

Geography Curriculum



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS ‘Understanding the World’	ELGs - Understanding the world - People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 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 Covered throughout the year through topics/themes and pupil interest: Exploring our Local Area School grounds, classroom, outside, exploring Appley Park and the Beach Longitudinal Study - Seasons Identify seasonal and daily weather patterns in the United Kingdom (observing and recording) Our planet Looking after our planet					
Year 1	NC COVERAGE <u>Place Knowledge</u> Study a small area of the United Kingdom <u>Geographical Skills</u> (Directional skills) Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right] <u>Geographical skills</u> (map skills) To describe the location of features and routes on a map (birds eye view) devise a simple map; and use and construct basic symbols in a key <u>Fieldwork</u> Use simple fieldwork and observational skills to study the geography of their school School Grounds ENQUIRY QUESTION What can I find at my school?		NC COVERAGE <u>Place Knowledge</u> Study a small area of the United Kingdom <u>Physical Geography</u> Key physical features, including: beach, coast, hill, sea, river, soil, vegetation, season and weather <u>Human Geography</u> Key human features, including: town, village, farm, house, office, port, harbour and shop <u>Geographical Skills (Directional skills)</u> Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right] <u>Geographical skills (map skills)</u> Revisit - devise a simple map; and use and construct basic symbols in a key <u>Fieldwork</u> Use simple fieldwork and observational skills to study the geography of their school. Trip - Walk around Ryde and investigate its key human and physical features of its surrounding environment Local Area - Ryde ENQUIRY QUESTION What can I find in my local area?		NC COVERAGE <u>Locational Knowledge</u> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <u>Physical Geography (weather and climate)</u> Identify seasonal and daily weather patterns in the United Kingdom <u>Human Geography</u> Key human features, including: town, village, farm, house, office, port, harbour and shop <u>Geographical skills (map skills)</u> Use atlases and tourist maps to identify the United Kingdom and its countries. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features UK four countries and capital cities ENQUIRY QUESTION Is it sunnier in Scotland or the Isle of Wight?	

Year 2		NC COVERAGE <u>Place Knowledge</u> Study a small area of the United Kingdom <u>Geographical Skills</u> (Directional skills) Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right] <u>Physical Geography</u> Key physical features, including: beach, coast, hill, sea, river, soil, vegetation, season and weather <u>Human Geography</u> Key human features, including: town, village, farm, house, office, port, harbour and shop <u>Fieldwork</u> 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 Local area Survey, tallies (shops and houses) ENQUIRY QUESTION Where would I take a tourist?	NC COVERAGE <u>Locational Knowledge</u> Name and locate the seven continents and five oceans <u>Physical Geography (weather and climate)</u> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <u>Geographical skills (map skills)</u> Use world maps and globes to identify continents and oceans <u>Geographical Skills (Directional skills)</u> Use simple compass directions (North, South, East, 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 Continents - North and South Poles, Hot and cold, Equator (link to Shackleton and Earhart) ENQUIRY QUESTION How are places around the world different?		HISTORY ENQUIRY QUESTION Could the Titanic disaster have been prevented? The sinking of the 'unsinkable' Titanic Sticky Knowledge, continents and oceans in this unit	NC COVERAGE <u>Locational Knowledge</u> REVISE - Name and locate the seven continents and five oceans <u>Place Knowledge</u> 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 <u>Human Geography</u> Key human features, including: city, town, village, farm, house <u>Geographical skills (map skills)</u> Use world maps and globes to REVISE continents and oceans and locate the contrasting locality Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features <u>Fieldwork</u> Use simple fieldwork and observational skills to virtually study Chembakolli and compare to the Isle of Wight Non-European study India (Chembakolli) ENQUIRY QUESTION Would you like to live in an Indian village?
Year 3		NC COVERAGE <u>Locational Knowledge</u> Name and locate counties and cities of the United Kingdom, geographical regions and identifying physical and human characteristics, topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time <u>Place Knowledge</u> Understand geographical similarities and differences through studying the human	NC COVERAGE How much have the Egyptians shaped our lives today? Sticky Knowledge, links into next Geography unit	NC COVERAGE <u>Locational Knowledge</u> Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere <u>Physical Geography (weather and climate)</u> Describe and understand key aspects of climate zones, biomes (deserts) <u>Physical Geography</u> Identify vegetation belts, rivers and the water cycle <u>Human Geography</u>	NC COVERAGE <u>Locational Knowledge</u> Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Identify the position and significance of Arctic and Antarctic Circle (links to Russia) <u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom and a region in a European Country	

		and physical geography of a region of the United Kingdom <u>Physical Geography</u> Identify mountainous areas within the UK <u>Geographical skills (map skills)</u> Use maps of the UK and England to identify the different counties <u>Geographical Skills</u> (Directional skills) Use eight point compass points to describe the location of counties UK Counties ENQUIRY QUESTION Where would you like to live in the UK?		Key human features, including: types of land use, economic activity (tourism) <u>Geographical skills (map skills)</u> Use thematic maps in the back of atlases to locate countries and describe features studied. Physical and political maps Rivers - Egypt, River Nile, Climate ENQUIRY QUESTION Are all rivers the same as the River Nile? Compare to the River Medina	<u>Physical Geography</u> Identify climate zones, biomes, vegetation belts, river, mountains and the water cycle <u>Geographical skills (map skills)</u> Use a European map, physical map, Ordnance Survey Map to compare to the IOW - 4 figure grid references <u>Fieldwork</u> Use simple fieldwork and observational skills to virtually study Italy Dolomite and compare to St Boniface Down Europe - Italy dolomite - Mountains ENQUIRY QUESTION What would it be like to live in the mountains?	
Year 4		NC COVERAGE <u>Locational Knowledge</u> Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn <u>Physical Geography (weather and climate)</u> Describe and understand key aspects of climate zones, biomes (tropical rainforest), vegetation belts <u>Geographical skills (map skills)</u> Investigate how you would get to E-R from the Solent Region using positional and directional vocabulary (continent, county, country, Equator, Europe, landmark, location, Northern Hemisphere, ocean, topography, UK <u>Fieldwork</u> Use simple fieldwork and observational skills to virtually study Emilia Romagna to explore its physical geography		NC COVERAGE <u>Fieldwork</u> Use simple fieldwork and observational skills to virtually study shipping activity and the port of Southampton using the AIS ship tracking map <u>Geographical skills (map skills)</u> Plot the locations of famous sports car factories on a map of Emilia Romagna (Ferrari, Lamborghini, Ducati, Maserati) Investigate where they are exported around the world. <u>Human Geography</u> Find out how much money this brings into the Italian economy each year <u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom and a region in a European Country Distribution of natural resources including: energy, food, minerals and water ENQUIRY QUESTION Which area is richer? Emilia Romagna or the Solent?	NC COVERAGE <u>Locational Knowledge</u> Identify the position and significance of the plate boundaries around the world <u>Physical Geography (weather and climate)</u> Describe and understand key aspects of physical geography, including: the water cycle <u>Physical Geography</u> Identify Rivers, Volcanoes, Earthquakes, Tsunamis <u>Geographical skills (map skills)</u> Using tectonic maps and 6 figure grid references to track disasters <u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of different tectonic regions in the world <u>Human Geography</u> To investigate how humans have adapted and mitigated to living in disaster prone areas Natural Disasters ENQUIRY QUESTION Is the Earth like a peach or an egg?	

		(human will come in the next unit) European Region ENQUIRY QUESTION Where is Emilia Romagna? Is it similar or different to the Solent? [Can you compare the Solent region to the Emilia Romagna region in Northern Italy?]		[How do the economies and trade links of Emilia Romagna and the Solent compare?]		
Year 5	NC COVERAGE <u>Locational Knowledge</u> Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities <u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a region within North America <u>Geographical skills (map skills)</u> Use digital mapping <u>Human Geography</u> Key human features, including: economic activity including trade links (fairtrade and sustainability) <u>Physical Geography</u> Identify Earthquakes, Climate North America - Physical ENQUIRY QUESTION What is it like to live in San Francisco? Is the Solent the same as San Francisco Bay?		HISTORY ENQUIRY QUESTION: What was life like during Elizabethan England? With focus to the Spanish Armadas and Francis Drake Sticky Knowledge, locational and place knowledge	NC COVERAGE <u>Locational Knowledge</u> Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities <u>Place Knowledge</u> REVISE - Understand geographical similarities and differences through studying the human and physical geography of a region within North America <u>Human Geography</u> Key human features, including: economic activity including trade links (fairtrade and sustainability) <u>Geographical skills (map skills)</u> Use digital mapping Caribbean - Trade - Human Geography ENQUIRY QUESTION How does trade connect us? Global trade, where do we fit in? [How do the economies and trade links of the Caribbean and the Solent compare?]	HISTORY ENQUIRY QUESTION: What impact did the Ancient Greek civilisation have on the western world? Sticky Knowledge, locational and place knowledge	NC COVERAGE <u>Geographical skills (map skills)</u> Use a Local map, physical map, Ordnance Survey Map to investigate how to improve Ryde, IOW - 4 figure grid references <u>Fieldwork</u> Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of Ryde, Isle of Wight Improve the local area - questionnaires, present findings, sketch map local area ENQUIRY QUESTION How can we improve Ryde? [How has the land-use changed in Ryde over time and what does future Ryde need?]
Year 6		NC COVERAGE <u>Locational Knowledge</u> Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn <u>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</u>				NC COVERAGE This unit prepares the children for the challenges of Key Stage 3 Geography. It gives them the geographical skills of locational and place knowledge, identifying aspects of human and physical geography as well as carrying out the practical skills of fieldwork. The activities are well-suited to children entering Key Stage 3. The unit also allows the children to consider the contributions of overpopulation and the effect humans are having on our planet.

		Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a region within South America Physical Geography (weather and climate) Describe and understand key aspects of climate zones, biomes (tropical rainforest), vegetation belts Human Geography Key human features, including: types of land use (tribal), economic activity and distribution of natural resources (tribes, deforestation, loggers, cattle ranches, rubber tappers) case study of the AMAZON Geographical skills (map skills) Use Thematic maps (biomes and vegetation) Use physical and political maps Apply the concept of latitude and longitude and how this relates to climate zones, biomes and vegetation belts, including Tropics and Circles using atlases to support this knowledge South America, climate zones, biomes and vegetation belts ENQUIRY QUESTION Do penguins live in the desert?		Locational Knowledge Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night) Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of the different countries that make up the United Kingdom Human Geography Key human features, including: economic activity including trade links (tourism) Fieldwork Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies The UK ENQUIRY QUESTION Where in the UK would you choose to visit for a staycation?
--	--	--	--	--

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Topics to be covered (from the National Curriculum)	Local Area Seasons Our Planet	School Grounds Our Local Area Weather in the UK	Local Area Fieldwork (Human and Physical) Hot and Cold Areas Small area in a contrasting non-European country	UK region and counties Rivers and the Water Cycle Mountains	European region Distribution of natural resources including: energy, food, minerals and water Volcanoes and Earthquakes	North American Region Economic activity including trade links Types of land use and settlement	South American region Climate Zones, biomes and vegetation belts The UK
Focus locations (progression in scale from local to global)	The school grounds and area within walking distance of school	Ryde, Isle of Wight Mainland England Wales Northern Ireland Scotland	Ryde, Isle of Wight School grounds Skagway, Alaska Tarawa, Kiribati Chembakolli, India	The Solent The River Nile, Egypt The River Medina Italy, Dolomite Ben Nevis St Boniface Down (highest point on the IOW)	Bologna and Emilia Romagna region in Northern Italy Comparing the Solent to Bologna Mount Etna Fukushima San Andreas Fault	San Francisco Bay region Caribbean Ryde, Isle of Wight	Amazonia England Wales Scotland Northern Ireland

Concepts in Geography

Locational Knowledge, Place Knowledge, Navigation, Fieldwork, Human Geography, Physical Features and Processes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Locational Knowledge, Place Knowledge, Navigation, Fieldwork, Human Geography, Physical Features and Processes					
Year 1	Place Knowledge Fieldwork		Place Knowledge Fieldwork Human Geography Physical Features and Processes		Locational Knowledge Navigation Human Geography Physical Features and Processes	
Year 2		Place Knowledge Navigation Fieldwork Human Geography Physical Features and Processes	Locational Knowledge Navigation Physical Features and Processes			Locational Knowledge Place Knowledge Navigation Fieldwork Human Geography
Year 3		Locational Knowledge Place Knowledge Physical Features and Processes		Locational Knowledge Navigation Human Geography Physical Features and Processes	Locational Knowledge Place Knowledge Navigation Fieldwork Physical Features and Processes	
Year 4		Locational Knowledge Navigation Fieldwork Physical Features and Processes		Place Knowledge Fieldwork Human Geography	Locational Knowledge Place Knowledge Human Geography Physical Features and Processes	
Year 5	Locational Knowledge Place Knowledge Physical Features and Processes Human Geography			Locational Knowledge Place Knowledge Navigation Human Geography		Place Knowledge Fieldwork
Year 6			Locational Knowledge Place Knowledge Human Geography Physical Features and Processes			Locational Knowledge Place Knowledge Fieldwork Human Geography

Progression of skills and understanding in Geography

Local resources

We are fortunate to live on an Island where there are lots of geographical sites of interest which complement some of our areas of study such Ryde beach, coastal paths around the Island offering cliff top views, forests and areas of outstanding natural beauty, farmland, Ventnor Botanical Gardens to name a few.

We would encourage parents and carers to visit places, many of which are free of charge, to immerse children in geography.

This is a useful guide: (correct at the start of 2024)

<https://isleofwight-nl.org.uk/>

Skills and Understanding in Geography

Listed below, by year group, are the skills that children need to acquire in order to fully understand Geography and its impact today

The Four Geographical Study Skills

- ❖ **Locational Knowledge:** Develop contextual knowledge of the location of globally significant places - both terrestrial and marine
- ❖ **Place Knowledge:** Identifying places, different countries and continents around the world and being able to compare how they are similar and different
- ❖ **Human and Physical Geography:** Understand processes that give rise to key physical and human geographical features of the world
- ❖ **Geographical skills and fieldwork:** Collect, analyse and communicate with a range of data gathered through experiences of fieldwork. Being able to interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Being able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Vocabulary

Foundation subjects all have Tier 3 vocabulary: that is, specific words related just to that subject (words such as Volcano, Equator)

There are also words which apply to other areas of study such as question words, other study words such as inference and deduction, and words used to organise knowledge such as time-line and chronological.

EYFS

Geographical enquiry and skills

- ✓ Ask geographical questions [e.g. 'What is it like to live in this place?']
- ✓ Express their own views about people, places and environments [e.g. about litter in the school, traffic on the road, ships on the sea]
- ✓ To be aware that maps show representations of other places
- ✓ Use secondary sources of information [e.g. pictures, photographs, stories, information texts, videos, artefacts]

Geographical skills and fieldwork

- ✓ Use simple locational and directional language [e.g. near and far; left and right], to describe the location of features and routes on a map
- ✓ Use simple observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Locational Knowledge

- ✓ Know that we are on an island with connections to the mainland
- ✓ That most people don't live on discreet islands such as ours.

Human and Physical Geography

- ✓ Identify seasonal and daily weather patterns, knowing it is hotter in summer and colder in winter
- ✓ That we have seasons
- ✓ Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, soil
- ✓ Describe key human features, including: city, town, village

Place Knowledge

- ✓ Understand that there are geographical similarities and differences between locations on the island and elsewhere.
- ✓ To be aware the Isle of Wight is a mixture of natural landscapes.
- ✓ To be aware is special because of its natural features.

Vocabulary

Year, decade, century, ancient, modern, long ago, timeline, date, order, similar, different, homes, houses in grandparents' time, the older generation, memories, drawing, photograph, camera, detective, artefact What...? When...? Where...? Year...?

Key Stage 1

Geographical enquiry and skills

- ✓ Ask geographical questions [e.g. 'What is it like to live in this place?']
- ✓ Observe and record [e.g. identify buildings in street and complete a chart]
- ✓ Express their own views about people, places and environments [e.g. about litter in the school]
- ✓ Communicate in different ways including through numerical and quantitative skills, maps and pictures.
- ✓ Communicate understanding through writing at length.
- ✓ Use geographical vocabulary [e.g. hill, motorway, near, far, north, south]
- ✓ Use fieldwork skills [e.g. recording info on a school plan or local area map]
- ✓ Use globes, maps, plans at a range of scales [e.g. following a route on a map]
- ✓ Use secondary sources of information [e.g. the Internet, pictures, photographs, stories, information texts, videos, artefacts]
- ✓ Make maps and plans [e.g. a pictorial map of a place in a story]

Geographical skills and fieldwork

- ✓ 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 [e.g. 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.

Locational Knowledge

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

Human and Physical Geography

- ✓ 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.
- ✓ Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- ✓ Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Place Knowledge

- ✓ To be aware that The Isle of Wight is a UNESCO Biosphere reserve
- ✓ 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 in Australia.
- ✓ Understand geographical similarities and differences through the study of places linked to other topic areas, e.g. Sydney, Australia and Asian countries such as India and Nepal.

Vocabulary

Place, North, East, South, West, Environment, Map, Hill, Motorway, Near, Far, Compass, Left, Right, Features, Continent, Ocean, Beach, Cliff, Coast, Forest, Mountain, Sea, River, Soil, Valley, Vegetation, Season, Weather, City, Town, Village, Factory, Farm, House, Office, Port, Harbour, Shop, European

Lower Key Stage 2

In general:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe and other countries. This will include the location and characteristics of a range of the world's most significant human and physical features

Geographical enquiry and skills

- ✓ Ask and respond to geographical questions [e.g. 'What is it like to live in this place?']
- ✓ Observe and record [e.g. identify buildings in street and complete a chart]
- ✓ Express their own views about people, places and environments [e.g. about litter in the school]
- ✓ Communicate in different ways including through numerical/quantitative skills, maps and pictures.
- ✓ Communicate understanding through writing at length.
- ✓ Use geographical vocabulary [e.g. hill, motorway, near, far, north, south]
- ✓ Use fieldwork skills [e.g. recording info on a school plan or local area map]
- ✓ Use globes, maps, plans at a range of scales [e.g. following a route on map]
- ✓ Use secondary sources of information [e.g. the Internet, pictures, photographs, stories, information texts, videos, artefacts]
- ✓ Make maps and plans [e.g. a pictorial map of a place in a story].

Geographical skills and fieldwork

- ✓ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ✓ Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK 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.
- ✓ To be aware is special because of its natural features.

Locational Knowledge

- ✓ 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
- ✓ 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)

Human and physical geography

Pupils will 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

Place Knowledge

- ✓ 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 study of India.
- ✓ Understand geographical similarities and differences through the study of places linked to other topic areas, e.g. Egypt, parts of Prehistoric Britain and the Lake District.

Vocabulary

Artefacts, atlas, globes, mapping, OS maps, natural, environmental regions, topographical, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic, Antarctic Circle, Prime/Greenwich meridian, time zones, climate zone, biome, vegetation, rivers, mountains, volcanoes, earthquakes, water cycle

Upper Key Stage 2

In general:

Pupils will be taught to 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 and characteristics of a range of the world's most significant human and physical features

Geographical enquiry and skills

- ✓ Ask geographical questions [e.g. 'What is this landscape like?', 'What do I think about it?']
- ✓ Collect and record evidence [e.g. carrying out a survey of shop functions and showing on a graph]
- ✓ Analyse evidence and draw conclusions [e.g. by comparing population data for two localities]
- ✓ Identify and explain different views that people, including themselves, hold about topical geographical issues [e.g. views about plans to build an hotel in an overseas locality]
- ✓ Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [e.g. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school].
- ✓ Use geographical vocabulary [e.g. temperature, transport, industry]
- ✓ Use fieldwork techniques [e.g. labelled field sketches] and instruments [e.g. rain gauge, camera]
- ✓ Use atlases and globes, and maps and plans at a range of scales [e.g. using contents, keys, grids]
- ✓ Use secondary sources of info, including aerial photos [e.g. stories, info texts, internet, images]
- ✓ Draw plans and maps at a range of scales [e.g. a sketch map of a locality]
- ✓ Use ICT to help in geography investigations [e.g. creating a data file to analyse fieldwork data]
- ✓ Develop decision-making skills [e.g. what measures needed to improve safety in a local street?]

Geographical skills and fieldwork

- ✓ Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
- ✓ 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 in the past and present.
- ✓ Extend to 6 figure grid references with teaching of latitude and longitude in depth.
- ✓ Expand map skills to include non-UK countries.
- ✓ Use fieldwork 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.

Locational Knowledge

- ✓ Locate main countries in Europe and North or South America. Locate and name principal cities.
- ✓ Compare 2 different regions in UK rural/urban.
- ✓ Locate and name the main counties and cities in England.
- ✓ Linking with History, compare land use maps of the UK from the past with the present.
- ✓ Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day

Human and Physical geography

Pupils will describe and understand key aspects of:

- ✓ Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.
- ✓ Human geography including trade between UK, Europe and ROW
- ✓ Fair/unfair distribution of resources (Fairtrade).
- ✓ Physical geography including volcanoes and earthquakes.

- ✓ Distribution of natural resources

Place Knowledge

- ✓ 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/South America.
- ✓ Understand geographical similarities and differences through the study of places linked to other topic areas, e.g. African study and places relevant to Anglo-Saxon/Viking Britain.

Vocabulary

Temperature, transport, industry, labelled, rain gauge, camera, contents, keys, grid, aerial, OS maps, principal cities, rural, urban, Greenwich Meridian, transpiration, climate zones, biomes, vegetation belts, trade, Fairtrade

