



# **Revoe Learning Academy**

## **Geography Content Coverage**



	Autumn	Spring	Summer
EYFS	<b>The Earth</b> Children to understand and have awareness of: <ul style="list-style-type: none"><li>- The Earth – sphere</li><li>- Globe</li><li>- Map</li></ul>	<b>Weather</b> Children to have an understanding of the changing seasons and of types of weather. <ul style="list-style-type: none"><li>- Spring, Summer, Autumn and Winter</li><li>- Rain, sun, wind, snow, clouds</li></ul>	<b>Around Us</b> Children to have an understanding of where they live and its features. <ul style="list-style-type: none"><li>- Country – England</li><li>- Town – Blackpool</li><li>- Physical features e.g. beach</li><li>- Human features e.g. tower</li></ul>
	<b>Across the stage Children are implicitly taught what is a...?</b>  <b>Sea, field, park, forest, beach, lake, ocean, city, town, factory, farm, house, office, port and shop.</b>  <b>(Stories, songs, play, games etc.)</b>		
Year 1	<b>United Kingdom – Where do I live?</b> <b>Countries</b>  Revisit - The country we live in is England, the town we live in is Blackpool. What is a map and globe? (EYFS) <ul style="list-style-type: none"><li>- Name, locate and identify characteristics of the four countries of the United Kingdom.</li><li>- Use world maps, atlases and globes to identify the United Kingdom and its countries.</li><li>- Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.</li></ul>	<b>United Kingdom – What is around me?</b> <b>Capital cities and seas</b>  Revisit - England, Ireland, Scotland and Wales. How do we use a map to find places? (Year1) <ul style="list-style-type: none"><li>- Name, locate and identify characteristics of the capital cities of the United Kingdom and its surrounding seas.</li><li>- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continent and seas studied at this key stage.</li></ul>	<b>Blackpool</b>  Revisit - compass directions - NSEW. (Year1) categorising human and physical features of our locality e.g. the beach, tower, sea, school, parks etc. (EYFS) <ul style="list-style-type: none"><li>- Use basic geographical vocabulary to refer to: <b>key physical features, including:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <b>key human features, including:</b> city, town, village, factory, farm, house, office, port, harbour and shop.</li><li>- Use simple fieldwork and observational skills to study the geography of their school and its grounds.</li><li>- Devise a map of school including physical and human features.</li></ul>

<b>Year 2</b>	<b>Continents and oceans</b>  Revisit - Our continent is Europe, the UK seas (Year1), weather patterns and seasons. (EYFS) <ul style="list-style-type: none"> <li>- Name and locate the world's seven continents and five oceans.</li> <li>- Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage.</li> <li>- 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> </ul>	<b>Australia</b>  Revisit - continents - Australia (Year2), categorising human and physical features (EYFS), reading/drawing maps- identifying human and physical features (Year1) <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul>	<b>Blackpool</b>  Revisit - Blackpool is our town, it has distinctive human and physical features. (EYFS/Year1), mapping symbols (Year2), human and physical features in reality and on maps. (Year2) <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Plan a route to a landmark?</li> </ul>
<b>Year 3</b>	<b>United Kingdom</b>  Revisit - Capital cities of the UK (Year1), human and physical features on a map (Year2), Devise a map (Year1 and 2) <ul style="list-style-type: none"> <li>- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and <b>describe features studied.</b></li> <li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps, plans and digital technologies.</li> <li>- Local walk – comparison of old – use old map.</li> </ul>	<b>Rivers</b>  Revisit - mapping skills/symbols (Year 2), physical features of the world e.g. mountain, seas, ocean, lakes (EYFS), Uses of the river Nile (Year3 History). <b>Physical features - beach, sand (Year2), types of rock (Year3 Science).</b> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of:  <b>Physical geography of rivers</b>  <b>Human geography</b>, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> <li>- Identify physical features of the UK and understand how some of these aspects have changed over time - Erosion study</li> </ul>	<b>Mountains</b>  Revisit - physical features of the world e.g. mountain, hill, park, forest, river. (EYFS) <ul style="list-style-type: none"> <li>- Describe and understand key aspects of:  <b>Physical geography of mountains</b>  <b>Human geography:</b> distribution of natural resources including energy, food, minerals and water.</li> <li>- Tectonic plates - explain what the tectonic plates are and how they create mountains.</li> </ul>

Year 4	<b>Lines of the Globe - UK</b>  Revisit - Equator, north and south poles (Year 2), fieldwork and mapping skills -planning a route within our locality (Year1/2), identifying the features of a map, using a map to locate landmarks (Year3), compass directions - NSEW (Year2).  <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>- Identify the position and significance of latitude, longitude, Equator and the prime meridian.</li> </ul> Children to learn about lines of the globe and then relate to the UK and Blackpool.  <b>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.</b>	<b>Europe</b>  Revisit - Our continent is Europe (Year1), The continents and oceans (Year2), capital cities (Year1), compass directions - NSEW (Year2), rivers (Year3), mountains (Year3), lines of the globe (Year4).  <ul style="list-style-type: none"> <li>- Locate the world's continents, 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>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</li> <li>- Compare regions of Europe relating to the lines of the globe.</li> </ul>	<b>Volcanoes and Earthquakes</b>  Revisit - 3 types of mountains (Year3), tectonic plates (Year3), physical features - beach, sand (Year2), types of rock (Year3 Science).  <ul style="list-style-type: none"> <li>- Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate and describe features studied</li> </ul>
Year 5	<b>Mapping the World</b>  Revisit - compass directions - NSEW (Year2), Lines of the globe - equator, prime meridian, longitude and latitude (Year4), north and south poles (Year2), Coordinates (Year4 Maths).  <ul style="list-style-type: none"> <li>- Identify the position and significance of the 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>	<b>North America</b>  Revisit - continents (Year2), identifying human and physical features of Europe (Year4), Using maps to identify human and physical features and how they support life e.g. resources, trade routes, tourism etc (Year3/4), using maps to identify places (KS2).  <ul style="list-style-type: none"> <li>- Locate the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul>	<b>South America</b>  Revisit - North America (Year5), capital cities (Year1/4), comparing regions (Year4).  <ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</li> <li>- Locate the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical</li> </ul>

	<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) to build their knowledge of the United Kingdom and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</li> </ul>	<p>and human characteristics, countries, and major cities.</p> <p>Comparison between North and South</p>
<b>Year 6</b>	<p><b>Biomes</b></p> <p><b>Climate and Time zones</b></p> <p>Revisit - Lines of the globe (Year4/5), continents (Year2/4/5).</p> <ul style="list-style-type: none"> <li>- 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 relate them to time zones (including day and night).</li> <li>- Describe and understand key aspects of: <b>Physical geography</b>, including: climate zones, biomes and vegetation belts.</li> </ul>	<p><b>Biomes</b></p> <p><b>Settlements and land use</b></p> <p>Revisit - Biomes (Year6), human and physical geography in relation to life e.g. resources, trade routes, tourism (Year5).</p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of: <b>Human geography</b>, including: types of settlement and land use.</li> <li>- Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</li> </ul>	<p><b>United Kingdom</b></p> <p>Revisit - mapping skills (Year5), devising a map (KS1/2), tracking human features (Year3).</p> <p>Orienteering (Water Park).</p> <ul style="list-style-type: none"> <li>- Use the eight points of a compass, 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> <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. - tracking transport/human/tourism</li> </ul> <p>Trip - mastery of skills - waterpark? local town/city</p>