

Year 1 (A) Geography

	<u>Head</u>	<u>Hands</u>
<u>Locational knowledge and geographical skills:</u> Map Skills	<ul style="list-style-type: none"> Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. [3] 	<ol style="list-style-type: none"> Draw around objects to plan. Draw maps of real places and made up places. Draw and label pictures to show how places are different. Look at a simple map of the local area and identify the things they know and have seen. Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school. Children to take photos of interesting things in the local area and explain what the photos show. Study aerial photographs of the school and label it with key features e.g. school, church, park, shops Use a compass
	<ul style="list-style-type: none"> Locate the continents on a paper map [3] 	
	<ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) to describe the location of features on a map. [8] 	
	<ul style="list-style-type: none"> Locate the world's 7 continents and 5 oceans. [3] 	
	<ul style="list-style-type: none"> Name and locate the 4 countries and capital cities of the UK and its surrounding seas. [3] 	
<ul style="list-style-type: none"> Create keys for symbols on a map [3] 		
<u>Human Features of the world</u>	<ul style="list-style-type: none"> Use basic geographical vocab to refer to key human features: city, town, village, factory, farm, house, office, port, harbour, shop [2/3/4/6/7] 	
	<ul style="list-style-type: none"> Be able to verbalise and write about similarities and differences between the features of the two localities. [2/3/4/5/6/7] 	
	<ul style="list-style-type: none"> Use basic geographical vocabulary to identify and describe human features. 	
	<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study school and its surrounding environment. [2/3/4/5/6/7] 	
<u>Place Knowledge</u> Japan	<ul style="list-style-type: none"> Find a non-European country on a map. [3] 	
	<ul style="list-style-type: none"> Study pictures/videos of a non-European country and ask geographical questions e.g. - What is it like to live in this place? - How is this place different to where I live? [3] 	
	<ul style="list-style-type: none"> Compare an area of the UK with a non-European country - human and physical geography 	

Heart

- The learner demonstrates the ability to work with other children (collaborate) to learn about and share information.
- The learner demonstrates the ability to work with other children (collaborate) to discuss information.
- The learner shows enthusiasm towards Geography and a desire to find out more.
- The learner looks for opportunities to apply their geographical skills, knowledge and understanding in other contexts.
- Express own views about a place, people and environment.

Year 3 (A) Geography

	<u>Head</u>	<u>Hands</u>
<u>Locational knowledge and geographical skills:</u> Map Skills	<ul style="list-style-type: none"> Build on prior knowledge of UK regions by using maps to locate countries of Europe. 	<ol style="list-style-type: none"> Make a sketch map of human and physical features Take/use photographs Follow a route on an OS map Label a map and the main geographical features you would see identified, with a key. Take/use digital photographs of the main features and plot them on to a map using coordinates to show where these key features are. Create models of geographical processes. Use a compass
	<ul style="list-style-type: none"> Study maps to make assumptions about the different areas of Europe e.g. using OS map keys to identify mountainous areas, urban areas. 	
	<ul style="list-style-type: none"> Create a map using OS symbols [3/4] 	
	<ul style="list-style-type: none"> Use the 8 points of a compass. [7] 	
	<ul style="list-style-type: none"> Using maps, locate the Equator, Northern and Southern Hemispheres, Arctic and Antarctic circles. Consider the countries and climates that surround these and discuss the relationships between these and the countries. [6] 	
<ul style="list-style-type: none"> Locate places on an OS map using a 4-figure grid reference 		
<u>Human Features</u> Types of settlement	<ul style="list-style-type: none"> To explain what early settlers needed an [1] 	
	<ul style="list-style-type: none"> To study the locations of early settlements and decide why they were chosen. [1] 	
	<ul style="list-style-type: none"> Use maps to identify settlements built by invaders. [4] 	
	<ul style="list-style-type: none"> Compare land use in different settlements 	
	<ul style="list-style-type: none"> Use maps to identify links between settlements. 	
<u>Place Knowledge</u> Italy	<ul style="list-style-type: none"> Create a map of an ideal settlement [1] 	
	<ul style="list-style-type: none"> Look at maps, pictures and other sources to identify similarities and differences between a UK region and Spain. 	
	<ul style="list-style-type: none"> Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading. 	
	<ul style="list-style-type: none"> Identify main trade and economy 	
	<ul style="list-style-type: none"> Look at settlement types and compare to similar settlement type in the UK 	
<ul style="list-style-type: none"> Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers. [2] 		
<ul style="list-style-type: none"> Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc.) e.g. Colosseum in Rome generates a lot of revenue through tourism. Relate to UK landmarks. [5] 		

Heart

- The learner demonstrates the ability to work with other children (collaborate) to learn about and share information.
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- The learner looks for opportunities to apply their geographical skills, knowledge and understanding in other contexts.
- Express own views about a place, people and environment.

Year 5 (A) Geography

	<u>Head</u>	<u>Hands</u>		
<u>Locational knowledge and geographical skills:</u> Map Skills	<ul style="list-style-type: none"> • Confidently use maps, globes and Google Earth. [6] • Use atlases/maps to describe and locate places using 4 and six figure grid references. [4/5] • Locate the Equator and tropics of Cancer and Capricorn on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics. • Locate large urban areas on a map and use geographical symbols (OS symbols) [6] • Identify the Greenwich Meridian and study time zones associate with it. 	<ol style="list-style-type: none"> 1. Make a scale drawing using powers of 10. 2. Use photographs and measurements to create an accurate map of an area. 3. Follow a route on a small-scale map. 4. Use a range of maps to find the quickest route. 5. Use longitude and latitude to guide a location in an atlas. 6. Use digital mapping to locate places. 7. Read the scale on contour lines on an OS map. 8. Take/use photographs to support findings 9. Use a compass 10. Draw diagrams of geological processes 		
	<ul style="list-style-type: none"> • Locate world countries/continents/cities • Understand that geography has changed over time. [2] • Use 8 points on a compass [9] 			
	<u>Physical Features</u> Rivers, Mountains and the Water Cycle		<ul style="list-style-type: none"> • Explain the water cycle [10] • Locate the key rivers of the world [5] • Describe the features of a river system. [1/10] • Describe how erosion and deposition shape a river. [8] • Describe and suggest solutions for river pollution. 	
			<ul style="list-style-type: none"> • Explain and describe the formation of mountains. [7/10] • Locate mountain ranges and name the countries/continents that they are in. 	
			<u>Place Knowledge</u> Brazil and South America	<ul style="list-style-type: none"> • Use maps to locate features e.g. rivers, mountains, large cities. [4/6] • Look at the mountains of South America and discuss how they were formed. [7/10] • Label counties, cities, mountains and rivers. [5] • Study different climates and biomes across South America. • Investigate the human geography of South America • Study the trade and industry of South America including exports and world trade.
<u>Heart</u>				
<ul style="list-style-type: none"> • The learner demonstrates the ability to work with other children (collaborate) to learn about and share information. • The learner demonstrates the ability to work with other children (collaborate) to discuss information. • The learner shows enthusiasm towards Geography and a desire to find out more. • The learner looks for opportunities to apply their geographical skills, knowledge and understanding in other contexts. • Express own views about a place, people and environment. 				

Year 2 (B) Geography

	<u>Head</u>	<u>Hands</u>
<u>Locational knowledge and geographical skills:</u> Map Skills	<ul style="list-style-type: none"> • Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. [3] • Locate the continents on a paper map [3] • Use simple compass directions (North, South, East and West) to describe the location of features on a map. [8] • Locate the world's 7 continents and 5 oceans. [3] • Name and locate the 4 countries and capital cities of the UK and its surrounding seas. [3] • Create keys for symbols on a map [3] 	<ol style="list-style-type: none"> 1. Draw around objects to make a plan. 2. Draw maps of real places and made up places. 3. Draw and label pictures to show how places are different. 4. Look at a simple map and identify the things they know and have seen. 5. Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school. 6. Children to take photos of interesting things in the local area and explain what the photos show. 7. Study aerial photographs of the school and label it with key features e.g. school, church, park, shops 8. Use a compass
<u>Human Features of the world</u>	<ul style="list-style-type: none"> • Use basic geographical vocab to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. [1/3/4/5/6/7] • Be able to verbalise and write about similarities and differences between the features of the two localities. [3] • Identify hot and cold areas of the world in relation to the poles and equator. • Use basic geographical vocabulary to identify and describe physical features. • Identify seasonal and daily weather patterns in the UK. 	
<u>Place Knowledge Australia</u>	<ul style="list-style-type: none"> • Find a non-European country on a map. [4] • Study pictures/videos of a non-European country and ask geographical questions e.g. <ul style="list-style-type: none"> - What is it like to live in this place? - How is this place different to where I live? [2] • Compare an area of the UK with a non-European country - human and physical geography 	
<u>Heart</u> <ul style="list-style-type: none"> • The learner demonstrates the ability to work with other children (collaborate) to learn about and share information. • The learner demonstrates the ability to work with other children (collaborate) to discuss information. • The learner shows enthusiasm towards Geography and a desire to find out more. • The learner looks for opportunities to apply their geographical skills, knowledge and understanding in other contexts. • Express own views about a place, people and environment. 		

Year 4 (B) Geography

	<u>Head</u>	<u>Hands</u>
Locational knowledge and geographical skills: Map Skills	<ul style="list-style-type: none"> Build on prior knowledge of UK regions by using maps to locate countries of Europe. 	<ol style="list-style-type: none"> Make a sketch map of human and physical features Take photographs to create a map. Follow a route on an OS map Map the main geographical features you would see identified, with a key. Take digital photographs of the main features and plot them on to a map using coordinates to show where these key features are. Create/draw models of geological processes. Use a compass
	<ul style="list-style-type: none"> Study maps to make assumptions about the different areas of Europe e.g. using OS map keys to identify mountainous areas, urban areas. 	
	<ul style="list-style-type: none"> Create a map of the local area using OS symbols [3] 	
	<ul style="list-style-type: none"> Use the 8 points of a compass. [7] 	
	<ul style="list-style-type: none"> Using maps, locate the Equator, Northern and Southern Hemispheres, Arctic and Antarctic circles. Consider the countries and climates that surround these and discuss the relationships between these and the countries. [4] 	
	<ul style="list-style-type: none"> Locate places on an OS map using a 4-figure grid reference 	
Physical Features Volcanoes and Earthquakes	<ul style="list-style-type: none"> To explain how volcanoes are formed. [6] 	
	<ul style="list-style-type: none"> To explain how volcanoes affect people's lives - positive and negative 	
	<ul style="list-style-type: none"> To explain what causes earthquakes and how they are measured. 	
	<ul style="list-style-type: none"> To explain what causes tsunamis and how they affect people. [8] 	
	<ul style="list-style-type: none"> To explain what causes tornadoes and the effects they have. [8] 	
	<ul style="list-style-type: none"> Describe the workings of mountains and how they are created. [6] 	
Place Knowledge USA	<ul style="list-style-type: none"> Look at maps, pictures and other sources to identify similarities and differences between a UK region and USA region [2/5] 	
	<ul style="list-style-type: none"> Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading. [1] 	
	<ul style="list-style-type: none"> Identify main trade and economy 	
	<ul style="list-style-type: none"> Look at settlement types and compare to similar settlement type in the UK 	
	<ul style="list-style-type: none"> Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers. 	
	<ul style="list-style-type: none"> Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc.) e.g. The White House in Washington generates a lot of revenue through tourism. Relate to UK landmarks. 	
<u>Heart</u>		
<ul style="list-style-type: none"> The learner demonstrates the ability to work with other children (collaborate) to learn about and share information. The learner demonstrates the ability to work with other children (collaborate) to discuss information. The learner shows enthusiasm towards Geography and a desire to find out more. The learner looks for opportunities to apply their geographical skills, knowledge and understanding in other contexts. Express own views about a place, people and environment. 		

Year 6 (B) Geography

	Head	Hands
<u>Locational knowledge and geographical skills:</u> Map Skills	<ul style="list-style-type: none"> Confidently use maps, globes and Google Earth. [1/6/8] 	<ol style="list-style-type: none"> Make a scale drawing using powers of 10. Make a simple thematic map based on data collected. Use photographs and measurements to create an accurate map of an area. Follow a route on a small-scale map. Use a range of maps to find the quickest route. Use longitude and latitude to guide a location in an atlas. Use digital mapping to locate places. Read the scale on contour lines on an OS map. Take/use photographs to support findings Draw diagrams of geological processes.
	<ul style="list-style-type: none"> Use atlases/maps to describe and locate places using 4 and six figure grid references. [4/5] 	
	<ul style="list-style-type: none"> Locate the Equator and tropics of Cancer and Capricorn on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics. 	
	<ul style="list-style-type: none"> Locate large urban areas on a map and use geographical symbols (OS symbols) [6] 	
	<ul style="list-style-type: none"> Identify the Greenwich Meridian and study time zones associate with it. 	
	<ul style="list-style-type: none"> Locate world countries/continents/cities 	
	<ul style="list-style-type: none"> Understand that geography has changed over time. [2] 	
<u>Physical Features</u> Natural resources	<ul style="list-style-type: none"> Use 8 points on a compass [9] 	
	<ul style="list-style-type: none"> To identify some of Britain's natural resources and explain how they are used. 	
	<ul style="list-style-type: none"> To identify some of the ways that natural resources are used to produce energy. 	
	<ul style="list-style-type: none"> To identify renewable energy sources and discuss the pros and cons of their use. [9] 	
	<ul style="list-style-type: none"> Identify parts of the world where wood is produced and discuss problems with its production. [2] 	
	<ul style="list-style-type: none"> Know where and how steel is produced. 	
<u>Place Knowledge</u> Scandinavia	<ul style="list-style-type: none"> To know where and how glass and concrete are produced in Britain using natural resources. 	
	<ul style="list-style-type: none"> To be able to locate Scandinavia's countries and major cities on a world map. [6] 	
	<ul style="list-style-type: none"> To explore the climate and weather of Scandinavia. [3] 	
	<ul style="list-style-type: none"> To explore the physical features of Scandinavia. 	
	<ul style="list-style-type: none"> To explore the human geography of Scandinavia. 	
<ul style="list-style-type: none"> To be able to compare and contrast and area of the UK with in area in Scandinavia. 		
<ul style="list-style-type: none"> To plan a tourist visit to a Scandinavian destination - consolidation of learning. 		
<u>Heart</u> <ul style="list-style-type: none"> The learner demonstrates the ability to work with other children (collaborate) to learn about and share information. The learner demonstrates the ability to work with other children (collaborate) to discuss information. The learner shows enthusiasm towards Geography and a desire to find out more. The learner looks for opportunities to apply their geographical skills, knowledge and understanding in other contexts. Express own views about a place, people and environment. 		