

**Subject: Geography**

**National Curriculum strands:**

1. Human and physical geography
2. Locational knowledge
3. Place knowledge
4. Geographical skills and fieldwork

| Year Group               | Autumn 1  | Autumn 2 | Spring 1   | Spring 2 | Summer 1  | Summer 2 |
|--------------------------|---|----------|--|----------|---|----------|
| FS                       | Knowledge and Understanding of the World – 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.<br><b>Human and physical geography</b> <b>Locational knowledge</b> <b>Place knowledge</b> <b>Geographical skills and fieldwork</b> |          |  |          |   |          |
| Cultural Capital         |   |          |  |          |   |          |
| Cross-Curricular Writing |   |          |  |          |   |          |
| 1                        | Great Britain – Locational Knowledge, Human and physical geography<br><br>Focus: Locating GB on map, knowing countries and surrounding seas<br>Compare local town to London<br><br><b>NC link : Human and Physical Geography</b> <ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,</li> </ul>  |          | Oceans and Continents<br>Locational knowledge, geographical skills and fieldwork <i>Links to history topic</i><br><br>Focus: Using a World map to locate continents and oceans<br><br><b>NC link: Locational knowledge</b> <ul style="list-style-type: none"> <li>• name and locate the world’s seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> |          | Weather UK & world<br><br>Focus: Compare weather from UK to another continent<br><br><b>NC link: Human and physical geography</b> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> |          |

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|                                 | valley, vegetation, season and weather <ul style="list-style-type: none"> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>   |  |   |
| <b>Cultural Capital</b>         |   |  |   |
| <b>Cross-Curricular Writing</b> | <i>Non-Chronological report</i>   |  |   |
| <b>2</b>                        | Our School –<br><br>Focus: map work, symbols<br><br><b>NC Links:</b> <b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its</li> </ul> | Wellington – locational knowledge, human and physical geography, geographical skills and fieldwork<br><i>Links to History topic</i><br><br>Focus: The physical and human geography of Wellington<br><br><b>NC links:</b> <b>Human and physical geography</b> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> | UK & China<br><br>Focus: comparing Wellington knowledge from previous topic to Qibao (Kigh –bay – o) in Shanghai<br><br><b>NC links:</b> <b>Place knowledge</b> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> |

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|                                 | grounds and the key human and physical features of its surrounding environment.   |   |   |
| <b>Cultural Capital</b>         |   | <i>Walk around Wellington</i>   |   |
| <b>Cross-Curricular Writing</b> |   |   | <i>Descriptive Text</i>   |
| <b>3</b>                        | <p>Basic Orienteering – Geographical skills and fieldwork</p> <p>Focus: Use of a compass and reading local maps</p> <p><b>NC links: Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul> | <p>Egypt - Locational Knowledge, Place Knowledge (human geography/ Climate)<br/><i>Links to history topic</i></p> <p>Focus: Comparing Egypt and England</p> <p><b>NC links: Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer</li> </ul> | <p>Volcanoes and Earthquakes</p> <p>Focus: describing and understanding key aspects</p> <p><b>NC links: Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> |

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|                                 |  | <p>and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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 or South America</li> </ul>   |  |
| <b>Cultural Capital</b>         | <i>Go orienteering/get a club in</i>   |   |  |
| <b>Cross-Curricular Writing</b> |  | <i>Descriptive text</i>   | <i>Explanation text</i>  |
| <b>4</b>                        | <p>Counties – locational knowledge (key cities, map work)</p> <p><i>Links to history topic</i></p> <p>Focus: local counties – follow the River Severn</p> <p><b>NC Links : Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human</li> </ul> | <p>Great Britain – cities, counties, key features</p> <p><i>Links to history topic</i></p> <p>Focus: Major cities in GB</p> <p><b>NC links: Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key</li> </ul> | <p>Water, Weather and the Climate</p> <p><b>NC links: Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of: 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</li> </ul> |

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|                         | <p>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</p> | <p>topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• 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 or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• 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</li> </ul> |  |
| <b>Cultural Capital</b> |   |   |  |

| Cross-Curricular Writing |   |   | <i>Non-Chronological report</i>  |
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| 5                        | <p>Biomes and Vegetation Belts</p> <p>Focus: describing and understanding key aspects</p> <p><b>NC links: Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> | <p>Somerset &amp; East Thrac – Geographical skills and fieldwork (Climate)</p> <p>Focus: Comparing human and physical geography</p> <p><b>NC Links: Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of: 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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their</li> </ul> | <p>Locational knowledge – hemispheres</p> <p>Focus: describing and understanding key aspects</p> <p><b>NC links: Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> |

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|                                 |   | <p>knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>  |  |
| <b>Cultural Capital</b>         | <i>Eden Project</i>   |  |  |
| <b>Cross-Curricular Writing</b> |   |  |  |
| <b>6</b>                        | <p>Rivers and Mountains – Geographical Skills and Fieldwork</p> <p>Focus: describing and understanding key aspects</p> <p><b>NC links:</b> <b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• use fieldwork to observe, measure, record and present the human and</li> </ul> | <p>West Africa – Locational Knowledge, Place Knowledge (human geography/ Climate)</p> <p><i>Links to history topic</i></p> <p>Focus: human geography – trade links</p> <p><b>NC links:</b> <b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> | <p>North America – Geographical skills and fieldwork (Climate)</p> <p><i>Links to history topic</i></p> <p>Focus: Comparing human and physical geography (New York)</p> <p><b>NC links:</b> <b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• describe and understand key aspects of 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</li> </ul> |

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|                                 | <p>physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | <p>understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• 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 or South America</li> </ul> |  |
| <b>Cultural Capital</b>         |   |   |  |
| <b>Cross-Curricular Writing</b> |   |   |  |