



Curriculum Plan - Geography

Year Group	Autumn	Spring	Summer
1 and 2 Cycle A	<p>Human and physical geography of small area in UK What makes our local area unique?</p> <ul style="list-style-type: none"> 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 Use simple compass directions (North, East, South and West) and locational and directional language to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <ul style="list-style-type: none"> Use basic observational skills Carry out a small survey of local area Draw basic maps including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features Add labels onto map or photograph of features Use a simple picture map to move around the school Use directional language such as near and far, up and down, left and right 	<p>Human and Physical Geography of the UK What is it like to live in one of the capital cities of the UK?</p> <ul style="list-style-type: none"> 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 Use simple compass directions (North, East, South and West) and locational and directional language to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <ul style="list-style-type: none"> Use maps to identify the UK and its position in the world Use maps to locate the four countries and capital cities of UK and its surrounding seas Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Draw or make a map of real places Add labels onto map or photograph of features Use simple compass directions (North, East, South, West) Use basic geographical vocabulary to refer to key physical and human features 	<p>Hot and Cold Areas What is it like to live in a hot or cold area of the world?</p> <ul style="list-style-type: none"> 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 Use simple compass directions (North, East, South and West) and locational and directional language to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <ul style="list-style-type: none"> Use simple compass directions Locate and name on a world map the seven continents and 5 oceans Locate on a globe and world map the hot and cold areas including and in relation to the equator and North and South poles Use directional language such as near and far, up and down, left and right Use maps to identify the UK and its position in the world



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<p>1 and 2 Cycle B</p>	<p>Continents and oceans of the world What makes our world so wonderful?</p> <ul style="list-style-type: none"> • 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 • Use simple compass directions (North, East, South and West) and locational and directional language to describe the location of features and routes on a map • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <ul style="list-style-type: none"> • Use simple compass directions (north, east, south, west) • Locate the seven continents and five oceans • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • Use basic geographical vocabulary to refer to key physical and human features • Use photographs and maps to identify features 	<p>Comparing a small area of the UK with a small area of a non-European contrasting country How is Kenya different to life in the UK?</p> <ul style="list-style-type: none"> • 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 • Use simple compass directions (North, East, South and West) and locational and directional language to describe the location of features and routes on a map • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small UK area and a contrasting non-European country • Use basic geographical vocabulary to refer to key physical and human features • Use world maps to identify the UK and its position in the world • Use relative vocabulary such as bigger, smaller, like, dislike • Ask and respond to basic geographical questions 	<p>Weather in the UK How does weather change during the different seasons of the UK?</p> <ul style="list-style-type: none"> • 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 • Use simple compass directions (North, East, South and West) and locational and directional language to describe the location of features and routes on a map • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <ul style="list-style-type: none"> • 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 north and south poles • Use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Understand geographical similarities and differences across the UK • Use pro-forma to collect data



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3 and 4 Cycle A	<p data-bbox="371 231 875 311">The UK Which counties and cities make up the UK?</p> <ul data-bbox="421 347 875 981" style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Locate places using a range of maps including OS and digital • Use 4 figure compasses and letter/number co-ordinates to identify features on a map • Locate UK on a variety of different scale maps • Name and locate the counties and cities of UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these have changed over time 	<p data-bbox="898 231 1480 311">European Region How does life in the UK compare with life in Spain or Italy?</p> <ul data-bbox="947 347 1480 1157" style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Locate UK on a variety of different scale maps • Locate Europe on a large-scale map or globe • Locate places using a range of maps including OS and digital • Identify features on an aerial photograph, digital or computer map • Name and locate countries in Europe • 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 • Name and locate the counties and cities of UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these have changed over time 	<p data-bbox="1503 231 2033 311">UK Region What is it like to live in the North East of England?</p> <ul data-bbox="1552 347 2033 1236" style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area • Ask geographical questions • Use appropriate terminology • Identify features on an aerial photograph, digital or computer map • Begin to use 8 figure compass and four figure grid references to identify features on a map • Recognise and use OS map symbols, including completion of a key and why it is important • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • Ask geographical questions about places and environments to carry out investigations • Draw maps, sketches and places with accurate symbols, keys and scale • Accurately use six figure grid reference



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<p>3 and 4 Cycle B</p>	<p>North and South America How are North and South America different?</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Use a range of maps, atlases, globes and digital mapping to locate places • Begin to use eight figure compass and four figure grid reference to identify features of a map • Locate North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities • Understand geographical similarities and differences through the study of a regions within North or South America • Create a simple scale drawing • Use standard symbols and understand the importance of a key • Identify features on an aerial photograph, digital or computer map 	<p>Countries and Time zones of the world How is the world divided?</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Use a range of maps, atlases, globes and digital mapping to locate the world's countries • Begin to use eight figure compass and four figure grid reference to identify features of a map • Identify the position and significance of lines of longitude and latitude • 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) 	<p>Rainforests What can we do to protect the rainforests?</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Use a range of maps, atlases, globes and digital mapping to locate the world's countries • Begin to use eight figure compass and four figure grid reference to identify features of a map • Recognise and use OS map symbols, including completion of a key and understanding why it is important • Understand geographical similarities and differences through the study of human and physical features of the UK with another region



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5 and 6 Cycle A	<p>Natural resources How do we get our energy, food and water?</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate and describe features studied Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area <ul style="list-style-type: none"> Select appropriate methods for data collection Use graphs to display data collected Describe and understand the key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water Use atlases to find out data about other places Identify 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>Climate zones, biomes and vegetation belts Does our climate represent our biome character?</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate and describe features studied Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area <ul style="list-style-type: none"> Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature) Use 8 figure compasses, begin to use 6 figure grid references Find and recognise places on maps of different scales Locate the world's countries Identify the position and significance of lines of longitude and latitude Describe and understand the key aspects of physical geography, including: climate zones, biomes and vegetation belts 	<p>Rivers and the Water Cycle What does the journey of a river look like?</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate and describe features studied Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area <ul style="list-style-type: none"> Describe and understand the key aspects of physical geography, including: rivers and the water cycle Find and recognise places on maps of different scales Begin to use and recognise atlas symbols Use 8 figure compass and 6 figure grid references accurately Identify key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time

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5 and 6 Cycle B	<p>Extreme Earth What effects do volcanoes and earthquakes have on people living in the world?</p>	<p>Mountains What is the climate on Mount Everest, the world's tallest mountain?</p>	<p>Economic activity including trade links How has trading changed throughout history?</p>



	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area <ul style="list-style-type: none"> • Compare maps with aerial photographs • Select a map for a specific purpose • Use 8 figure compass and 6 figure grid references accurately • Locate the world's countries on a variety of maps, including the areas studied throughout the key stages • Describe and understand key aspects of physical geography, including: volcanoes and earthquakes 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area <ul style="list-style-type: none"> • Compare maps with aerial photographs • Use 8 figure compass and 6 figure grid references accurately • Begin to use and recognise atlas symbols • Locate the world's countries on a variety of maps, including the areas studied throughout the key stages • Describe and understand key aspects of physical geography, including: mountains • Identify key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area <ul style="list-style-type: none"> • Begin to use atlases to find out other information • Use 8 figure compass and 6 figure grid references accurately • Identify the world's countries on a variety of maps, including the areas studied throughout the key stages • Describe and understand the key aspects of human geography, including: economic activity including trade links
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