

Whole School Geography Curriculum

Geographical Skills

Locational Knowledge

Place Knowledge

Human and Physical
Geography

Geographical Skills and
Mapwork

Curriculum Aims

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- To be competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
 - communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length

Whole School Geography Curriculum

EYFS progression map from Nursery (3-4 years) to the end of Reception

Area of Learning: Understanding the World Educational Programme from the EYFS framework: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.			
Concept: The Natural World – GEOGRAPHY			
EYFS Vocabulary: habitat, local, place, building, town, countryside, farm, field, park, path, people, beach, sea, beck, desert, mountain, hill, rainforest, woodland, weather, seasons, litter, recycle			
Nursery			
Development Matters Pathway	Ourselves	Animal Kingdom	Our Wonderful World
<i>Use all their senses in hands-on exploration of natural materials</i>	<ul style="list-style-type: none"> Explore a variety of natural autumn materials. Investigate the different materials that the three little pigs use to build their houses. 		<ul style="list-style-type: none"> Share stories, 'Oliver's Vegetables' and 'Handa's Surprise'. Explore a variety of fruit and vegetables using our senses. (Cycle A) Explore the non-fiction text 'Welcome to the Rock Pool'. Make and explore own rock pool. (Cycle B)
<i>Begin to understand the need to respect and care for the natural environment and all living things</i>		<ul style="list-style-type: none"> Learn how to care for and look after pets. (Cycle A) Learn how to care for and look after a chick/duck. 	<ul style="list-style-type: none"> Share story 'Harry saves the Ocean' and talk about safe disposal of litter and how we can recycle to help the natural environment. (Cycle B) Talk about the outside Nursery environment and how we need to care for and look after the plants.
Learning beyond the classroom:		<ul style="list-style-type: none"> Visit from Pets at Home/pet dog/police dog. Chick/Duckling hatching. 	
Reception			
Development Matters Pathway	Our Community	Night and Day	Growing and Changing
<i>Explore the natural world around them</i>	<ul style="list-style-type: none"> Explore the woods surrounding Acklam to look for signs of Autumn. Collect leaves, twigs, conkers etc. Explore and describe the different shapes and colours of Autumn leaves. Make rubbings of them and identify the leaves to the correct trees. 	<ul style="list-style-type: none"> Explore the outdoor classroom and go on a local area walks to look for signs of Winter and then Spring. Talk about the weather we experience in Winter and Spring. Read 'Clean Up!' and talk about the importance of looking after our planet. 	<ul style="list-style-type: none"> Display photographs and explore our environment to look for signs of Summer. Talk about the weather we experience in Summer. Scavenger hunt to collect natural things to match clues e.g. something wet, a leaf with one point etc.

Whole School Geography Curriculum

EYFS progression map from Nursery (3-4 years) to the end of Reception

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Nursery			
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<i>Begin to understand the need to respect and care for the natural environment and all living things</i>		<ul style="list-style-type: none"> Learn how to care for and look after pets. (Cycle A) Learn how to care for and look after a chick/duck. 	<ul style="list-style-type: none"> Share story 'Harry saves the Ocean' and talk about safe disposal of litter and how we can recycle to help the natural environment. (Cycle B) Talk about the outside Nursery environment and how we need to care for and look after the plants.
Learning beyond the classroom:		<ul style="list-style-type: none"> Visit from Pets at Home/pet dog/police dog. Chick/Duckling hatching. 	
Reception			
Development Matters Pathway	Our Community	Night and Day	Growing and Changing
<i>Explore the natural world around them</i>	<ul style="list-style-type: none"> Explore the woods surrounding Acklam to look for signs of Autumn. Collect leaves, twigs, conkers etc. Explore and describe the different shapes and colours of Autumn leaves. Make rubbings of them and identify the leaves to the correct trees. Talk about the weather we experience in Autumn. 	<ul style="list-style-type: none"> Explore the outdoor classroom and go on a local area walks to look for signs of Winter and then Spring. Talk about the weather we experience in Winter and Spring. Read 'Clean Up!' and talk about the importance of looking after our planet. Collect litter around Acklam Whin. Explore recyclable objects and sort them. 	<ul style="list-style-type: none"> Display photographs and explore our environment to look for signs of Summer. Talk about the weather we experience in Summer. Scavenger hunt to collect natural things to match clues e.g. something wet, a leaf with one point etc.

Whole School Geography Curriculum

<i>Recognise some environments that are different to the one in which they live</i>	<ul style="list-style-type: none"> Look at images and share video clips of Harvest time on a farm in Autumn. 	<ul style="list-style-type: none"> Look at images of habitats around the world for example North and South Pole, deserts, rainforests, coral reef, grasslands and compare and describe differences to our Acklam habitats. 	<ul style="list-style-type: none"> Share the story 'Town Mouse and Country Mouse'. Compare features of Middlesbrough to the countryside. Explore a farm, notice the differences including sights, sounds and smells and ask questions to find out more.
Learning beyond the classroom	<ul style="list-style-type: none"> Acklam woodland walk – signs of Autumn 	<ul style="list-style-type: none"> Local area walk – signs of Winter and Spring 	<ul style="list-style-type: none"> Farm visit

Seasons and significant celebrations to be taught across the year in line with when they take place.

Progression steps within the concept		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
	Nursery			<ul style="list-style-type: none"> I know that I must look after the natural environment and care for living things. I know I need to put litter in the bin. 	<ul style="list-style-type: none"> I can use my sight, smell, touch, hearing and taste to experience and explore natural materials.
	Reception		<ul style="list-style-type: none"> I can name some of the habitats in Acklam. I know there are different habitats around the world. 	<ul style="list-style-type: none"> I can name some things I see in the natural world around me. I can talk about the types of weather we experience in the different seasons. I can name features of Acklam such as woodland, beck and houses and explore if there are the same or different features in the countryside. I can say how a farm environment is different to Acklam. I know that we can help to take care of the environment by recycling our rubbish. 	<ul style="list-style-type: none"> I can observe and talk about what I see in photographs and what I experience outside. I can begin to ask questions to find out more.

Early Learning Goal:

Understanding the World: The Natural World:

Children at the expected level of development will:

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experience and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons.

Whole School Geography Curriculum

EYFS progression map from Nursery (3-4 years) to the end of Reception

Area of Learning: Understanding the World

Educational Programme from the EYFS framework: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.


(Relevant statements for Nursery (3-4 years) can also be taken from **Mathematics**)

Concept: People, Culture and Communities – GEOGRAPHY

EYFS Vocabulary: world, earth, globe, land, sea, ocean, countries, place, local, map, landmarks, habitat, town, countryside, building, farm, church, school, shops, field, park, house, path, people, beck, desert, mountain, hill, rainforest, beach, woodland, weather, seasons, Middlesbrough, Acklam, North Pole, South Pole, Africa, in front of, behind, next to, near, far.

Nursery					
Development Matters Pathway	Ourselves	Animal Kingdom	Our Wonderful World		
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<ul style="list-style-type: none">Look at Google Earth and find where we live.Look at photographs of different houses from around the world.	<ul style="list-style-type: none">Read stories about and talk about animals around the world and the countries/settings they live in. (Cycle B)	<ul style="list-style-type: none">Read Handa’s Surprise and talk about fruits from around the world and some of the countries where they grow. (Cycle A)		
Learning beyond the classroom:					
Reception					
Development Matters Pathway	Our Community	Night and Day	Growing and Changing		
Draw information from a simple map	<ul style="list-style-type: none">Identify places such as the playground, classrooms etc on a simple map of AW school.Display photographs of local landmarks and aerial maps of Acklam. Go on a local area walk and find landmarks and features, e.g. shops, park, church, Blue Bell beck etc. Make maps of our local area.	<ul style="list-style-type: none">Use Google Earth maps, atlases and globes to locate and talk about the North and South Pole.Use Google Earth to identify different habitats around the world.Annotate a world map to show the places children know or have travelled to.	<ul style="list-style-type: none">Read Town Mouse, Country Mouse. Look at an aerial map and photographs of Middlesbrough and compare to the countryside. Identify features and differences between them both.Create a town or countryside setting using small world toys.		
Recognise some similarities and differences between life in this country and life in other countries		<ul style="list-style-type: none">Compare life in the North and South Pole to life in England e.g. weather, environment.Compare habitats around the world such as rainforests, deserts, coral reef and compare to habitats we have in Acklam.			
Learning beyond the classroom	<ul style="list-style-type: none">Local area walk		<ul style="list-style-type: none">Farm visit		
Seasons and significant celebrations to be taught across the year in line with when they take place.					
		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork

Whole School Geography Curriculum

Progression steps within the concept 	Nursery	<ul style="list-style-type: none"> I know I live in England. I know that there are different countries in the world. 	<ul style="list-style-type: none"> When looking at photos and/or artefacts, I can talk about how some countries are different to England. I can describe where a story is taking place (the setting) e.g. in a forest, jungle or the sea. 	<ul style="list-style-type: none"> I can explore land use through creating small world settings e.g. a farm, beach, a zoo. I can use some words to label the weather e.g. rain, sunny, hot. 	<ul style="list-style-type: none"> I can create simple small world settings. I can use simple positional vocabulary e.g. 'in front of' and 'behind' to talk about routes or locations in a simple small world setting or in role play. <i>(Linked to Mathematics SSM)</i> I can describe a familiar route <i>(Linked to Mathematics SSM)</i>
	Reception	<ul style="list-style-type: none"> I know that we all live on a planet called Earth and when looking at Earth, that the green, brown, yellow and white parts are land and the blue parts are water. I can begin to name some places of significance to myself or to my learning e.g. North Pole, South Pole. I know that I go to school in Acklam and live in a town called Middlesbrough. 	<ul style="list-style-type: none"> I know there are different habitats around the world e.g. rainforest, desert. I can notice differences and similarities between life in England to life in the North or South Pole e.g. environment and weather. I can compare Middlesbrough to the countryside and explore similarities and differences. 	<ul style="list-style-type: none"> I can identify and name features of Acklam such as field, road, church, house, school, shop, beck, path. I can remember where areas within the school are: my classroom, Reception's cloakroom and playground, the main office and the hall. I know that other countries experience different weather to England. 	<ul style="list-style-type: none"> I can create small world settings that include some drawn elements. I can create a simple map of my local area using photographs and simple drawings. I can draw a simple map of an imagined setting. I can use globes, maps and compasses in role play.

Early Learning Goal:

Understanding the World: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.

Whole School Geography Curriculum

KS1 Geography Content Coverage

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.						
Pupils should be taught about:	Y1 Exploring the Weather and Hot and Cold Places	Y1 Our Local Area – Our School Ground	Y1 The United Kingdom	Y2 Continents and Oceans	Y2 Local Area – Our School's Surrounding Environment	Y2 Non-European study, Tulum Mexico
Locational knowledge - Name and locate the world's seven continents and five oceans				✓		✓
Locational knowledge – Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.			✓			
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 – 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.	✓					✓
Geographical skills and fieldwork – Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans studied at this key stage.	✓		✓	✓		✓
Geographical skills and fieldwork – 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.		✓		✓	✓	✓
Geographical skills and fieldwork – Use aerial photographs and plan perspectives to recognise landmarks and basic humans and physical features; devise a simple map; and use and construct basic symbols in a key		✓			✓	✓
Geographical skills and fieldwork – 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.		✓			✓	



Whole School Geography Curriculum

Year 1 Geography ARE
Locational Knowledge I can locate the four countries of the UK, their capital cities and surrounding seas on a world map or globe.
Place knowledge I can talk about place, people and environment.
Physical Geography I can 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. I can use geographical vocabulary to refer to physical features e.g. equator, country, river, sea, ocean, season, weather, vegetation.
Human Geography I can use geographical vocabulary to refer to key human features e.g. city, town, village, shop, house, school
Geographical Skills and Fieldwork I can use simple locational and directional vocabulary to describe the location of features and routes on a map e.g. near, far, beside etc. I can draw a simple free-hand map of a real or imaginary place and use my own symbols. I can locate the UK on a world map or globe.
Year 2 Geography ARE
Locational Knowledge I can name and locate the 7 continents of the world and the 5 oceans.
Place knowledge I can discuss how life is different in a non-European location e.g. Maasai tribe
Physical Geography I can understand and use geographical vocabulary when referring to key physical features e.g. country, continent, hill, ocean, coast, river, beach, cliff, forest, mountain, sea, soil, valley, vegetation, season, weather I can observe and discuss physical features of the school and local area. I can identify weather patterns in the UK e.g. rain, sun, snow; comparing them to another place on a map.
Human Geography I can understand and use geographical vocabulary when referring to key human features e.g. town, city, village, farm, factory, house, office, port, harbour I can express own views about how people affect the environment, e.g. adding physical features, housing I can observe and discuss human features of the school and local area.
Geographical Skills and Fieldwork I can use compass directions to describe the location of features and routes on a map e.g. N, S, E, W I can follow a simple plan view map. I can draw a simple aerial plan view map of the school grounds and use class agreed symbols to create a key (abstract symbols rather than pictures). I can use age appropriate maps and atlases to locate key places and features e.g. Middlesbrough

Whole School Geography Curriculum

Year 1		
	<i>Explore the Weather and Hot and Cold Places</i>	<i>Local Area – Our School Grounds/Our School grounds (Fieldwork)</i>
Enquiry Question	What would it be like to live in hot and cold areas of the world?	Where in the world do I live? Does our School support plant life?
Vocabulary	<p>Locational language: hills, beach, coast, forest, country, address, home, school</p> <p>Positional language: near, far, close, next to, above, below, in front, behind</p> <p>Weather: cold, hot, sunny, rainy, snow</p> <p>Map: Seas, United Kingdom, Equator, North and South Pole, Antarctica, Arctic, Savannah</p>	<p>Locational language: address, home, school, Middlesbrough, Acklam</p> <p>Positional language: near, far, close, next to, above, below, in front, behind</p> <p>Weather: cold, hot, sunny, rainy, snow</p> <p>Map: map, symbols</p> <p>Locational language: landmark, city, river, bridge, country, address, home, school,</p> <p>Positional language: near, far, close, next to, above, below, in front, behind, Mountain</p> <p>Weather: cold, hot, sunny, rainy, snow</p> <p>Map: Seas, United Kingdom, Scotland, England, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast</p>
Skills	<ul style="list-style-type: none"> • Locate hot and cold places on a simple world map. • Locate the UK on a world map. • Identify seasonal weather patterns in the UK, on the Equator and the North and South Poles. • Identify seasonal weather patterns in the UK. • Collect data and keep a weather chart based on first-hand observations using picture symbols and discuss, interpret and present this data. • Ask geographical questions about the world such as ‘What is it like here?’, ‘How is it different?’ 	<ul style="list-style-type: none"> • Locate the UK and its four countries on a world map, in an atlas and on a globe. • Locate the capital cities of the UK on a map or in an atlas and the surrounding seas. • Identify features of a city environment e.g. London. • Ask questions about the city such as ‘What is it like here?’ or ‘How is it different to where I live?’ • Identify landmarks and basic human and physical features from aerial photographs. • Begin to use locational and positional language to describe the location of features in London on a simple map. Identify key human and physical features of their own school grounds. • Begin to use locational and positional language to describe the location of features or a route on a simple local map of the school locality. • Draw a simple free-hand map of a real or imaginary place e.g. the outdoor classroom. • Use own symbols on a map. • Ask questions such as ‘What human features can I see in our school grounds?’ or ‘How are parts of our school grounds similar/different?’
Knowledge and Understanding	<ul style="list-style-type: none"> • Know where the Equator and poles are on a globe and how this relates to hot/cold countries. 	<ul style="list-style-type: none"> • Know the features of our school’s grounds. • Know where our school is within the local area. Know that there are large settlements called cities and that each country in the UK has a capital city. • Understand that the UK is split into countries.

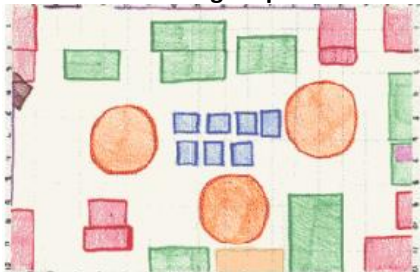
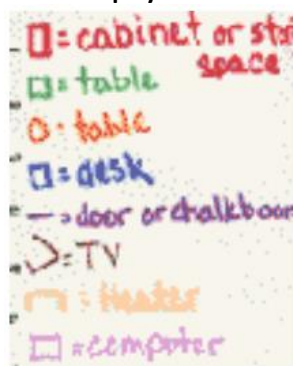

Whole School Geography Curriculum

		<ul style="list-style-type: none"> Know where our school is and how our local area fits with the United Kingdom. Can understand that places can have meaning to people.
Curriculum Enhancements		Explore the school grounds including the outdoor classroom.
Map Skills and Fieldwork	<p>Drawing Maps</p> 	<p>Map Symbols</p> 
	Draw a simple free-hand map of a real or imaginary place e.g. the outdoor classroom.	Use own symbols on own map of a real or imaginary place.
Curriculum Enhancements		Walk to the local woodland / outdoor classroom.
Links to Previous Learning	<p>Nursery Ourselves, Animal Kingdom, Our Wonderful World</p> <p>Reception Our Community, Night and Day</p>	<p>Nursery Animal Kingdom</p> <p>Reception Night and Day, Growing and Changing</p>

Whole School Geography Curriculum

Year 2			
	<i>Continents and Oceans of the World</i>	<i>Local Area – Our School's Surrounding Environment</i>	<i>Non-European study – My local area and Tulum Mexico</i>
Enquiry Question	What are the 7 continents and 5 oceans of the world and where are they?	What are the human and physical features in our surrounding environment?	What are the similarities and differences between my town and Tulum, Mexico?
Vocabulary	Locational language: coastal, town, countryside, landmark, environment, Map: village, continent, ocean, United Kingdom , North, South, East, West, Equator , poles, compass	Locational language: coastal, river, valley, town, city , street, countryside, landmark, hill, environment, man-made, natural, physical, human. Map: continent, United Kingdom , England, North, Middlesbrough , Acklam , North East, South, East, West, key, compass,	Locational language: village, town, city , landmark, environment, man-made, natural, physical, human Weather: temperature Map: continent , ocean , United Kingdom , England , Middlesbrough , Acklam , North, South, East, West, Equator , poles, key, compass, Tulum, Mexico
Skills	<ul style="list-style-type: none"> Generate answers to simple geographical questions. Use maps to identify continents and oceans and label them on their own World map. Use the four compass directions and locational and directional language to describe features and routes of Captain Cook's voyages. Locate the UK on a world map. 	<ul style="list-style-type: none"> Explain the difference between human and physical features of the local area. Generate answers to simple geographical questions. Identify landmarks and features from photographs and maps, giving their views and opinions and begin to make comparisons. Use basic symbols from a key to follow a route around the local area using a simple plan view map. Draw a simple aerial plan view map of the school grounds and use class agreed symbols to create a key (abstract symbols rather than pictures). 	<ul style="list-style-type: none"> Identify human and physical features of a non-European area. Identify the similarities and differences between 2 different places. Identify landmarks and features from photographs and maps, giving their views and opinions. Generate answers to simple geographical questions. Compare an area of the UK to a non-European country identifying differences and similarities in man-made and natural features. Explain seasonal and daily weather patterns comparing a non-European country and the UK. Identify landmarks and basic human and physical features from aerial photographs, giving their views and opinions and making comparisons.
Knowledge and Understanding	<ul style="list-style-type: none"> Understand that the world has seven continents and five oceans Know where the continents and oceans are on a World map. 	<ul style="list-style-type: none"> Know where the UK and England is on a world map. Understand the difference between town and countryside. Understand the difference between human and physical features within the local area. 	<ul style="list-style-type: none"> Know where Europe and Africa are on a world map. Know where the Equator is and how this impacts the climate on Earth (hot and cold countries). Understand how places are similar and different. Understand that places can have meaning to people.
Curriculum Enhancements	Captain Cook Museum Visit	Local area walk	

Whole School Geography Curriculum

Map Skills and Fieldwork	Drawing Maps 	Map Symbols 	Using Maps 
	Draw an aerial plan view map.	Use class agreed symbols to create a key (abstract symbols rather than pictures).	Follow a simple plan view map e.g. finding a way from one place to another. Use age appropriate maps and atlases to locate key places and features (see above).
Links to Previous Learning	Year 1 -. Children will identify the United Kingdom and its countries using maps/atlas'.	Year 1 -Children will 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.	Year 1 -. Children will identify the United Kingdom and its countries using maps/atlas'.

Whole School Geography Curriculum

LKS2 Geography Content Coverage

Pupils should be taught about:	Y3 Local Area - Explore Maps, Settlements and Land Use (fieldwork)	Y3 Explore a region of the United Kingdom the North East UK	Y4 Explore a region of a European Country (Italy, Campania) and the North East UK.	Y4 Weather & Climate (Fieldwork)
Locational knowledge - 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		✓	✓	
Locational knowledge – 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	✓	✓	✓	
Locational knowledge – 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)			✓	
Place Knowledge – 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		✓	✓	
Physical geography – describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle			✓	✓
Human geography - 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	✓	✓		
Geographical skills and fieldwork – use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	✓	✓	✓	✓
Geographical skills and fieldwork – 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	✓	✓		✓
Geographical skills and 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.	✓	✓		✓

Whole School Geography Curriculum

Year 3 Geography ARE

Locational Knowledge

- I can name and locate the 7 continents of the world and the 5 oceans.
- I understand that England, Scotland, Wales and Northern Ireland are countries in the UK.
- I can name and locate cities within the UK.
- I can locate Middlesbrough within the North-East region.
- I can explore, name and locate the key topographical features of the North-East region, including hills, mountains, coasts and rivers.
- I can understand that the UK is split into countries and regions.
- I can identify volcanoes using maps and/or digital mapping.
- I can identify the position and significance of the equator, Northern and Southern Hemisphere.

Place Knowledge

- I can name and describe key aspects of human and physical geography in the North East region.
- I can understand that places can have meaning to people.
- I understand that people can choose to use land in different ways.
- I understand human processes that take place in the UK, including settlements.
- I can understand that England is made up of different regions. People living in these regions may have different senses of identity based on where they live.

Physical Geography

- I can describe and understand key aspects of volcanoes.
- I can identify some key human and physical features of the UK and my region.
- I can understand that land has height.
- I can identify mountains, hills and rivers on maps
- I can understand that different countries around the world have volcanoes.
- I can understand that physical processes are the natural forces that change Earth's physical features.

Geographical Skills and Fieldwork

- I can use an atlas, globe and digital/computer mapping.
- I know the eight points of a compass (N NE NW S SE SW E W).
- I can use field work to observe, measure, record and present the human and physical features in the **local area** using a range of methods including sketch maps and digital technologies.
- I can create a key and use it to add detail to a teacher-made sketch map (e.g. roads) of the local area using aerial photographs and first-hand experience.
- I can use my map to plan and follow a route.
- I can present information gathered in fieldwork in a simple format.
- I can use compass points, four-figure grid references, symbols, and keys.

Year 4 Geography ARE

Locational Knowledge

- I can identify the continents of the world.
- I use maps to identify some of the countries of Europe and their capital cities.
- I can identify some key physical features and settlements in Campania.
- I can identify the location of my region in the United Kingdom and the key human and physical features of the North East.
- I can understand that the UK and Italy are countries within the continent of Europe.
- I can locate the Arctic and Antarctic.
- I can identify the position and significance of the Tropics of Cancer and Capricorn.

Place Knowledge

- I can describe the physical and human features of the Campania region.
- I can understand how my region is an area within the United Kingdom, and there are towns and cities within my region.

Whole School Geography Curriculum

I can understand that Campania is a region within Italy.

Physical Geography

I can describe aspects of land use and settlement.

I can describe how mountains are formed.

I can compare key physical features in Campania to those in my own region.

I understand how the tectonic movement has shaped the Earth's surface.

I can understand that physical processes are the natural forces that change Earth's physical features.

I understand how earthquakes and volcanoes happen and identify some key events in Campania, Italy.

Human Geography

I understand that places can have meaning to people and make some suggestions or examples.

I understand that people can choose to use land in different ways and that this can depend on the land's physical geography.

I understand human processes in my region and Campania, including settlements and economic activity.

I can understand the similarities and differences between my country and other countries and give some examples.

I can explain the reasons for these similarities and differences.

I can understand that cultural identity may vary from region to region.

Skills and Fieldwork

I can use 8 compass directions (N NE NW S SE SW E W).

I can identify and recognise OS symbols, using them to locate topographical features on ordinance survey maps.

I can use fieldwork to observe and record features in the local area including sketch maps and graphs.



I can make a map of a short route experienced with human and physical features in the correct order and correct places.

I can follow a route, identify human and physical features and record these with grid references.

Whole School Geography Curriculum

	Local Area - Explore Maps, Settlements and Land Use Fieldwork	Explore the Northeast Region and the UK
Enquiry Question	How is land used in different ways in the UK?	What are the key geographical features of the UK and North East?
Vocabulary	compass directions - including 8 points, region, county, rural, urban, city , town , village , hamlet, agriculture, farming, industry, commercial, residential, population, open space, atlas, land use	aerial photograph, atlas, beach , characteristics, city, coast , compass, compass rose, continent , country , county , factory, farm, forest , hill , house , human processes, landmark, land use, locality, location, map , mountains, ocean , pattern, physical processes, region, river , scale, shop , symbol , topographical, valley, village
Skills	<ul style="list-style-type: none"> • Locate Middlesbrough on a UK map. • Identify some cities, towns, villages on a map of the UK. • Analyse evidence and draw conclusions e.g. make comparisons using photographs • Ask geographical questions, e.g. How is land used in our local area? • Describe locations using the 8 points on a compass, relating this to regions. • Create a key and use it to add detail to a teacher-made sketch map (e.g. roads) of the local area using aerial photographs and first-hand experience. • Use my map to plan and follow a route. • Present information gathered in fieldwork in a simple format. 	<ul style="list-style-type: none"> • Locate Middlesbrough and major cities in the North East region on a UK map. • Locate North East counties on a map of the region. • Identify and describe the key topographical features of the North-East region including hills, mountains, coasts and rivers. • Describe the physical and human features of some localities within the North East region. • Begin to explain why some localities within the North East region have certain physical and human features. • Use an atlas, globe and digital/computer mapping • Begin to use four figure grid co-ordinates to locate features. • Use field work to observe, measure, record the human and physical features in the studied locality/ local area using a range of methods including sketch maps and/or digital technologies. • Present information gathered in fieldwork in a simple format.
Knowledge and Understanding	<ul style="list-style-type: none"> • Understand the differences between different settlements (e.g. how a city differs from a village). • Name some UK counties (e.g North Yorkshire, County Durham, Norfolk, Lincolnshire and Cornwall) • Name and locate the nine regions of England (including the position of Middlesbrough) • Identify examples of land use within our local area. • Identify urban and rural areas of land use. • Understand some of the similarities and differences between urban and rural areas. • Understand some of the similarities and differences between types of settlements: hamlet, village, town and city. 	<ul style="list-style-type: none"> • Identify counties that make up the North East region. • Identify contrasting topographical features with the North East region e.g. hill, coasts, rivers, cities • Understand how some of these features change over time. • Understand that England is made up of different regions. People living in these regions may have different senses of identity based on where they live.



Whole School Geography Curriculum

Curriculum Enhancements	<ul style="list-style-type: none"> Explore our school's locality. 	<ul style="list-style-type: none"> Coast visit -Redcar/Saltburn/Seaton Carew
Map Skills and Fieldwork	<p>Drawing Maps</p> 	<p>Using Maps</p> 
	<p>Add features correctly to a teacher-made sketch map (e.g. roads) of the local area/town centre using aerial photographs and first-hand experience.</p>	<p>Follow a route on a map. Use aerial photographs and age-appropriate maps and atlases to locate places, human and physical features.</p>
Links to Prior Learning	<p>Year 1 -. Children will learn the countries, capital cities and seas of the United Kingdom. Year 2 - Children will learn about the geography of the world, including the seven continents and five oceans. Children will complete a study into their local area, including the human and physical features. Children will use this knowledge to complete a comparison study with the Maasai Region in Kenya, Africa</p>	<p>Year 1 -. Children will learn the countries, capital cities and seas of the United Kingdom. Year 2 - Children will learn about the geography of the world, including the seven continents and five oceans. Children will complete a study into their local area, including the human and physical features. Children will use this knowledge to complete a comparison study with the Maasai Region in Kenya, Africa</p>

Whole School Geography Curriculum

Year 4		
	Explore a region within a European country (Campania region of Italy)	Weather And Climate (Fieldwork)
Enquiry Question	What similarities and differences between the Northeast of the UK and Campania Italy?	How can we record and measure weather phenomena?
Vocabulary	<p>Aerial photograph, Arctic Circle, atlas, beach, characteristics, city, climate, coast, continent, country, earthquake, environment, equator, factory, farm, fieldwork, forest, hemisphere, hill, house, landmark, land use, latitude, locality, location, longitude, map, mountains, observational skills, ocean, region, river, scale, shop, tropic of Capricorn, tropic of Cancer, valley, village, volcano, weather.</p> <p>compass directions - including 8 points hemisphere, Equator, key, atlas, human and physical features, continent, Arctic, Antarctic, climate, ordnance survey (OS), erosion, gully's, ice field, tectonic plates, peak, height, contour, range, summit, plateau.</p>	<p>compass directions - including 8 points, Equator, key, , urban sprawl, nomadic, commuters, analyse, evaluate, bar chart, line graph, tally chart, weather, climate, climate zone, meteorologist, temperature, mild, temperate, equator, poles, atmosphere, precipitation, forecast, symbol, thermometer, anemometer, weathervane, rain gauge, okta, present, table, bar chart, axes, pictogram, key, reflect, evaluate, analyse</p>
Skills	<ul style="list-style-type: none"> Locate countries in Europe including their major cities around the Campania region. Locate the European country, European region and major cities within it. Identify the location of my region in the United Kingdom and the key human and physical features of the Northeast. Compare and contrast human and physical features between a region of the UK (Northeast) and Campania Italy. Use 4 figure grid coordinates to locate places and features more accurately. Identify some key physical features and settlements in Campania. 	<ul style="list-style-type: none"> Use 8 compass directions (N NE NW S SE SW E W). Identify and recognise OS symbols, using them to locate topographical features on ordnance survey maps. Use fieldwork to observe and record features in the local area including sketch maps and graphs. Follow a route, identify human and physical features and record these with grid references. Present information gathered in fieldwork using simple graphs. Accurately read a thermometer to record the temperature outside. Interpret a weathervane. To make predictions based on weather trends and patterns.
Knowledge and understanding	<ul style="list-style-type: none"> Name countries in Europe including their major cities that are around the Italian Campania region. Locate the European country, European region and major cities within it that is being studied. Name the key human and physical characteristics of the contrasting regions. Describe and understand types of settlements and land use within the Campania region. Ask geographical questions, e.g. Why are some volcanoes dormant? Do earthquakes always cause tsunamis? Why would people choose to live near a volcano? – minerals, geothermal energy, fertile soils and tourism Impact of volcanoes on the climate. 	<ul style="list-style-type: none"> Confidently use age-appropriate atlases/digital mapping, including indices, grid reference and symbols, to locate places on an OS map. Understand four-figure grid co-ordinates to locate features. Understand human and physical features in the correct order and correct places with the use of grid references. Explain the differences between weather and climate. Identify seasonal and daily weather patterns in the United Kingdom and the location of the world's climate zones in relation to the equator and the North and South Poles. Describe and understand key aspects of the main climate zones. Begin to understand the effects of extreme weather and its impact on people and the environment.

Whole School Geography Curriculum

	<ul style="list-style-type: none"> Locate countries that experience earthquakes and earthquakes using maps, an atlas, a globe and/or digital mapping. Understand how the tectonic movement has shaped the Earth's surface. Describe and understand key aspects of volcanoes and earthquakes. Identify some key physical features and settlements in Campania Understand the similarities and differences between my region and Campania and give some examples Understand human processes in The North East UK and Campania, including settlements and economic activity. 	<ul style="list-style-type: none"> To use fieldwork to observe, measure, record and present weather conditions using a range of methods on their school grounds.
Curriculum Enhancements		
Map Skills and Fieldwork	<p style="text-align: center;">Map Symbols</p> 	<p style="text-align: center;">Using Maps</p> 
	Identify and recognise OS symbols.	<p>Use and become familiar with large OS and digital maps.</p> <p>Follow a route, identify human and physical features and record these with grid references.</p> <p>Use age appropriate maps and atlases to locate and study places (see above).</p>
Links to Prior Learning	<p>Year 2 - Children will learn the countries, capital cities and seas of the United Kingdom.</p> <p>Year 2 - Children will learn about the geography of the world, including the seven continents and five oceans. Children will complete a study into their local area, including the human and physical features.</p> <p>Year 3 - Children will learn about the key geographical characteristics of the United Kingdom including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases and learn features of maps</p>	<p>KS1: Identify seasonal 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. 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, including the local park.</p>

Whole School Geography Curriculum

UKS2 Geography Content Coverage

Pupils should be taught about:	Y5 Explore a region of within North/South America (Western USA) and the North East of the UK.	Y5 Local Area -The River Tees including land use patterns	Y6 Economic activity (linking to Fairtrade)	Y6 Distribution and sustainability of resources in the UK Local Area - Economic activity within our local area.
Locational knowledge - 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	✓		✓	✓
Locational knowledge – 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	✓	✓		✓
Locational knowledge – 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)	✓		✓	✓
Place Knowledge – 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	✓			
Physical geography – describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	✓	✓		✓
Human geography - 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	✓	✓	✓	✓
Geographical skills and fieldwork – use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	✓	✓	✓	✓

Whole School Geography Curriculum

Geographical skills and fieldwork – 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		✓	✓	✓
Geographical skills and 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.		✓		✓
		✓		✓
Year 5 Geography ARE				
<i>Physical Geography</i> I can describe aspects of land use and settlement, identifying changes over time. I can contrast similarities and differences in physical features between the Western United States and the North East of England. I can identify how physical geography and climate can affect the type and location of settlements in the Western USA. I can identify some key settlements in the Western USA. I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle. I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA. I can understand how tectonic movement has shaped the Earth's surface.				
<i>Human Geography</i> I can name and locate countries in South America and major cities. I can explore, name and locate the key human and physical characteristics of Brazil and the Amazon. I understand that people in a particular region can have a strong identity linked to their region. I understand human processes in my region and Western USA, including settlements and economic activity. I can understand the similarities and differences between my country and other countries and give some examples. I can explain the reasons for these similarities and differences. I can understand that cultural identity may vary from region to region.				
<i>Locational Knowledge</i> I can identify the location of my region in England and the key human and physical features of the North East. I can identify some of the countries of North America and their capital cities. I can give examples of how the landscape in the Western USA varies massively, e.g. climate belts and biomes. I can identify the position and significance of latitude, longitude, equator, hemispheres, the tropics, circles and time zones. I can understand how my region is an area within England, and there are towns and cities within the North East. I can locate countries around the world using maps, globes, atlases; identifying their important human and physical characteristics e.g. rivers, mountains, cities. I can locate major cities in the regions studied. I can name and locate the River Tees within the North East region. I can name and locate human and physical characteristics and land use patterns around the River Tees.				
<i>Place Knowledge</i> I can describe the physical and human features of Brazil. I can understand that England is a country within the continent of Europe. I can understand that the USA is a country within the continent of North America. I can understand that the West is a region within the USA. I understand that there are states, cities and towns within the West region of the USA. I can make comparisons between my country and the US in terms of the size of the land and the population.				

Whole School Geography Curriculum

Skills and field work

I can use 8 compass directions (N NE NW S SE SW E W).

I can use fieldwork to observe and record features in the local area including sketch maps and graphs.

I can confidently use an atlas/digital mapping, including indices, grid reference and symbols, to locate places on an OS map.

I can use 4 figure and begin to *find* a 6-figure grid reference as appropriate to locate places and features more accurately.

I can draw sketch maps of different places using photographs (if appropriate, collected during fieldwork).

I can use OS map symbols and create a key.

Year 6 Geography ARE

Locational Knowledge

I can locate and name countries, major cities and regions around the world that I have studied.

I can identify the position and significance of longitude and latitude.

I can explore, name and locate the key human and physical characteristics of Mexico.

I can identify the position and significance of the Prime/Greenwich Meridian and time zones (inc. day and night).

I can understand how my region is an area within England.

Place Knowledge

I can research and understand the human and physical geography of Mexico.

I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products.

I can understand that what happens in the United Kingdom can have an impact on other places.

Human Geography

I can describe and understand economic activity including trade links.

I can describe and understand types of settlements and land use.

I can understand that it is important to consider sustainability when approaching economic development.

I can suggest ways in which industries in the United Kingdom can become more sustainable for future generations.

I understand that humans impact the environment in many ways, including burning fossil fuels.

I understand that human behaviour can trigger global effects such as climate change.

I understand how different industries in the United Kingdom can harm the environment.

I can understand human processes in the United Kingdom, including agriculture, transportation, healthcare, waste management, automation, energy generation, water production and the global market.

I can explain how economic activity in the United Kingdom has changed over time.

Physical Geography

I can describe and understand different climate zones.

Skills and Fieldwork

I can confidently use an atlas/digital mapping, including indices, grid reference and symbols, to locate places on an OS map.

I can describe locations and give directions using 8 points on a compass.

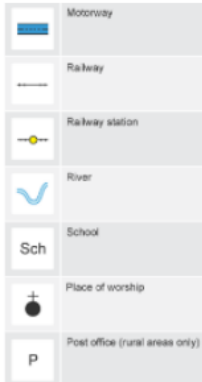
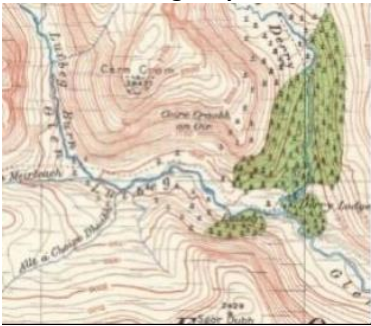
I can draw thematic maps, creating a key/legend.

I can use 4 figure and find/use a 6-figure grid reference as appropriate to locate places and features.

I can follow routes on OS maps.

Year 5		
	The United States of America	Local Area - The River Tees (Fieldwork (
Enquiry Question	What are the similarities and differences between the North East region of the UK and the Western United States of America?	What are the features of The River Tees and how has its use changed through time?
Vocabulary	aerial photograph, atlas, beach, biome, characteristics, city, climate, coast, continent, country, desert, earthquake, environment, equator, factory, farm, fieldwork, forest, global, hemisphere, hill, house, human processes, landmark, land use, latitude, locality, location, longitude, map, mountains, ocean, office, pattern, physical processes, region, river, scale, shop, significance, soil, symbol, time zone, topographical, trade, tropic of Capricorn, tropic of Cancer, variation, vegetation belt, valley, village, volcano, water cycle, weather, deciduous forest	mouth, source, reservoir, ox bow lake, meander, estuary, basin, flood plane, water cycle, barrage, dam, valley, tidal, industry, land use, compass directions (8 points)
Skills	<ul style="list-style-type: none"> Identify the location of my region in England and the key human and physical features of my region. Identify some of the countries of North America and their capital cities. Identify some key settlements in the Western USA. Give examples of how the landscape in the Western USA varies massively, e.g. climate belts and biomes. Identify the position and significance of latitude, longitude, equator, hemispheres, the tropics, circles and time zones. Identify how physical geography and climate can affect the type and location of settlements in the Western USA. 	<ul style="list-style-type: none"> Name and locate the River Tees within the North-East region. Locate human and physical characteristics and land use patterns around the River Tees. Confidently use an atlas/digital mapping, including indices, grid reference and symbols, to locate places on an OS map and build their knowledge of the UK. Describe locations and give directions using 8 points on a compass. Use 4 figure and begin to <i>find</i> a 6-figure grid reference as appropriate to locate places and features more accurately. Use maps of difference scales and begin to draw comparisons. Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. Carry out a planned field work investigation (possibly into an aspect of sustainability) and present findings to an audience using a chosen format.

Whole School Geography Curriculum

Knowledge and understanding	<ul style="list-style-type: none"> • Recognise that the North East region is an area within England, and there are towns and cities within their region. • Understand that the USA is a country within the continent of North America and that the West is a region within it. • Understand that there are states, cities and towns within the West region of the USA. • Make comparisons between my country and the US in terms of the size of the land and the population. • Understand the similarities and differences between my country and other countries and give some examples. • Understand human processes in my region and Western USA, including settlements and economic activity. • Understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA. • Understand how tectonic movement has shaped the Earth's surface. • Understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle. • Name rivers within the UK and within countries around the world. • Understand how rivers are formed use geographical vocabulary to describe the process. • Understand how the water cycle operates and use geographical vocabulary to describe it. 	<ul style="list-style-type: none"> • Name human and physical characteristics and land use patterns around the River Tees. • Understand how some of these aspects have changed over time • Name rivers within the UK and within countries around the world. • Understand how rivers are formed use geographical vocabulary to describe the process. • Understand how the water cycle operates and use geographical vocabulary to describe it
Curriculum Enhancements		Cow Green Reservoir Outdoor Classroom Tees Barrage
Map Skills and Fieldwork	<p>Map Symbols</p> 	<p>Using Maps</p> 
	Use OS map symbols and create a key.	Use medium and large OS as well as digital maps to identify physical and human features. Explore and use contour lines.


Whole School Geography Curriculum

		Use age-appropriate maps and atlases to locate and study places (see above).
Links to Prior Learning	<p>Year 1 - Children will learn the countries, capital cities and seas of the United Kingdom.</p> <p>Year 2 - Children will learn about the geography of the world, including the seven continents and five oceans. Children will complete a study into their local area, including the human and physical features.</p> <p>Year 3 - Children will learn about the key geographical characteristics of the United Kingdom including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases and learn features of maps.</p> <p>Year 4 - Children will learn about the world and how it is represented on maps. Children will discover the different countries and capital cities of Europe then complete a comparison study of their region and Campania, Italy. Children will learn about plate tectonics, earthquakes and volcanoes.</p>	<p>Year 1 - Children will learn the countries, capital cities and seas of the United Kingdom.</p> <p>Year 2 - Children will learn about the geography of the world, including the seven continents and five oceans. Children will complete a study into their local area, including the human and physical features.</p> <p>Year 3 - Children will learn about the key geographical characteristics of the United Kingdom including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases and learn features of maps.</p> <p>Year 4 - Children will learn about the world and how it is represented on maps. Children will discover the different countries and capital cities of Europe then complete a comparison study of their region and Campania, Italy. Children will learn about plate tectonics, earthquakes and volcanoes.</p>

Whole School Geography Curriculum

	Economic Activity	Distribution and sustainability of resources in the UK Local Area - Economic activity within with our local area.
Enquiry Question	Why do we need trade links with other countries?	How are natural resources distributed in the UK and how sustainable are they?
Vocabulary	trade, Fairtrade, supply, demand, import, export, longitude , latitude , climate zones , land use , economy , products, globalisation, thematic map, agriculture , automation, distribution, economic activity , energy, environment , factory, farm , fieldwork , generation, global, human processes, interaction, interdependent, location , map , minerals, primary, production, resource, secondary, sector, supply, sustainable, tertiary, trade, transportation	agriculture , automation, distribution, economic activity , energy, environment , factory , farm , fieldwork , generation, global, healthcare, human processes, interaction, interdependent, location , map , minerals, primary, production, resource, secondary, sector, supply, sustainable, tertiary, trade, transportation
Skills	<ul style="list-style-type: none"> Locate and name relevant countries around the world and major cities that the UK trades with Explore a global issue (Fairtrade) Identify the position and significance of the Prime/ Greenwich Meridian on a map Identify the position and significance of longitude and latitude Confidently use an atlas/digital mapping, including indices, grid reference and symbols, to locate places. Describe locations and give directions using 8 points on a compass. 	<ul style="list-style-type: none"> Name and locate relevant countries and regions around the world Confidently use an atlas/digital mapping, including indices, grid reference and symbols on OS maps, to locate places and use thematic maps Use 4 figure and <i>find/use</i> a 6-figure grid reference as appropriate to locate places and features. Record and report data using a range of maps. Plan and carry out a planned field work investigation and present findings to an audience using a chosen format. Identify the location of my region within England. Use clues to identify my region's key human and physical geographical features and landmarks.
Knowledge and Understanding	<ul style="list-style-type: none"> Understand reasons for the location of settlements and how this changes over time (including trade links and economies) Understand and describe the different climate zones Explain the global supply chain Understand how the United Kingdom and other countries depend on each other via the trade of resources and products. Understand that what happens in the United Kingdom can have an impact on other places. 	<ul style="list-style-type: none"> Understand that it is important to consider sustainability when approaching economic development. Suggest ways in which industries in the United Kingdom can become more sustainable for future generations. Understand that humans impact the environment in many ways, including burning fossil fuels. Understand that human behaviour can trigger global effects such as climate change. Understand how different industries in the United Kingdom can harm the environment.

Whole School Geography Curriculum

		<ul style="list-style-type: none"> Understand human processes in the United Kingdom, including agriculture, energy generation, water production and the global market (minerals). Explain how economic activity in the United Kingdom has changed over time. Understand that what happens in the United Kingdom can have an impact on other places. Understand how the United Kingdom and other countries depend on each other via the trade of resources and products. Understand how England is one country within the continent of Europe and the links it has with other countries in Europe. Understand how my region is an area within England.
Curriculum enhancements		
	Drawing Maps	Using Maps
Map Skills and Fieldwork	<p>Draw thematic maps e.g. focusing on temperature, rainfall etc. (theme 3)</p> 	<p>Record and report data using a range of maps. Use age-appropriate maps and atlases to locate and study places (see above). Follow routes on OS maps.</p>
Links to Prior Learning	<p>Year 1 - Children will learn the countries, capital cities and seas of the United Kingdom.</p> <p>Year 2 - Children will learn about the geography of the world, including the seven continents and five oceans Children will complete a study into their local area, including the human and physical features.</p> <p>Year 3 - Children will learn about the key geographical characteristics of the United Kingdom including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases and learn features of maps.</p> <p>Year 4 - Children will learn about the world and how it is represented on maps. Children will discover the different countries and capital cities of Europe then complete a comparison study of their region and</p>	<p>Year 1 - Children will learn the countries, capital cities and seas of the United Kingdom.</p> <p>Year 2 - Children will learn about the geography of the world, including the seven continents and five oceans Children will complete a study into their local area, including the human and physical features.</p> <p>Year 3 - Children will learn about the key geographical characteristics of the United Kingdom including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases and learn features of maps.</p> <p>Year 4 - Children will learn about the world and how it is represented on maps. Children will discover the different countries and capital cities of Europe then complete a comparison study of their region and Campania, Italy. Children will learn about plate tectonics, earthquakes and volcanoes.</p> <p>Year 5 - Children will discover the different countries and capital cities of North America and then complete a comparison study of their region and the Western</p>

Whole School Geography Curriculum

	<p>Campania, Italy. Children will learn about plate tectonics, earthquakes and volcanoes.</p> <p>Year 5 - Children will discover the different countries and capital cities of North America and then complete a comparison study of their region and the Western United States, including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle.</p>	<p>United States, including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle.</p>
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