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| Geography Units | | | | | |
|  | Term 1 | | Term 2 | | Term 3 |
| Year 1 | **Travel and Transport (Local Area)**  Knowledge  - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  -use basic geographical vocabulary to refer to key physical features, including: forest, hill, sea, river, soil  -use basic geographical vocabulary to refer to key human features, including: city, town, village, house, office and shop  Skills  - use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  -use plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  Fieldwork  - 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 | | **Cross-Curricular Geography Links** | | **Arctic and Antarctic**  **Continent Focus: Antarctica**  Knowledge  - understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country  - 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 features, including: forest, hill, sea, river, soil, season and weather  Skills  - use world maps, atlases and globes to identify the United Kingdom and its countries |
| **Weather and Climate**  Knowledge  - identify seasonal and daily weather patterns in the United Kingdom  -use basic geographical vocabulary to refer to key physical features, including: season and weather  Skills  - use world maps, atlases and globes to identify the United Kingdom and its countries | | | | |
| Year 2 | **Around The World (Continents and Oceans)**  Knowledge  - name and locate the world’s seven continents and five oceans  - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, mountain, ocean, valley and vegetation  - use basic geographical vocabulary to refer to key human features, including: factory, farm, port and harbour  Skills  - use world maps, atlases and globes to identify the continents and oceans  - use simple compass directions (North, South, East and West) and  locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map | **Around The World (Zambia and England)**  **Continent Focus: Africa**  Knowledge  - understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country  - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, mountain, ocean, valley and vegetation  - use basic geographical vocabulary to refer to key human features, including: factory, farm    Skills  - use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage | **Cross-Curricular Geography Links** | | **Explorers (Hot and Cold Places)**  Knowledge  - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Skills  - use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage  - 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  Fieldwork  - 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 |
| Year 3  *Expectation that during year 3, key learning from KS1 is revisited as and when necessary to ensure solid foundation for KS2 Geography.* | **Olá Brazil (Brazil and England)**  **Continent Focus: South America**  Knowledge  - locate the world’s countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities  - understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America  - describe and understand key aspects of human geography, including: economic activity including trade links  Skills  - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Fieldwork  - 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. | | **Walk Like an Egyptian (Climate Zones)**  Knowledge  - identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circle  -describe and understand key aspects of physical geography, including: climate zones  - describe and understand key aspects of human geography, including: types of settlement and land use  Skills  - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  - use the *four points* of a compass, use symbols and a key to build their knowledge of the wider world | | **Cross-Curricular Geography Links to Stone Age topic** |
| Year 4 | **Incredible Journeys (Rivers)**  Knowledge  - describe and understand key aspects of physical geography, including: rivers and the water cycle  - name and locate key topographical features of the UK (including rivers)  Skills  - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  - use the eight points of a compass, symbols and a key to build their knowledge of the United Kingdom and the wider world | | **Our Wonderful World (Rainforests)**  **Continent Focus: Oceania**  Knowledge  - identify the position and significance of lines of latitude and longitude and the Tropics of Cancer and Capricorn  - describe and understand key aspects of physical geography, including: biomes and vegetation belts  Skills  - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | **The Amazing Americas (North America)**  **Continent Focus: North America**  Knowledge  - locate the world’s countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities  - understand a number of geographical similarities and differences between region of the UK and a region within North America  Skills  - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Fieldwork  - 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. |
| Year 5 | **Volcanoes and Earthquakes**  Knowledge  -describe and understand key aspects of physical geography, including: volcanoes and earthquakes  Skills  - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | **The Vikings (Scandinavia and England)**  **Continent Focus: Europe**  Knowledge  - locate Europe’s countries (including the location of Russia), their environmental regions, key physical and human characteristics, countries, and major cities  - understand geographical similarities and differences through the study of human and physical geography of a region in a European country  - identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)  Skills  - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  - use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | | **Mountains**  **Continent Focus: Asia**  Knowledge  - describe and understand key aspects of physical geography, including: mountains  - name and locate key topographical features of the UK (including mountains and hills)  Skills  - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  - use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  Fieldwork  - 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. |
| Year 6  *Expectation that during year 6, key concepts from KS2 is revisited as and when necessary to ensure solid foundation for KS3 Geography.* | **Victorians (United Kingdom and Local Area)**  Knowledge  - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time  Skills  - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  - 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 | | | **World War Two (United Kingdom and Coasts)**  Knowledge  - describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water  - name and locate key topographical features of the UK (including coasts)  Skills  - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  - 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  Fieldwork  - 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. | |