

<p><u>KS1 Autumn 1 Our Local Area</u> <u>Overarching National Curriculum Focus</u></p> <ul style="list-style-type: none">• Human and physical geography ♣ Understands key physical and human features of their local area.• Locational Knowledge - compare journeys and landscapes and understand near/far, often/ rarely• Geographical skills and fieldwork. learn about maps, map-making and symbols. <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none">• Knows about the local area, and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).• Recognises a natural environment and describes it using key vocabulary.• Describes a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a largescale map using compass directions and locational language prompted by their journey stick).	<p><u>KS1 Spring 1 People and their communities</u> <u>Overarching National Curriculum Focus</u></p> <ul style="list-style-type: none">• Locational knowledge. name and locate the world’s seven continents. Can name most of the nations and capitals of the UK, and locate some major cities• Place knowledge. 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• Human and physical geography - learn about the human and physical geography of a small area in several non-European countries• Geographical skills and fieldwork - read images, maps, atlases and globes.• Human and physical geography - use basic geographical vocabulary <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none">• Demonstrate good spoken and written knowledge of the human and physical geography of their locality. Compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities.• Describe in some detail the local area and distant locations’ features using images to support answers. Can name most of the nations and capitals of the UK, and locate some major cities, oceans and continents on a UK and world map. Create representations (drawings/sculptures) of these locations.• Use appropriate vocabulary in relation to the human and physical features of local and distant locations. Geographical Understanding: Identify daily (and sometimes seasonal) weather patterns in their local area and hot, cold, dry areas of the world in relation to the Equator and Poles.• Show limited awareness of weather differences.• Know that people do jobs and that where they live (e.g. coastline) might affect this.• Describe which continents have significant hot or cold areas and relate these to the Poles and Equator. Use a world map, atlas or globe to locate the continents and oceans relative to the Equator and Poles. Understand that they live in the UK and it is an island; identify the UK and its surrounding seas• Use world maps, atlases and globes to ask questions of the UK and other countries, continents and oceans studied at this key stage.• Use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and, with support, identify the four countries and capital cities of the UK.• Describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas, and relate these to the Poles and Equator. Make comparisons when prompted with the weather in your area.	<p><u>KS1 Summer 1 Animals and their habitats</u> <u>Overarching National Curriculum Focus</u></p> <ul style="list-style-type: none">• Locational knowledge. name and locate the world’s seven continents and five oceans• Geographical skills and fieldwork - use world maps, atlases and globes to identify countries, continents and oceans• Geographical skills and fieldwork - use simple fieldwork and observational skills• Place knowledge – describe significant hot or col areas and relate these to the Poles and equator. <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none">• Use a world map, atlas or globe to name and locate the seven continents and five oceans.• Identify seasonal weather patterns.• Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.• Describe the physical and human geography of a distant place.• Recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit.• Have some sense of what the animals eat and the dangers (human or physical dangers) the animals might encounter – this• Use a wall map or atlas to locate and identify countries taught in the unit.• Ask questions about key locations studied.
<p><u>KS1 Autumn 2 Seasons</u> <u>Overarching National Curriculum Focus</u></p> <ul style="list-style-type: none">• Physical Geography: weather; seasons; climate in UK• Locational Knowledge: UK countries and capitals; emerging ideas of characteristics of four countries in relation to weather?. <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none">• Knows the four seasons and the correct order;• Uses and understands basic weather symbols, and can identify multiple weather types (wind, rain, snow, fog, mist, sun, sunny spells, clouds as a minimum).• Demonstrates locational awareness and can name their local area (Stottesdon, Shropshire), that they live in the UK and can name the capitals of the UK;• They know that weather can be different in different parts of the UK.• Demonstrates that they understand basic, subject-specific vocabulary relating to physical geography (weather).• Starts to give reasons why the UK has the weather it does (e.g. wind).• Demonstrates locational awareness and can name their local area (Stottesdon, Shropshire), that they live in the UK and can name the capitals of the UK;• Know the 4 points of the compass.	<p><u>KS1 Spring 2 Journey Food</u> <u>Overarching National Curriculum Focus</u></p> <ul style="list-style-type: none">• Human and physical geography - understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production •• Geographical skills and fieldwork. - use locational and directional language (e.g. near and far) to describe the location of features and routes on a map• Locational knowledge - name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas• Geographical skills and fieldwork - use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none">• Use an atlas to name and locate on a map the four countries and capital cities of the UK.• Describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.• Describe and explain that everyday food products (oilseed rape, crisps, apple juice pork pies (Melton Mowbrey), potatoes (Northern Ireland), rhubarb (Yorkshire, Welsh cakes (Wales)) have been changed (processed) before they are packed/bought.• Talk with confidence about human and physical environments, such as farmland (around Stottesdon), the local area (Bridgnorth) or further afield (e.g. a major UK city), South East, London, North West, East of England, West Midlands, South West, Yorkshire and the Humber, East Midlands, North East naming features and using some key vocabulary.• Use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features. Features of the work of children exceeding expectations/working at greater depth.	<p><u>KS1 Summer 2 Our Wonderful world</u> <u>Overarching National Curriculum Focus</u></p> <ul style="list-style-type: none">• Locational knowledge - name, locate and identify characteristics of the seven continents and oceans• Geographical skills and fieldwork - use world maps, atlases and globes• Human and physical geography - identify the locations of hot and cold areas around the world. - use basic vocabulary to refer to physical and human features - understand geographical similarities and differences when studying both human and physical geography• Place knowledge 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. <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none">• Identify and name most of the wonders and which continent they are in.• Use atlas, map or globe to locate some wonders.• identify and name the relevant countries and oceans• Communicate in detail something about these countries •• correctly use most of the key vocabulary in relation to human and physical features.

<p><u>LKS2 Autumn 1 Climate and weather</u> <u>Overarching National Curriculum Focus</u></p> <ul style="list-style-type: none"> Locational knowledge: Identifies the position of the Prime/Greenwich Meridian, and understands the significance of latitude and longitude (e.g. understands how climate varies with latitude and in relation to equator, Tropics and Poles). Human & Physical Geography: Name and locate some of the world’s climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Geographical skills & 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. <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none"> Understands how physical processes can cause hazards to people. Describes some advantages and disadvantages of living in hazard-prone areas. Extract geographical data (e.g. rainfall, temperature, weather, climate/vegetation zones) from pictorial/graphical representations. Understand what a biome is and give examples of the variety of biomes and vegetation belts. Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. Indicate the tropical and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Indicate the tropical, temperate and polar climate zones on a globe or map, describe the characteristics of these zones, and describe and compare some biomes using appropriate vocabulary. Identify the world’s hottest, coldest, wettest and driest locations. Fieldwork: Try to organise a visit to a deciduous forest or woodland, and find out about the native trees of our temperate forest biome. Try to arrange a talk from a park or countryside ranger to discover more about the issues affecting the flora, fauna and countryside of, or near/nearest to, your local area. In the school environment, extend any work the children have done previously in collecting, analysing and communicating weather data. Correctly use most of the key vocabulary. 	<p><u>LKS2 Spring 1 Our World</u> <u>Overarching National Curriculum Focus</u></p> <ul style="list-style-type: none"> Locational knowledge: Identifying the position and significance of latitude, longitude, the 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) Geographical skills & Fieldwork: Practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied. Geographical skills & Fieldwork: Use the eight points of the compass to build their knowledge of the wider world. <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none"> Know the continents and countries of the world and can name and locate them on a world map. Identifying the position and significance of latitude, longitude, the 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) Use most of the vocabulary introduced in the unit when talking about their map. Can describe the relationship between globes and world maps. Locate the Prime/Greenwich Meridian on a globe and world map an describe day and night in relation to the Earth’s rotation on its own axis. 	<p><u>LKS2 Summer 1 – Coasts</u> <u>Overarching National Curriculum Focus</u></p> <ul style="list-style-type: none"> Locational Knowledge: extend their knowledge and understanding beyond the local area to include more of the UK. Locational Knowledge: Name and locate (some) counties and cities of the UK Human & Physical Geography: Learn about key topographical or physical features of coasts to understand how some of these aspects developed, are changing now and have changed over time. <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none"> Understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain). Describe and understand key aspects of the human geography of coasts, including: types of settlement, and land use, economic activity and safety. Consider tourism, as both an economic and a pleasurable activity. Think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having. Locate and describe a coastal environment in the UK. Use appropriate geographical vocabulary to describe significant human and physical coastal features. Locate and describe several coastal environments in the UK and in other continents. Describe human coastal activities: economic and leisure activities associated with the coast. Identify and explain some advantages and disadvantages of living by the coast. Locate and describe some human and physical characteristics of the UK. Use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. features of coasts). Identify and sequence a range of seaside/coastal settlement sizes from a village to a city. Describe the characteristics of settlements with different functions, e.g. features, settlements and activities associated with coastal towns, tourism/ports/docks. Understand how physical processes can cause hazards to people. Describe some advantages and disadvantages of living in hazard-prone areas (e.g. dangers of the sea – tides, cliff falls, erosion, flooding). Use an atlas to locate the UK and locate some major urban areas; locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).
<p><u>LKS2 Autumn 2 The Americas</u> <u>Overarching National Curriculum Focus</u> <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through looking at regions in North and South America <p><u>Physical geography</u></p> <ul style="list-style-type: none"> begin to associate weather/climate with landscape and environment <p><u>Geographical skills</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied learn to use the eight points of a compass to build their locational knowledge of the Americas <p><u>Core knowledge that children must learn</u> Geographical knowledge</p> <ul style="list-style-type: none"> Locate some countries North and South America on a map or atlas. Relate continent, country, state, city. Identify states in North America using a map (e.g. using the words of the song ‘Route 66’, locate the places mentioned on a map of the USA to show a route across the USA; describe the route). Geographical understanding Identify and sequence a range of settlement sizes from a village to a city. Describe the characteristics of settlements with different functions. 	<p><u>LKS2 Spring 2 Rivers and the Water cycle</u> <u>Overarching National Curriculum Focus</u> <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> name and locate some of the UK’s and the world’s most significant rivers and mountain environments <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> learn about the features of a named river (the River Thames) in the UK, from source to mouth learn how rivers and mountains are formed identify some of the processes associated with rivers understand where rivers and mountains fit into the water cycle <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/ computer mapping to locate rivers and mountains studied use fieldwork to observe, measure, record and present physical features (incl sketch maps/plans, graphs and digital technologies) <p><u>Core knowledge that children must learn</u> Geographical Knowledge</p> <ul style="list-style-type: none"> Locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers. <p>Geographical Understanding</p> <ul style="list-style-type: none"> Use simple geographical vocabulary to describe significant physical 	<p><u>LKS2 Summer 2 Our World and Volcanoes</u> <u>Overarching National Curriculum Focus</u> <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Locate countries in Europe, South and North America <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> describe and understand the key aspects of volcanoes and earthquakes <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> understanding geographical similarities and differences through the study of physical geography in a region in European country and in a North/South American country <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none"> Locate some countries in Europe, South America and North America on a map or atlas (e.g. Italy, Ecuador , California). Use a map to locate some states of the USA Use an atlas to locate volcanoes and locations of earthquakes. understand that the distribution of earthquakes and volcanoes follows a pattern; have a basic understanding of plate tectonic and the ‘Pacific Ring of Fire’ Use simple geographical vocabulary to describe significant physical features and talk about how they change. Describe a volcano, volcanic eruption and an earthquake

<ul style="list-style-type: none">● Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar).● Offer explanations for the similarities and differences between some regions in North or South America.● Describe and compare the physical and human characteristics of some regions in North or South America.● Understand how the human and physical characteristics are connected for more than one region in North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas; select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities). <p>Geographical skills and enquiry</p> <ul style="list-style-type: none">● Use a map or atlas to locate some countries and cities in North and South America.● Use a map to locate some states of the USA (e.g. use an atlas to locate places and be able to describe the location of the place using a nested hierarchy).● Give direction instructions up to eight compass points.● Use the zoom function of a digital map to locate places (e.g. using Google Earth – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map).	<p>features of rivers and talk about how they change.</p> <ul style="list-style-type: none">● Describe a river and mountain environment in the UK, using appropriate geographical vocabulary.● Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.● Understand how physical processes can cause hazards to people, e.g. flooding.● Describe some advantages and disadvantages of living in hazard-prone areas. <p>Geographical Skills and Enquiry</p> <ul style="list-style-type: none">● Use the zoom function of a digital map to locate places e.g. global rivers and mountain ranges.● In a group, carry out fieldwork in the local area selecting appropriate techniques (e.g. create a river in the playground using natural materials; use a watering can to form the river; observe and record what happens to the water over different materials; take photographs and label with key river features and processes)	<ul style="list-style-type: none">● Link geographical similarities and differences in European and American regions.
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<p><u>UKS2 Autumn 1 Changes in our local environment</u></p> <p><u>Overarching National Curriculum Focus</u></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none">• name and locate counties and cities of the UK, 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 <p><u>Human and physical geography</u></p> <ul style="list-style-type: none">• understand geographical similarities and differences through the study of human and physical geography of a region of the UK <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none">• use maps, atlases, globes and digital/computer mapping to locate countries and describe features• 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. <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none">• to locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.• To locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.• to understand how a region has changed and how it is different from another region of the UK.	<p><u>UKS2 Spring 1 Europe a study of the alpine region</u></p> <p><u>Overarching National Curriculum Focus</u></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none">• extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none">• be taught to understand some of the physical and human processes that shape a region <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none">• use maps to focus on countries, cities and regions in Europe be taught to understand a region of another European country <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none">• be able to describe key physical and human characteristics and environmental regions of Europe.• be able to describe and understand a range of key physical processes and the resulting landscape features.• understand how a mountain region is formed.• know information about a region of Europe and its physical environment and climate, and economic activity.• explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.• understand how human activity is influenced by climate and weather.• understand hazards from physical environments and their management, such as avalanches in mountain regions.	<p><u>UKS2 Summer 1 Journeys Trade</u></p> <p><u>Overarching National Curriculum Focus</u></p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none">• 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 <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none">• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p><u>Core knowledge that children must learn:</u></p> <ul style="list-style-type: none">• to describe what the climate of a region is like and how plants and animals are adapted to it.• to understand how food production is influenced by climate.• to understand that products we use are imported as well as locally produced.• To understand where our energy and natural resources come from.• know the journey of how at least one product get to their home in detail• expose their own enquiry questions• explain what ‘fair trade’ means• explain where in the world several different fruits originate• name and locate several countries where their clothes and food originate.
<p><u>UKS2 Autumn 2 South America – the Amazon</u></p> <p><u>Overarching National Curriculum Focus</u></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none">• Locates cities, countries and regions of South America on physical and political maps.• Knows and understands what life is like in cities and in villages and in a range of settlement sizes. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none">• Describes what the climate of a region is like and how plants and animals are adapted to it. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none">• Describes key physical and human characteristics and environmental regions of South America.• Understands how climate and vegetation are connected in biomes, e.g. the tropical rainforest.• Explains some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.• Understands how human activity is influenced by climate and weather.• Explains several threats to wildlife/habitats <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none">• Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none">• Locate the world’s countries using maps. Identify and name some of the countries in which the Amazon is located• Extend their knowledge and understanding beyond their local area to include South America.• Understand geographical similarities and differences through the study of human and physical geography of a region in South America.• Explain some of the ways in which the Amazon rainforest is valuable. Name at least one animal that lives in the Amazon and describe how it has adapted to its habitat.• Describe some similarities and differences between their local area and a region in South America.• Describe what the climate is like in Amazonas.• Examine environmental regions, key physical and human characteristics, countries and major cities.	<p><u>UKS2 Spring 2 Protecting the environment</u></p> <p><u>Overarching National Curriculum Focus</u></p> <p>LOCATIONAL: Use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world.</p> <p>PHYSICAL/HUMAN: describe and understand key aspects of the distribution of natural resources including energy, minerals and water.</p> <p>SKILLS: Use maps, atlases and globes to locate countries and describe features studied. 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.</p> <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none">• Understand where our energy (understand no one type of energy production will provide all our energy needs) and natural resources come from.• Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.• Explain several threats to wildlife/habitats including the ocean.• Name several common minerals e.g. rocks, oil, coal, metals; explain where minerals are found around the world.• Describe some renewable and non-renewable energy sources (including an initial understanding of the carbon cycle)• Explain how humans rely on the oceans.• Understand some advantages of marine protected areas (MPAs).<ul style="list-style-type: none">• Be able to talk about one way we could make the school more sustainable.	<p><u>UKS2 Summer 2 Our World in the future.</u></p> <p><u>Overarching National Curriculum Focus</u></p> <p>PLACE: Build knowledge of the UK. Explain why their local area is special. List and locate local public services. explain how local industry has changed over time. Understand that future needs of the community may affect local industry</p> <p>PHYSICAL/HUMAN: describe and understand key aspects of physical and human geography.</p> <p>SKILLS: learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK. Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none">• Describe different types of local industry and public services and how they have changed over time (past, present and future of the local area).• Explain why their local area is special• Understand how human activity is influenced by climate and weather.• Make sketch maps of areas using symbols, a key and a scale.• Use digital maps to investigate features of an area.• Present information gathered in fieldwork using a range of graphs• Begin to consider how developments can be sustainable.

