

THE GROVE PRIMARY SCHOOL



GEOGRAPHY

Progression of knowledge and skills

Early Years

Understanding the world: People and Communities (Human Geography)

Early Learning Goal: Children know about similarities and differences between themselves and others, and among families, communities and traditions.

A unique child

- Enjoys joining in with family customs and routines.

Positive Relationships

- Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.
- Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.

Enabling environments

- Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.
- Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.
- Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented,
- Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter.
- Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café.
- Provide role-play areas with a variety of resources reflecting diversity.
- Make a display with the children, showing all the people who make up the community of the setting.
- Share stories that reflect the diversity of children's experiences.
- Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.

Understanding the world: The World

Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

They make observations of animals and plants and explain why some things occur, and talk about changes.

A unique child

- Looks closely at similarities, differences, patterns and change

Positive Relationships

- Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.
- Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice.
- Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.
- Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.
- Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.
- Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'.

- Use correct terms so that, e.g. children will enjoy naming a place if the practitioner uses its correct name.
- Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”.

Enabling environments

- Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.
- Provide stories that help children to make sense of different environments.
- Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.
- Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation to enhance their locational awareness.

YEAR 1 Knowledge and Skills

TOPIC	Locational KNOWLEDGE	Place KNOWLEDGE	Human & Physical Geography SKILLS	Geographical SKILLS & Fieldwork
Statutory National Curriculum statements	<p>Name the four countries and capital cities of the UK and its surrounding seas.</p> <p>Locate the four countries and capital cities of UK and its surrounding seas.</p> <p>Identify characteristics of the four countries and capital cities of UK and its surrounding seas.</p>	<p>Understand the geographical similarities of a small area of UK and small area of a non-European country - Kenya.</p> <p>Understand geographical differences of a small area of UK and small area of a non-European country - Kenya.</p>	<p>Human</p> <p>Use basic geographical vocabulary relating to key human features including city, town, village, factory, farm, house, office, port, harbour, shop.</p> <p>Physical</p> <p>Use basic geographical vocabulary relating to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Map knowledge</p> <p>Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas.</p> <p>Using maps</p> <p>Use a simple picture map to move around the school.</p> <p>Use relative vocabulary such as bigger, smaller, like, dislike</p> <p>Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p>Making maps</p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features.</p> <p>Use photographs and maps to identify features.</p>

Unit: Where do I live?	<p>Where do I live? The UK</p> <p>What are the four countries that make up the United Kingdom?</p> <p>What are their capital cities?</p> <p>What seas are around the UK?</p> <p>Locate the four countries, their capital cities and surrounding seas on maps.</p> <p>Identify characteristics of the four countries and capital cities of UK and its surrounding seas.</p> <p>Use basic geographical vocabulary relating to key human features including city, town, village, factory, farm, house, office, port, harbour, shop.</p> <p>Use basic geographical vocabulary relating to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas.</p> <p>Vocabulary</p> <p>The UK, The United Kingdom, countries, make up the..., capital cities, seas, around, surrounding, identify, seas. city, town, village, factory, farm, house, office, port, harbour, shop, physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, identify, position,</p>
Unit: Local Geography – our school	<p>Local Geography: Our School</p> <p>Look at pictures and photos of the school.</p> <p>Look at and use simple picture maps to move around the school for example in treasure hunts, orienteering.</p> <p>Use relative vocabulary such as bigger, smaller, like, dislike</p> <p>Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p>Draw basic maps</p> <p>Include appropriate symbols and pictures to represent places or features.</p> <p>Use photographs and maps to identify features.</p> <p>Vocabulary</p> <p>Pictures, photos, school, maps, treasure hunts, orienteering, bigger, smaller, like, dislike, directions, near, far, up, down, left right, forwards, backwards symbols, represent, places, features, landmarks, old, new, big, small, trees, buildings,</p>

Unit: Let's go on safari to Kenya	<p>Let's go on safari to Kenya</p> <p>Where in the world is Kenya? (Continent, identify north or south?)</p> <p>Use simple compass directions (North, South, East, West)</p> <p>What is Kenya like?</p> <p>What is the land like? (What physical features does it have - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation?)</p> <p>What is the weather like?</p> <p>What are their seasons like?</p> <p>What are the human features of Kenya? (city, town, village, factory farm, house, office, port, harbour, and shop.)</p> <p>Where in the world is the UK? (Continent, identify north or south?)</p> <p>What is the land like in the UK? (What physical features does it have - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation?)</p> <p>What is the weather like in the UK?</p> <p>What are the seasons in the UK like?</p> <p>What are the human features of UK? (city, town, village, factory farm, house, office, port, harbour, and shop.)</p> <p>What similarities and differences do the UK and Kenya have?</p> <p>Vocabulary</p> <p>mountains, valleys, fields, towns, villages and cities, savannahs, valleys, beaches, describe, features, compare, large, cities, small, villages. landscapes, towns, villages, food, clothing and lifestyles, Masai tribe, different groups of people, bodies of water, trees for shade.</p>		
Cross curricular English topic	<p>Cross curricular English topic</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</p>		
Hooks/Visits/Visitors	Hook: Orienteering and/or treasure hunts		
Secure	Geographical enquiry Ask and respond to simple closed questions. Use information books/pictures as sources of information. *Investigate their surroundings. Make observations about where things are e.g. within school or local area.	Direction & location Follow directions (Up, down, left/right, forwards/backwards)	Map skills Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map. Use a simple picture map to move around the school; Recognise that it is about a place. Use relative vocabulary (e.g. bigger/smaller, like/dislike) Use a simple picture map to move around the school Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France Use picture maps and globes

Greater depth	<p>Independent enquiries, to respond to simple closed questions.</p> <p>Use information books/pictures as sources of information. *Investigate their surroundings and start to consider the local area.</p> <p>Make observations about where things are e.g. other familiar settings.</p>	<p>Follow and give directions (Up, down, left/right, forwards/backwards.)</p>	<p>Draw picture maps of imaginary places and from stories and begin to label them.</p> <p>Use own symbols on imaginary or real map.</p> <p>Use a simple picture map to move around the school and point out landmarks in the school grounds, shown on the map.</p> <p>Recognise that it is about a place.</p> <p>Use a greater variety of relative vocabulary (e.g. bigger/smaller, further/closer, longer/shorter, wider/narrower, higher/lower)</p> <p>Use a simple picture map to move around the school</p> <p>Knows the names of a greater variety of places within/around the UK and globally. Eg London, Wales, France, Paris, India, Australia</p> <p>Use picture maps, globes and infant atlas.</p>
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YEAR 2 Knowledge and Skills				
TOPIC	Locational KNOWLEDGE	Place KNOWLEDGE	Human & Physical Geography SKILLS	Geographical SKILLS & Fieldwork
Statutory National Curriculum statements	<p>Name the world's seven continents.</p> <p>Locate the world's seven continents.</p> <p>Name the world's five oceans.</p> <p>Locate the world's five oceans.</p>	<p>Understand the geographical similarities of a small area of UK and small area of a non-European country - India.</p> <p>Understand geographical differences of a small area of UK and small area of a non-European country, - India.</p>	<p>Identify key human features including city, town, village, factory farm, house, office, port, harbour, and shop.</p> <p>Identify key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Identify the equator, North Pole and South Pole.</p> <p>Revise seasonal and daily weather patterns in the United Kingdom.</p>	<p>Map knowledge</p> <p>Locate and name on a world map and globe the seven continents and five oceans.</p> <p>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</p> <p>Using maps</p> <p>Follow a route on a map</p> <p>Use simple compass directions (North, South, East, West)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Making maps</p> <p>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</p>

Unit: Let's Visit Chembakolli, India!	<p>Let's visit Chembakolli, India!</p> <p>Where in the world is Chembakolli, India?</p> <p>Use simple compass directions (North, South, East, West)</p> <p>What is Chembakolli in India like?</p> <p>What is the land like? Explore the mountain ranges in India (What physical features does it have - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation?)</p> <p>What are some of the major rivers in India?</p> <p>What is the weather like?</p> <p>What are their seasons like?</p> <p>What are the human features of Chembakolli in India? (city, town, village, factory farm, house, office, port, harbour, and shop.)</p> <p>Where in the world is London, UK?</p> <p>What is the land like? (What physical features does it have - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation?)</p> <p>What is the weather like?</p> <p>What are their seasons like?</p> <p>What are the human features of London, UK? (city, town, village, factory farm, house, office, port, harbour, and shop.)</p> <p>What similarities and differences do London and Chembakolli have?</p> <p>Vocabulary</p> <p>Locate, world map, identify, surrounding countries, facts about India, population, capital city, climate of India, identify different climate regions, describe some of the features of these climates, investigate, how mountains and mountain ranges are formed, different types of mountains, six different Indian mountain ranges, facts, appropriate geographical vocabulary, journey of a river, source to mouth, major rivers, major cities, compare, Indian culture, clothing, religion, food, architecture, how Indian culture has influenced other cultures, identify other areas in the world where there are large numbers of Indian communities, consider why the two countries are so different.</p>
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Unit: Wonderful Weather	<p>Wonderful weather</p> <p>What is our weather like? Let's record our weather over a period of time.</p> <p>Make weather data pictograms</p> <p>What is the equator?</p> <p>What is the weather like at the equator?</p> <p>Where are the North and South Pole?</p> <p>What is the weather like at the North and South Pole?</p> <p>What hot places are at the equator?</p> <p>What animals live there?</p> <p>What is life like for people who live here?</p> <p>What are some of the cold places at the North and South pole?</p> <p>Who lives there? What are their lives like?</p> <p>What animals live there?</p> <p>Vocabulary</p> <p>seasonal weather, daily weather, recording diary, collect, sort, typical UK weather, weather diary, change over time, pictograms, interpret, data, tables, clothes we wear, things we do, weather forecasts, weather symbols, equatorial and polar regions, compare, Singapore, affects how human behaviour, Tromsø, Norway, they experience periods of constant darkness/ daylight, extreme weather in polar regions</p>
Unit: Around the world (Continents & Oceans)	<p>Around the world (Continents & Oceans)</p> <p>Locate and name on a world map and globe the seven continents and five oceans.</p> <p>Follow a route on a map</p> <p>Around the world (continents & oceans)</p> <p>Name the world's seven continents.</p> <p>Locate the world's seven continents.</p> <p>Name the world's five oceans.</p> <p>Locate the world's five oceans.</p>

	Vocabulary Locate, Europe, world map, identify, countries, features, name, location, continents, journey, discover, France, key features, seven continents, geographical features, characteristics of France, Asia, characteristics of China, Australia, Africa, Kenya, urban and rural life, North America, USA. South America, Brazil		
Cross curricular English topic	Cross curricular English topic Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)		
Hooks/Visits/Visitors	Hook: Orienteering and/or treasure hunts		
	Geographical enquiry	Direction & location	Map skills
Secure	*Children encouraged to ask simple geographical questions; Where is it? What's it like? *Use non-fiction books, stories, maps, pictures/photos and internet as sources of information. *Investigate their surroundings *Make appropriate observations about why things happen. *Make simple Comparisons between features of different places.	Follow directions (as yr 1 and inc'. NSEW)	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Begin to understand the need for a key. Use class agreed symbols to make a simple key. Follow a route on a map. Use a plan view. Use an infant atlas to locate places Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) Look down on objects to make a plan view map. Look down on objects to make a plan view map. Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas.
Greater depth	Children encouraged to ask: Why is it like this? *Use non-fiction books, stories, maps, pictures/photos and internet as sources of information. *Investigate their surrounding and other familiar settings.	Follow and give directions (as yr 1 and inc'. NSEW)	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph.) Understand the need for a key. Use class agreed symbols to make a simple key. Follow a route on a map and point out real features shown on the map. Use a plan view. Use an infant atlas to locate places. Spatially match places (e.g. recognise UK on a small scale and larger scale map)

	<p>*Make appropriate observations about why things happen and start to form simple explanations.</p> <p>*Make simple comparisons between features of different places.</p>		<p>Look down on objects to make a plan view map.</p> <p>Look down on objects to make a plan view map.</p> <p>Find land/sea and political borders on globe.</p> <p>Use teacher drawn base maps.</p> <p>Use large scale OS maps.</p> <p>Use an infant atlas.</p>
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Key Stage 2 Pupils should extend their knowledge & 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. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.				
YEAR 3 Knowledge and Skills				
TOPIC	Locational KNOWLEDGE	Place KNOWLEDGE	Human & Physical Geography SKILLS	Geographical SKILLS & Fieldwork
Statutory National Curriculum statements	<p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe including Russia.</p> <p>Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify the longest rivers in the world.</p> <p>Identify the largest deserts,</p> <p>Identify the highest mountains.</p> <p>Compare Spain with UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>Compare a region of the UK with a region in Europe e.g. Spain</p>	<p>To describe the key aspects of the physical geography of Spain and the UK</p> <p>Including</p> <p>*Physical:</p> <p>Climate zones (link to equator)</p> <p>Vegetation belts (link to equator)</p> <p>Rivers</p> <p>Mountains</p> <p>(Water cycle covered in Y4 Science)</p> <p>*Human:</p> <p>Types of settlement and land use</p> <p>Economic activity</p> <p>Distribution of natural resources including food, and water.</p>	<p>Map knowledge</p> <p>Use a variety of different scale maps ie atlases, globes, digital/computer mapping (Google Earth) to:</p> <p>*Locate the UK</p> <p>*Name & locate the counties and cities of the UK</p> <p>Using maps</p> <p>Follow a route on a map with some accuracy</p> <p>Locate places using a range of maps including OS & digital</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps)</p> <p>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map.</p> <p>Making maps</p>

				Try to make a map of a short route experiences, with features in current order. Create a simple scale drawing Use standard symbols, and understand the importance of a key.
Unit: The Rainforest	The Rainforest What are the names of the 7 continents? The position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. What countries are rainforests found in? Use an atlas to find countries of the world where rainforests are found. What plants and animals are found in the rainforest? The layers of the rainforest: emergent layer, canopy, understory layer, forest floor. What is the difference between weather and climate?			
	Vocabulary Continent, world, map, ocean, country, countries, capital city, river, desert, mountain, compare, position, direction, lines of latitude, lines of longitude, north, south, Tropic of Capricorn, Tropic of Cancer, emergent, understory, forest floor, canopy			
Unit: Into the Forest	Into the Forest Use 4 compass points Make a map of a short route experienced Make simple scale drawings Know why a key is needed Begin to use standard symbols. Follow a route on a map. Begin to draw a sketch from a high view point. Begin to use map sites on the internet.			
	Vocabulary Woodland, coniferous, squirrels, acorns, route, map, compass, north, south, east, west, high viewpoint, sketch, key, ordinance survey map, boundary, coordinates, identify, features, symbols.			

Unit: El Planeta	El Planeta What are the main countries in Europe? What are their capital cities? Where in the world is Spain? What are the physical differences and similarities between Spain and the UK. What are the human differences and similarities between Spain and the UK? What kinds of jobs do people do? What kinds of farming do people do?		
	Vocabulary Spain, language, border, population, Mediterranean, flooding, erosion, climate, weather, desert climate, Andorra, Andalusia, La Vuelta.		
Hooks/Visits/Visitors	Hook: Orienteering and/or treasure hunts		
	Geographical enquiry	Direction & location	Map skills
Secure	Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. Know why a key is needed. Use standard symbols Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) Begin to draw a sketch map from a high view point. Begin to identify points on maps A,B and C Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases.

			Begin to identify features on aerial/oblique photographs.
Greater depth	<p>Begin to ask/initiate geographical questions and come up with simple ideas.</p> <p>Use non-fiction books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>*Investigate places and themes at more than one scale</p> <p>*Begin to collect and record evidence more independently.</p> <p>*Analyse evidence and draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Use 4 compass points to follow/give directions:</p> <p>Use letter/no. co-ordinates to locate features on a map.</p>	<p>Try to make a map of a short route experienced, with features in correct order; clearly labelled.</p> <p>Try to make a simple scale drawing.</p> <p>Know why a key is needed.</p> <p>Use standard symbols</p> <p>Locate places on larger scale maps e.g. map of Europe.</p> <p>Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p>Match boundaries (E.g. find same boundary of a country on different scale maps.)</p> <p>Begin to draw a sketch map from a high view point.</p> <p>Begin to identify points on maps A,B and C.</p> <p>Use large scale OS maps.</p> <p>Begin to use map sites on interne and junior atlases.</p> <p>Begin to identify features on aerial/oblique photographs.</p>

YEAR 4 Knowledge and Skills				
TOPIC	Locational KNOWLEDGE	Place KNOWLEDGE	Human & Physical Geography SKILLS	Geographical SKILLS & Fieldwork
Statutory National Curriculum statements	<p>Revise the names and locations of the countries of the UK. (Covered in Y1 & Y3)</p> <p>Name and locate the counties of the UK.</p> <p>Name and locate the cities of the UK.</p> <p>Name and locate the geographical regions of the UK.</p> <p>Identify human and physical characteristics of the UK.</p> <p>Identify key topographical features of the UK including hills, mountains, coasts and rivers.</p>	<p>Compare a region of the UK with a region in Europe: Rome - city of Edinburgh.</p>	<p>To describe the key aspects of the physical geography of Rome and Edinburgh.</p> <p>Including</p> <p>*Physical:</p> <p>Climate zones (link to equator)</p> <p>Vegetation belts</p> <p>Rivers</p> <p>Mountains</p> <p>(Water cycle covered in Y4 Science)</p> <p>*Human:</p> <p>Types of settlement and land use</p> <p>Economic activity</p>	<p>Map knowledge</p> <p>Locate Europe on a large scale map or globe,</p> <p>Name and locate countries in Europe (including Russia) and their capitals cities.</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name the main counties and cities in/around Hampshire</p> <p>Using maps</p> <p>Follow a route on a large scale map</p>

	Identify land use patterns in the UK and understand how some of these aspects have changed over time. (History link to Romans and local area study)		Distribution of natural resources including food and water.	<p>Locate places on a range of maps (variety of scales)</p> <p>Identify features on an aerial photograph, digital or computer map</p> <p>Use 4 figure compass and four figure grid references to identify features on a map</p> <p>Making maps</p> <p>Recognise and use OS map symbols, including completion of a key and understanding why it is important</p> <p>Draw a sketch map from a high viewpoint.</p>
Unit: Where do we live: UK Study	<p>Where do we live: UK Study (1 term = 12 weeks)</p> <p>Names and locations of countries in Europe (including Russia) and their capitals cities.</p> <p>Use large scale maps or globes to locate UK</p> <p>Names and locations of the countries/counties and cities of the UK.</p> <p>Name and locate the geographical regions of the UK.</p> <p>Human and physical characteristics of the UK.</p> <p>Key topographical features of the UK including hills, mountains, coasts and rivers.</p> <p>Areas of similar environmental regions on world maps – desert/rainforest/temperate regions.</p> <p>On large scale maps of UK, follow routes.</p> <p>Use a range of maps and variety of scales to locate places in UK.</p> <p>Identify features on an aerial photograph, digital or computer map</p> <p>On maps of UK, use 4 figure compass and four figure grid references to identify features.</p> <p>Look at OS maps of UK and use OS map symbols, including key and understand importance.</p> <p>Draw sketch maps of UK from high viewpoints</p> <p>Vocabulary</p> <p>The UK, The United Kingdom, countries, make up the..., capital cities, seas, around, surrounding, identify, seas. city, town, village, factory, farm, house, office, port, harbour, shop, physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, identify, position, counties, cities, towns, villages, rocky pinnacle, stone, walls, towers, Edinburgh Castle, centre of culture, and the arts, festivals.</p>			

Unit: Rome vs Edinburgh (1 term)	Rome vs Edinburgh What are the countries and their capital cities of Europe? How has the use of the land in Rome & Edinburgh changed over time? Compare city of Rome to the city of Edinburgh: similarities/differences? Key aspects of the physical geography of Rome and Edinburgh: climate zones, vegetation belts, rivers, mountains. Key aspects of the human geography of Rome and Edinburgh: types of settlement and land use, economic activity, distribution of natural resources including food and water. What topographical features - including hills, mountains, coasts and rivers – are in Rome and Edinburgh? On aerial photographs, digital or computer maps of Rome and Edinburgh identify features. On maps of Rome and Edinburgh use 4 figure compass and four figure grid references to identify features. Look at OS maps of Rome and Edinburgh and use OS map symbols, including key and understand importance. Draw sketch maps from high viewpoints Vocabulary Vatican City, pope, Colosseum, basilica, Pantheon, ancient, attractions, Roman Forum, cathedrals, plazas, Renaissance architecture, frescoes and mosaics, .		
Hooks/Visits/Visitors	Hook: Roman Day		
	Geographical enquiry	Direction & location	Map skills
Secure	Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Know why a key is needed. Begin to recognise symbols on an OS map Locate places on large scale maps, (e.g. Find UK or India on globe)•Follow a route on a large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) Draw a sketch map from a high view point. Begin to identify significant places and environments Use large and medium scale OS maps. Use junior atlases, map sites on internet. Identify features on aerial/oblique photographs.
Greater depth	Ask and respond to questions and offer own ideas beginning to provide explanations.	Use 4 compass points well and begin to use 8 compass points;	Make a map of a short route experienced, with features in correct order; clearly labelled. Make a simple scale drawing.

	<p>Extend to satellite images, aerial photographs.</p> <p>Investigate places and themes at more than one scale</p> <p>Collect, record and organise evidence with some support.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p>	<p>Use letter/no. co-ordinates to locate features on a map confidently.</p>	<p>Know why a key is needed.</p> <p>Recognise symbols on an OS map</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Follow a route on a large scale map.</p> <p>Start to compare maps of same areas.</p> <p>Match boundaries (E.g. find same boundary of a county on different scale maps.)</p> <p>Draw a sketch map from a high view point.</p> <p>Begin to identify significant places and environments and significant topographical features.</p> <p>Use large and medium scale OS maps, junior atlases and map sites on internet.</p> <p>Identify features on aerial/oblique photographs.</p>
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YEAR 5 Knowledge and Skills				
TOPIC	Locational KNOWLEDGE	Place KNOWLEDGE	Human & Physical Geography SKILLS	Geographical SKILLS & Fieldwork
Statutory National Curriculum statements	<p>Compare 2 different regions in UK rural/urban – Frimley & Selborne</p>	<p>‘Where do we live: Frimley & Selborne’</p> <p>Compare land use maps of UK from past with the present, focusing on land use.</p> <p>*How Frimley has developed as a settlement from 1820 +.</p> <p>*Comparison of Frimley with Selbourne</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p>	<p>Human</p> <p>Use basic geographical vocabulary relating to key human features including city, town, village, factory, farm, house, office, port, harbour, shop.</p> <p>Physical</p> <p>Describe and understand key aspects of : Physical geography including rivers and revision of the water cycle</p> <p>History link: Vikings</p> <p>Types of settlements in Viking Britain - linked to History.</p> <p>Locate on UK maps</p>	<p>Map knowledge</p> <p>Locate the world’s countries, focus on North & South America Identify the position and significance of lines of longitude & latitude</p> <p>Using maps</p> <p>Compare maps with aerial photographs</p> <p>Select a map for a specific purpose</p> <p>Begin to use atlases to find out other information (e.g. temperature)</p> <p>Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references</p> <p>Making maps</p>

				<p>Draw a variety of thematic maps based on their own data.</p> <p>Draw a sketch map using symbols and a key,</p> <p>Use and recognise OS map symbols regularly</p>
Unit: Rivers and Mountains	<p>Rivers and Mountains</p> <p>How are rivers formed? Learn and explain the processes of erosion and deposition.</p> <p>What happens on the journey of a river from source to mouth? Learn about the features of rivers, including deltas, tributaries and meanders.</p> <p>Find out why rivers are important. What are some of the human uses for rivers? (For water, transport, habitat, energy, farming and leisure?). Research, using a variety of sources to find out some information for themselves.</p> <p>What are the causes of river pollution and the effects this has on the environment? What are some of the most polluted rivers in the world? What about river pollution closer to home? What are some of the ways that river pollution can be prevented?</p> <p>Investigate a river in detail including the effects on the environment and landscape. Ask questions they would like to find the answer to about the River Nile. Consider different ways in which they could find the answers to their questions. Present findings in a variety of ways.</p> <p>Conduct a geographical enquiry by generating a main question as the focus for a geographical enquiry. Choose focus the enquiry and use a variety of sources of information to carry out research. Think about the best way of presenting the information.</p>			
	<p>Vocabulary</p> <p>Rivers, formed, explain, processes, erosion, deposition, journey of a river, source to mouth, features of rivers, deltas, tributaries, meanders, human uses for rivers, water, transport, habitat, energy, farming, leisure, research, variety of sources, information, causes, river pollution, effects, environment, polluted, prevented, investigate, detail, landscape, questions, River Nile, consider, present findings in a variety of ways, conduct a geographical enquiry, generate a main question as the focus for a geographical enquiry, variety of sources of information to carry out research, present information.</p>			
Unit: Local Study: Frimley	<p>Local Study: Frimley (12 week unit)</p> <p>Locate the UK on a world map before looking at a map of the UK to identify different regions.</p> <p>Use Ordnance Survey maps to identify how the UK is split into a grid, identifying different towns and counties within each square.</p> <p>Use the eight compass points to navigate around a map and use a map of their local area to explore features.</p> <p>Learn about physical and human features of our local area. Consider the difference between rural and urban areas and identify whether they live in a rural or urban area.</p> <p>Explore their local area and identify areas that are residential, commercial, agricultural or industrial, as well as human and physical features eg woodland, hospital, high street, etc</p> <p>Identify different types of services in the local area. Children to think about services which are common to most towns and consider which are most important. Identify a variety of different services in their local area. Design their own town and include the services they think are necessary.</p> <p>Collect and record evidence ie gather data to find out ways in which adults in their local communities get to work. Record the evidence they have gathered and present it in an appropriate way. Use the data gathered to draw conclusions about what it tells them about their local area.</p> <p>Evaluate what the local area is like. Consolidate what they have learnt about their local area. Describe the area they live in, giving details about its human an physical features. Present the information they have found out to people who might wish to visit the area.</p>			

	Vocabulary Locate, UK, world map, identify different regions, Ordnance Survey maps, split into a grid, towns and counties within each square, eight compass points, navigate, local area, explore features, physical and human features of our local area, consider the difference between rural and urban areas, identify whether they live in a rural or urban area, residential, commercial, agricultural or industrial, woodland, hospital, high street, services in the local area, common, most important, design, necessary, collect and record evidence, gather data, get to work, record the evidence gathered, present in an appropriate way, use the data gathered to draw conclusions the local area, evaluate what the local area is like, consolidate what they have learnt about their local area, describe the area they live in, giving details about its human and physical features, present the information,		
Hooks/Visits/Visitors	Trip to Selborne – river study – either day or overnight		
	Geographical enquiry	Direction & location	Map skills
Secure	Begin to suggest questions for investigation *Begin to use primary and secondary sources of evidence in their investigations. *Investigate places with more emphasis on the larger scale; contrasting and distant places *Collect and record evidence unaided *Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations -influence on people/everyday life	Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map.	Begin to draw a variety of thematic maps based on their own data. *Draw a sketch map using symbols and a key; *Use/recognise OS map symbols. *Compare maps with aerial photographs. *Select a map for a specific purpose. (E.g. Pickatlas to find Taiwan, OS map to find local village.) *Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) *Measure straight line distance on a plan. *Find/recognise places on maps of different scales. (E.g. river Nile.) *Draw a plan view map with some accuracy. Identify significant places and environments *Use index and contents page within atlases. *Use medium scale land ranger OS maps.
Greater depth	*Suggest questions for investigation. *Use primary and secondary sources of evidence in their investigations. *Investigate places with more emphasis on the larger scale; contrasting and distant places *Collect, record and organise evidence unaided *Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations -influence on people/everyday life.	Use 8 compass points; *Begin to use 4 figure co-ordinates to locate features on a map.	Draw a variety of thematic maps based on their own data. *Draw a sketch map using symbols and a key; *Use/recognise OS map symbols. *Start to use atlas symbols *Compare maps with aerial photographs. *Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) *Use atlases to find out about other features of places. (e.g. find wettest part of the world) *Measure straight line distance on a plan. *Find/recognise places on maps of different scales. (E.g. river Nile.) *Draw a plan view map with some accuracy. *Identify significant places, environments and topographical features.

			*Use index and contents page within atlases. *Use medium scale land ranger OS maps.
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YEAR 6 Knowledge and Skills				
TOPIC	Locational KNOWLEDGE	Place KNOWLEDGE	Human & Physical Geography SKILLS	Geographical SKILLS & Fieldwork
Statutory National Curriculum statements	<p>Locate the main countries in North or South America. Locate and name principal cities.</p> <p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, rivers and mountains. Understand how these features have changed over time.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p>	<p>Physical Describe and understand key aspects of : Physical geography including volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>*Name and locate the key topographical features including climate zones, biomes and vegetation belts *Distribution of natural resources focussing on energy *Fair/unfair distribution of resources</p>	<p>Map knowledge *Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</p> <p>Using maps Follow a short route on a OS map Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps</p> <p>Making maps Draw plans of increasing complexity Begin to use and recognise atlas symbols</p>

Unit: North America	<p>North America</p> <p>Identify the continent of North America on a map. How is it organised? Eg into areas, such as the Caribbean and Central America.</p> <p>Identify the 23 countries that comprise North America and locate them on a map.</p> <p>Investigate and compare climates in North America. Look at a global climate zone map to identify climate patterns around the world. Explore some of the different climate zones in North America, using graphs and charts to examine and compare the climate in different locations around the continent.</p> <p>Explore the geographical features of North America: like famous features of North America, including natural features such as the Grand Canyon and Niagara Falls, finding out how they were formed. Explore some human features and landmarks, such as the Panama Canal and the Hoover Dam.</p> <p>Define what a capital city is before finding out the names of some North American capital cities. Generate questions to find out information about a particular city.</p> <p>Match capitals to their countries.</p> <p>Explore the various time zones of North America and how these compare to other time zones around the world.</p> <p>Why do different parts of the world have different time zones? Use time zone maps to work out time differences between various locations in North America, as well as locations in North America and the rest of the world.</p> <p>Compare region in the UK with a region in North America. Describe local area in detail, using appropriate geographical vocabulary.</p> <p>Then compare local area with specific areas in North America, considering how both physical and human features and similar and different.</p> <p>Research human and physical geography of a particular North American country. Rrecap everything learnt about North America.</p> <p>Research a particular North American country, generating questions they want to find the answer to and using a variety of sources of information to find the answers. Present what they have found out in a variety of ways.</p> <p>Vocabulary</p> <p>Countries, North America, identify, continent, map, organised into areas, Caribbean, Central America, 23 countries, comprise, locate, world, investigate, compare, climates, global climate zone map, climate patterns, graphs and charts, examine, famous features, natural features, Grand Canyon, Niagara Falls, formed, explore, human features, landmarks, Panama Canal, Hoover Dam, human and physical geographical features, capital cities, language, population, time zones, calculate GMT, Greenwich Meridian Time, corresponding times, Time Zone Map, appropriate sources, researching, generating questions, variety of sources of information, present, appropriate facts, figures and images,</p>
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<p>Unit: South America</p>	<p>South America</p> <p>Where is South America? What countries make up South America?</p> <p>What is the climate of South America like?</p> <p>What is the major mountain range of South America? Find on a map. How were they formed? What are some facts about it? How is it used by the people who live on or near them?</p> <p>What do I want to know about the human geography of South America? Use facts to find compare and contrast to other countries.</p> <p>Find out about trade and industry in South America. What is the concept of world trade? What are some of the products we use that may come from South America? What are the biggest exports of South America?</p> <p>Carry out an in-depth study of a South American country. What are the names of the countries and territories of South America?</p> <p>Choose one country as a focus of study, using what children already know and carrying out their own research to collate and present information about a South American country.</p> <p>Compare an area of South America with the UK/North America.</p> <p>Use what they have learnt about South American countries compare human and physical features of a region of South America with the UK.</p> <p>Research different facts about the two regions and use this research to draw out similarities and differences as well as attempting to use previous knowledge to explain these similarities and differences</p> <p>To explore the various time zones of North America and how these compare to other time zones around the world. Children will identify why different parts of the world have different time zones. They will use time zone maps to work out time differences between various locations in North America, as well as locations in North America and the rest of the world.</p> <p>Vocabulary</p> <p>South America, identify, continent, features, twelve countries and two territories that comprise South America, locate, map, world map, climate, climate zone maps, temperate, arid, subtropical, describe, features,, secondary information sources, major mountain ranges, Andes, largest mountain range in the world, how the Andes were formed, Andes run the length of South America, generating questions, human geography of South America, facts, compare and contrast countries, present findings in a variety of ways , find out about trade and industry in South America, concept of world trade, recognise some of the products we use that may come from South America, identify some of the biggest exports of South America, recognise some of their strongest industries, world trade, main industries in various South American countries, carry out an in depth study of a South American country, countries and territories of South America, focus of study, research, collate and present information about a South American country, use a variety of sources of information to find out about a specific South American country, select appropriate facts, figures, images to include in their work, two regions, research, draw out similarities and differences, use previous knowledge to explain similarities and differences, key difference or similarity, feasible explanation</p>
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Unit: Extreme Earth: Volcanoes and earthquakes	<p>Extreme Earth: Volcanoes and earthquakes</p> <p>Explore the Earth's extreme climates by investigating what climates there are on our planet and finding out about the hottest, wettest, coldest and driest places on Earth. Think about the location of these places on the planet and user knowledge to reason why these places may have these extreme climates.</p> <p>Revise the water cycle and how this continuous process creates precipitation and rivers. Reflect on what happens to environments when there is drought and who this can affect. Reflect on any extreme weathers and research and investigate instances of extreme weather from around the world</p> <p>Investigate a variety of extreme weather phenomena, such as tropical storms, floods, lightning, hurricanes and tornadoes, and the effects these can have on people and the landscape.</p> <p>Find out about earthquakes and what causes them .Learn about earthquakes and how the movement of the tectonic plates cause them. Explore and discuss the effects that earthquakes can have on a community and how earthquakes can be measured using the Richter scale.</p> <p>Find out how tsunamis are caused by earthquakes under the sea floor, focusing on the effects that tsunamis can have on an environment. Look in detail at the effects of the 2004 Boxing Day tsunami and the lasting effects it had on the environment and the people living there</p> <p>Identify the differences between a volcano and a mountain. Consolidating knowledge of the Earth's tectonic plates, learn about volcanoes around the world. Learn to distinguish between active, dormant and extinct volcanoes as well as exploring the connection between the tectonic plates and the locations of volcanic activity.</p> <p>Discover how volcanoes are formed and what happens when one erupts.</p> <p>Vocabulary</p> <p>Explore, Earth, extreme climates, investigating, planet, finding out about, hottest, wettest, coldest, driest, places on Earth. reason why, water cycle, continuous process, creates precipitation, rivers, reflect on what happens to environments when there is drought, who this can affect, research and investigate, instances of, weather phenomena, tropical storms, floods, lightning, hurricanes and tornadoes, effects, people, landscape, earthquakes, what causes them, movement of the tectonic plates, discuss, community, measured using the Richter scale, sea floor, environment, 2004 Boxing Day tsunami, lasting effects, people living there, volcano, mountain, consolidate, knowledge, tectonic plates, distinguish between active, dormant and extinct volcanoes, the connection between the tectonic plates and the locations of volcanic activity, discover, formed, what happens, erupts,</p>		
Hooks/Visits/Visitors	Americas Dress up and Celebration Day?		
Secure	Geographical enquiry <ul style="list-style-type: none"> *Suggest questions for investigating *Use primary and secondary sources of evidence in their investigations. *Investigate places with more emphasis on the larger scale; contrasting and distant places *Collect and record evidence unaided *Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it 	Direction & location <ul style="list-style-type: none"> Use 8 compass points confidently and accurately Use 4 figure co-ordinates confidently to locate features on a map. *Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. 	Map skills <ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Use/recognise OS map symbols; *Use atlas symbols. Follow a short route on an OS map. Describe features shown on OS map. *Locate places on a world map. *Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Use a scale to measure distances. Draw/use maps and plans at a range of scales. Draw a plan view map accurately. Confidently identify significant places and environments

			<p>Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.</p>
Greater depth	<p>Suggest questions for investigating and start to summarise findings. Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided. Analyse evidence and draw conclusions with justification e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.</p>	<p>Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps</p>	<p>Use/recognise OS map symbols; Use atlas symbols. Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Use maps showing topographical features, varying temperature, etc. Use a scale to measure distances. Draw/use maps and plans at a range of scales. Draw a plan view map accurately. Confidently identify significant places and environments Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.</p>