|  |
| --- |
| 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 shopSkills- 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 keyFieldwork- 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 weatherSkills- 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 weatherSkills- 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 harbourSkills- use world maps, atlases and globes to identify the continents and oceans- use simple compass directions (North, South, East and West) andlocational 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 PolesSkills- 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 keyFieldwork- 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 linksSkills- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedFieldwork- 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 useSkills- 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 beltsSkills- 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 AmericaSkills- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedFieldwork- 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 earthquakesSkills- 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 worldFieldwork- 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 timeSkills- 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 worldFieldwork- 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. |