Borders North East South East North West South West	Scale Grid reference Orientation	Contour lines Model Elevation Sea level	Six figure grid reference Digital map
Locational Knowledge	I can... I engage in the daily date and weather. I can explore new surroundings. I can discuss the area in which I live.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans.	Name and locate the world's seven continents and five oceans. Location of England on a world map, atlas and globe. Locate countries around the World and name some of their features.	Locate and name the continents on a World Map. Finding and naming the countries which comprise each continent and which bodies of water surround them. Locate the main countries of Europe inc. Russia.	On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Explore & investigate the importance of different ecosystems to the world.	Understand how climate and weather affects different places. Explain where we would expect to find the hottest and coldest places on Earth. Discuss the effect of a drought on the environment.	Describe the different ways the area around the school is used. Explain why settlements have formed in a particular place. Describe how the natural resources found around Bath have shaped the area.

	<p>I can observe and explore features of my local environment.</p> <p>I can observe features of their own environment and how environments may vary.</p>	<p>The location of hot and cold areas of the world in relation to the North and South Pole and Equator on a map or globe.</p>		<p>Identify capital cities and major cities of Europe.</p> <p>Locate of the world's countries and major cities with a focus on Europe and North and South America.</p> <p>Identify longest rivers highest mountains in the world. Compare with UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>Ask and debate: what could/should the world look like in the future?</p> <p>Research: What can we do to influence change?</p>	<p>Discuss different types of extreme weather, such as tropical storms, tornadoes and blizzards.</p> <p>Explain how natural disasters can cause devastation on Earth.</p> <p>Describe the differences between a volcano and a mountain.</p>	<p>Describe the different ways the River Avon has shaped the city.</p> <p>Compare the climate of Bath with other place in the country and the World.</p>
<i>Coverage and knowledge</i>	Ongoing	Where do I live? (Term 3)	Around the World (Term 3)	Countries of the World (Term 1)	Rainforests (Term 1)	Extreme Earth (Term 1)	Our Local Area (Term 1)
<i>Vocabulary</i>		<p>Country</p> <p>Continent</p> <p>Oceans</p> <p>World Map</p> <p>Earth</p>	<p>Africa</p> <p>Asia</p> <p>Europe</p> <p>North America</p> <p>South America</p> <p>Australia</p> <p>Antarctica</p>	<p>Equator</p> <p>Northern Hemisphere</p> <p>Southern Hemisphere</p> <p>Tropic of Cancer</p> <p>Tropic of Capricorn</p>	<p>Species</p> <p>Deforestation</p> <p>Environment</p> <p>Emergent layer</p> <p>Canopy</p> <p>The under storey</p> <p>Forest floor</p>	<p>extreme weather</p> <p>tropical storms</p> <p>tornadoes</p> <p>blizzards.</p> <p>tsunamis</p>	<p>Land use</p> <p>Settlements</p> <p>Topographic</p> <p>Upland</p> <p>Economic activity</p> <p>Census</p>
<i>Place Knowledge</i>	<p>I can recognise some similarities and differences between this country and other countries.</p>	<p>Understand what a map is and what they are used for.</p> <p>Understand what an aerial view is and why map makers use them.</p> <p>Study different type of maps.</p> <p>Explain what the symbols on a map show us.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of the Arctic, concentrating on weather, human and physical features.</p> <p>Describe and compare the features of towns in the Arctic Circle.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of England and India.</p> <p>Understand geographical similarities and differences between rural and urban areas, types of settlement, land use and economic activity.</p> <p>Formation and journey of the River Ganges.</p>	<p>Identify the location and names of European countries, their capitals and major cities, using maps (including Russia).</p> <p>Compare and contrast the geographical similarities and differences between London and a region in Europe.</p> <p>Key topographical features including hills, mountains, coast and rivers of the UK and Europe.</p>	<p>Explain how mountains, valleys and canyons are formed.</p> <p>Explain how biomes are regions of the world with similar climate (weather, temperature) animals and plants.</p> <p>Building a 3-D model from contour lines helps to develop their understanding of how physical features are represented on 2-dimensional maps.</p>	<p>Describe the countries that are considered to be in Scandinavia.</p> <p>Compare and contrast Scandinavia with the U.K. and other parts of Europe.</p> <p>Provide information about location, climate, landscape, possible activities and other aspects of human geography.</p>
<i>Coverage and knowledge</i>	Ongoing	Map Makers (Term 2)	Let's go to the Arctic (Term 2)	Investigating India (Term 3)	Our European Neighbours (Term 3)	The Grand Canyon (Term 3)	Scandinavia and Europe (Term 2)
<i>Vocabulary</i>		<p>Map</p> <p>Human feature</p> <p>Natural feature</p> <p>Town</p> <p>Countryside</p> <p>Symbols</p> <p>Aerial view</p>	<p>Arctic</p> <p>Arctic Circle</p> <p>Physical feature</p> <p>Climate</p>	<p>Ganges</p> <p>Narmada</p> <p>Mountain range</p> <p>Culture</p> <p>Humid</p> <p>Sub-tropical</p>	<p>Population,</p> <p>Landmarks</p> <p>Cuisine</p> <p>Currency</p>	<p>Biomes</p> <p>Canyon</p> <p>Erosion</p> <p>Sedimentary</p> <p>Tourism</p>	<p>Scandinavia</p> <p>Nordic</p> <p>Norway</p> <p>Sweden</p> <p>Denmark</p> <p>Iceland</p> <p>Finland</p> <p>Identity</p>

Human and Physical Geography	<p>I can recognise some environments that are different to the one in which I live.</p> <p>I can understand the effect of the seasons on the natural world around me.</p>	<p>I can... Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify 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 and human features</p>	<p>I can... Compare and contrast the geographical differences and similarities between different cities around the World.</p> <p>Compare the human and physical features of different cities.</p> <p>Use basic geographical vocabulary to refer to key physical and human features.</p>	<p>I can... Identify the location of major earthquakes and volcanoes around the World.</p> <p>Describe the different types of Volcanoes found around the World.</p> <p>Understand why people might choose to live near to a volcano.</p> <p>Discuss the significance of 'The Ring of Fire'.</p>	<p>I can... Describe and understand the differences and similarities in human geography between ... and</p> <p>Compare homes and lives betweenand</p> <p>Investigate the physical and human geography of ...</p> <p>Assess the economic activity of an area</p> <p>Issues of sustainability and conservation.</p>	<p>I can... Explain why we need water and how it helps us.</p> <p>Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration.</p> <p>Explain that there are many different bodies of water on the Earth. Including; rivers, lakes, oceans, seas, reservoirs, bays, straits, gulfs, glaciers and fjords.</p>	<p>I can... Describe the human and physical geography of Scandinavia.</p> <p>Provide information about location, climate, landscape, possible activities and other aspects of human geography.</p> <p>Understand in Scandinavia there are very short days during winter and very long days during summer.</p>
	<i>Coverage and knowledge</i>	Ongoing	The Four Seasons (Term 1)	Life in the city (Term 1)	Volcanoes (Term 2)	Earning a living (Term 2)	Waterworld (Term 2)
<i>Vocabulary</i>		Season Spring Summer Autumn Winter Weather	City Capital Coastline Beach Hill Mountain Harbour	Ring of Fire Volcano Volcanic eruption Active Dormant Extinct	Employment Economy Job sectors Industry Agriculture Service	Sustainable Water Cycle Usage Scarcity Hydropower	Seasons Daylight Tourism Eco-tourism Climate