

Geography curriculum 2020 - 2021							
Year group	Autumn		Spring		Summer		Additional opportunities
Nursery	Develop children's sense of their own identity through artwork, talk, a walk around the local area and role play.		Winter Environments -	To use positional language. To follow some basic directions.		Summer Seaside	Developing language of direction and mapping – their own homes, trips to Woodland farm and transport museum, directions around the school.
Rec	Understanding the World: Looking at different celebrations and talking about family customs and routines. To know similarities and differences in themselves and others.				Understanding the World: Children will look at the similarities and differences of places and living things.		
1	<b>Local environment facilities -</b>		<u>Weather and climate</u> Investigating countries that experience differing seasons of darkness and light).		<u>Local area Study</u> Transport and mapping		
<b>Year 1 Knowledge and skills: By the end of Year 1..</b>							<ul style="list-style-type: none"> <li>• <b>fieldwork</b> (opportunities linked to Schemes are marked with an asterisk: selected activities from the <b><u>Lower KS2 Local Area Scheme</u></b> could be used at any point in Key Stage 2) •</li> <li>• <b>topical opportunities</b> •</li> <li>• <b>use of maps</b> •</li> </ul>
KNOWLEDGE <ul style="list-style-type: none"> <li>• basic vocabulary and concepts about weather and the climate;</li> <li>• the main nations and features of the UK, including their locations and related key vocabulary;</li> <li>• the location and features of the local area.</li> </ul>			SKILLS <ul style="list-style-type: none"> <li>• create a simple weather chart;</li> <li>• <b>annotate a simple map of the UK with some of its key features;</b></li> <li>• look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used;</li> <li>• work together to create a simple map of the local area;</li> <li>• observe, record, discuss and ask questions about the main features of the local area, based on direct experience;</li> <li>• make connections between their investigation of the local area and what they have learned about weather, climate and the UK;</li> <li>• use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.</li> </ul>				
2	<b><u>Continents and oceans</u></b>		<b><u>Hot and cold places</u></b>		<b><u>Map skills</u></b>		

	map skills	Area study: Africa – map skills		<ul style="list-style-type: none"> <li>• key geographical vocabulary •</li> </ul>
<b>Year 2 Knowledge and skills: By the end of Year 2.</b>				
<b>SKILLS</b> <ul style="list-style-type: none"> <li>• the names and locations of the world’s continents and oceans, and some information about each of them;</li> <li>• where the world’s main hot and cold regions are, and some information about what they are like;</li> </ul>		<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, and Africa;</li> <li>• use globes and atlases – and annotate maps – to identify the world’s hot and cold regions, locating the UK and Africa within them;</li> <li>• look at simple maps and aerial views of a contrasting locality in Africa, discussing and asking questions about its main features and comparing these with the UK;</li> </ul> <p>use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Africa with their local area;</p> <ul style="list-style-type: none"> <li>• make use of the four main compass points when describing the location of these key locations and regions.</li> </ul>		
<b>Ks1 Key vocabulary</b>				
<b>Human</b> key human features city, town, village, factory, farm, house, office, port, harbour shop Capital city country	<b>Physical</b> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season weather Marine	Specific name and locate the world’s 7 continents and five oceans Asia, Africa, North America/South America Antarctica Australia/ Oceania/ Australasia, Europe Arctic Southern, Pacific Atlantic, Indian name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas England, Scotland, Wales N. Ireland, Belfast, Cardiff Edinburgh London North/ Irish/ Celtic Seas English Channel	GD Environment recycle Compass Compass points: East North South West Fieldwork plan aerial photograph map key symbols Equator hot/cold Direction key Country Continent globe atlas Address Right/ left patterns characteristics surrounding seas contrasting non-European	

		United Kingdom	Scale route planner grid vegetation urban rural challenge diverse places, resources and natural and human environments,	
<b>3</b>		<b>Polar regions, volcanoes, earthquakes</b>	<b>map work/Hadrian's wall</b>	
<b>Year 3 Knowledge and skills: By the end of Year 3.</b>				
<ul style="list-style-type: none"> <li>the main features and causes of volcanoes and earthquakes;</li> <li>ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes core knowledge about mountains, volcanoes, earthquakes, etc;</li> <li>how people can respond to a natural disaster, such as an earthquake;</li> <li>about place-specific patterns of continuity and change</li> </ul>		<ul style="list-style-type: none"> <li>interpret a range of maps of the UK and the local region and apply this information to their understanding of it;</li> <li>use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in an area;</li> <li>use appropriate vocabulary when describing key information about the UK and the local region to external audiences.</li> </ul>		
<b>4</b>	Geography of Europe - linked to war.	<b>Rainforests (rainforests – Amazon, mapping human and physical geographical features – equator/topics.</b>	<i>European mapping</i>	
<b>Year 4 Knowledge and skills: By the end of Year 4...</b>				
<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li><i>the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil;</i></li> <li><i>the key elements of a rainforest biome, how these contrast with other biomes, the main location of the world's rainforests, and how these things distinctively apply to the Amazon;</i></li> <li><i>how some people have adapted to life in rainforests, including the Amazon;</i></li> </ul>		<b>SKILLS</b> <ul style="list-style-type: none"> <li><i>interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it;</i></li> <li><i>use globes and atlases to identify the location and distribution of rainforest and other biomes;</i></li> <li><i>use appropriate vocabulary when describing the Amazon; rainforest and other biomes; river features and place locations.</i></li> </ul>		

<ul style="list-style-type: none"> <li>the key elements of the water cycle and how these apply to the Amazon.</li> </ul>			
<b>Vocabulary LKS2</b>			
<b>Human</b> Urban region Europe Country County Economy Trade Energy	<b>Physical Landscape</b> Hills and mountains N.B. including the UK names e.g. Pennines Grampians, Cambrians Southern Uplands Cotswolds North and South Downs etc.) Coast Rural Climate Erosion Deposition earthquake Volcano water cycle Alps Geology Minerals and rock types e.g. Chalk, Slate, Granite Sandstone Biomes/ Vegetation belts e.g. Tundra Coniferous & Deciduous Forest Mediterranean Mountainous Desert	Observe measure /record Environmental Region Compass points: NW NE SE SW Ordnance Survey map/ Scale 4 figure grid reference Minerals	globally significant Land use Mountains river features equator hemisphere food chain Differences/similarities Compare/ contrast City/country/continent Atlas/map/globe United Kingdom Great Britain Condensation Evaporation Change/ effect Interaction between physical and human processes Formation interconnected and change over time. Latitude Longitude Tributary confluence Meander estuary source Mouth Topographical Services, Precipitation Tropics of Capricorn and Cancer terrestrial
<b>5</b>		<b>Rivers, coasts and mountains</b>	
<b>Year 5 Knowledge and skills: By the end of Year 5...</b>			
<ul style="list-style-type: none"> <li>the key elements and features of a river;</li> <li>the key elements of the water cycle;</li> <li>the names of – and key information on – the world’s main rivers;</li> </ul>		<ul style="list-style-type: none"> <li>interpret and explain key information on rivers;</li> <li>evaluate a range of possible flood prevention measures;</li> <li>use globes, atlases and maps to locate the world’s principal rivers,</li> </ul>	

<ul style="list-style-type: none"> <li>• basic ideas about flood management;</li> <li>• how physical processes involving rivers, the water cycle and rainforests distinctively apply to a world river;</li> <li>• the names and locations of the world’s principal mountains, volcanoes and areas at risk from earthquakes;</li> <li>• the main features and types of mountains;</li> <li>• how some people have adapted to life in mountainous areas;</li> </ul>	<ul style="list-style-type: none"> <li>• and mountains.</li> <li>• interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it;</li> <li>• use appropriate vocabulary when describing rivers and river features; and place locations.</li> <li>• use and apply appropriate vocabulary when describing the location and distinctive features of mountains</li> </ul>		
6	Local study of the UK European country: Spain)		environmental issue
<b>Year 6 Knowledge and skills: By the end of Year 6.</b>			
<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local;</li> <li>• ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region;</li> <li>• ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region;</li> <li>• ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.</li> </ul>	<b>SKILLS</b> <ul style="list-style-type: none"> <li>• interpret a range of maps of the UK and the local region and apply this information to their understanding of it;</li> <li>• use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;</li> <li>• use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people’s needs, and how it might change;</li> <li>• use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region;</li> <li>• use appropriate vocabulary when describing key information about the UK and the local region to external audiences.</li> </ul>		
<b>Vocabulary UKS2</b>			
<b>Human</b> Trade Deforestation Derelict Economy	<b>Physical</b> Tributary confluence meander ox bow estuary mouth source biomes climate zones	<b>Topic</b> Analysis of data Global warming Latitude Longitude North/ South hemisphere Tropics of Capricorn and Cancer	<b>GD</b> spatial variation vegetation Erosion deposition Headland Resort

		Time differences	Cliff Bay delta Geographical influences / significance 6 figure grid reference Climate change Ordnance Survey Geographical Information Systems Relief Digital mapping
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