



Whole-school Curriculum subject plan Geography

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Where do I live?		The Four Seasons		Around the World	
Component Knowledge	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> To know the world is split into 7 land masses called continents. To know there are oceans between the continents. To know the difference between a country and a continent. To be able to identify and describe some of the physical features of The U.K. To know what a settlement is. To be able to describe the differences between a village, town and city. To be able to name a country in certain continents e.g., France is in Europe, China is in Asia, Kenya is in Africa. To know there aren't any countries in Antarctica. <p><u>Place Knowledge</u></p> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> To identify some key human and physical features of certain countries in each continent. Can use vocabulary such as city, beach, mountain and lake to describe features of a place. To know some countries are hot and some are cold. To know what seasons are and how they relate to the months of the year. To describe the features of each of the seasons using appropriate vocabulary. To be able to compare the four seasons. <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> To be able to locate the 7 continents on a world map. To be able to name the 4 countries of the U.K and locate them on a map. To name the 4 capital cities of The U.K. and match them to their country along with locating them on a map. To know basic human and physical features of local area and explore these on a map. To identify The U.K and France on a map of Europe. To know the lines between countries denote borders. 					
YEAR 2	My World and Me		Let's go on Safari		At the Farm	

Component Knowledge	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> To know Nairobi is capital city of Kenya. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> To compare the climate Kenya and The U.K. To compare and contrast the landscapes and settlements of Kenya and The U.K. To compare a country in another continent (Ecuador) with The U.K. in terms of climate and physical features. To compare the capital cities of Ecuador and The U.K. in terms of physical and human features. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> To know the difference between arable, dairy and livestock farming. To know how the seasons affect farming and explain what happens on a farm during the different seasons. Describe differences between living on a farm and in a town. To know that countries near the equator are hot countries and countries near the poles are cold countries. To locate Kenya on a map and know it is a hot country. To be able to describe physical features of Kenya using correct vocabulary- beach, volcano, mountains, savannah, valley. To know that different people groups live in Kenya and where these groups live. To describe some cultural features of Kenya. To describe the physical and human features of Ecuador. To identify animals that live in hot and cold countries. <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> To locate the 5 oceans on a map. To locate the equator and the North and South Pole on a map. To use aerial photos to describe a variety of landscapes and locations around the world. To create a map of children’s route to school using a key. To know which oceans surround the continent of Africa. To know the 4 points of a compass. To use the 4 points of a compass to navigate around a map. To use a map with a simple key to identify features of a farm. 		
YEAR 3	Countries of the World	Where does our food come from?	In the Desert
Component Knowledge	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> To name the 7 continents of the world independently. Make comparisons between continents in terms of size, number of countries and population. To name several different countries in each continent. To name some major capital cities of the world. To know where the North and South Poles are. To know what the Northern and Southern Hemispheres are and to know which hemisphere each continent is in. 		

- To name some countries in each hemisphere.
- To know the terms longitude and latitude are used to describe positions on world maps and globes.
- To know the names of Tropic of Cancer and Tropic of Capricorn and that they are lines of latitude.
- To know the tropics describes an area between these lines of latitude.
- To know what prime meridian is.
- To locate the countries and continents of different deserts and desert areas.

Place Knowledge

- To make comparisons between two different countries and state their similarities and differences.

Human and Physical Geography

- To know places have different climate zones depending on where they are located such as desert, tropic or arctic.
- To describe what climate zones are like.
- To identify key physical features of the 7 continents including the tallest mountain and longest river in each.
- To know the difference between human and physical geography.
- To know what the term import and export mean.
- To know a lot of foods are imported and exported around the world.
- To explain how land in the tropics is being changed to enable more food to be produced. .
- To know what the term deforestation means.
- To describe ways land is used in the Mediterranean climate zone.
- Describe differences between arable and pastoral farming.
- To explain how land in The U.K. is used to produce food.
- To gather and explain information about U.K. food trade links.
- To name and locate major deserts of the world.
- To use graphs to compare the climate data for different deserts.
- To explain how erosion creates different desert formations.
- To describe how humans use deserts such as for mining.
- To describe how people who live in deserts use the land.
- To research about the human geography of a desert city.
- To discuss the causes and consequences of desertification.

Geographical Skills and Fieldwork

- To label the 7 continents on a map.
- To locate countries in a particular continent on a world map.
- To use given clues to locate a country on a world map.
- To know how to use an atlas and the internet to find where countries are located in the world.
- To locate major cities of the world on a map.
- To use a world map to locate different climate zones in the world e.g., ice cap, tundra, temperate etc
- To read a time zone map and answer questions about two different locations.
- To identify major world deserts on a world map.

YEAR 4	Our European Neighbours	Village Settlers	Earning a Living
Component Knowledge	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • To name different countries in Europe. • To name the seas and oceans surrounding Europe. • To identify modern settlements that have developed from an early settlement. • To know The U.K.'s industries are dependent on geographical areas. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • To compare the human and physical geography of London and Paris. • To ask and answer questions to compare and contrast London and Paris. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • To identify human and physical countries based on human features such as language, flag and currency. • To identify the capital cities of Europe. • To compare two European cities according to human and physical features. • To use independent research to explore the human and physical features of a particular European country. • To know land features early settlers would need to consider when choosing a settlement location. • To design a village incorporating necessary human and physical features. • To understand concept of trade links. • To understand the concept of an economy. • To identify a variety of jobs that belong to different sectors. • To know what some of The U.K.'s top industries are. • To describe how the climate and landscape of a country help determine a country's industries. • To explain how unemployment affects people in The U.K. and around the world. • To explain how child labour around the world affects the economy. <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> • To locate the countries of Europe including Russia on a map of Europe. • To locate the capital cities of Europe on a map. • To identify map symbols and abbreviations on an OS map. • To use online mapping software and OS maps to identify different types of roads. • To use online mapping and OS maps to describe routes between settlements. • To create a map around a fictional village. • To use a U.K. map to identify where different industries are located. • To annotate a world map to show different industries in different countries. 		
YEAR 5	The United Kingdom	Investigating Rivers	South America
Component Knowledge	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • To describe key geographical features of the UK and its countries. • To know The U.K. can be split into regions and that each region contains several counties. 		

- To identify and name the counties of The U.K.
- To name the countries of South America.
- To use understanding of tropics and the equator to predict what the climate in South America might be like.

Place Knowledge

- To use a variety of geographical sources including maps to compare The U.K. with an area of South America.
- To compare and contrast the human and physical features of Brazil and The U.K.

Human and Physical Geography

- To explore the human and physical features of a particular town or city in The U.K.
- To know the difference between a hill and a mountain.
- To describe how different mountains are formed.
- To name and locate mountain ranges of The U.K.
- To know the difference between a sea and an ocean.
- To identify, locate and describe different coastal areas of The U.K.
- To name and locate the major rivers of The U.K.
- To know rivers start their journey at the source and end at the mouth.
- To explain the process of the water cycle using the correct vocabulary.
- To describe the role rivers play in the water cycle.
- To explain the journey of a river from source to mouth.
- To explain the processes of erosion, transportation and deposition in relation to rivers.
- To describe why rivers are useful such as for transportation, wildlife habitats, energy, farming and leisure.
- To describe the causes of river pollution and its effect on the environment.
- To generate questions about a particular river and use a variety of sources to find answers.
- To identify and describe the different climate zones of South America.
- To know the Andes are the major mountain range of South America.
- To use plate tectonics to describe how mountain ranges are formed.
- To know the differences between 3 types of volcano.
- To know how humans use The Andes.
- To compare and contrast the human geography of South American such as population, life expectancy, language etc.
- To know the main industries of South America are agriculture and timber.
- To name some key industries in different South American countries.
- To use independent research to find out key details of the human and physical features of a particular European country.

Geographical Skills and Fieldwork

- To place the 4 countries of The U.K. and capital cities on a map along with other places such as the Shetland Isles and the Isle of Wight.
- To use given clues to locate the counties of England on a map.
- To use a map to answer true or false questions about the location of a county.
- To locate the major towns and cities of The U.K. on a map.

	<ul style="list-style-type: none"> • To use a world map to locate to identify major rivers around the world. • To locate the countries of South America on a map. • To use political and climate maps to identify the climate zones of South America. • To use a topographical map to locate the mountain ranges of South America. • To use a map of plate tectonics to identify the location of the Andes. • To create a colour key on a map of South America to denote key industries. 		
YEAR 6	Extreme Earth	North America	Our Local Area
Component Knowledge	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • To know where some places of extreme temperature are located. • To know there are different types of settlements, that they all have different purposes and that these purposes can change over time. • To know settlements can be split into different zones. • To identify the countries of North America. • To match North American capital cities with their country. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • To compare the local area with an area in North America by generating and answering questions about the human and physical features of both places. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • To know the first layer of the Earth’s atmosphere is called the troposphere and that it is here where weather occurs. • To use data to create a graph showing the hottest and coldest inhabited places on Earth. • To explain what a drought is and some of the causes and effects. • To explain why some areas get more rain than others in relation to the water cycle. • To describe some weather phenomena around the world including tornadoes, tropical storms, hail storms and blizzards. • To describe the effects of extreme weather phenomena on the environment and people affected. • To use plate tectonics to describe what earthquakes are and why they happen. • To know what the Richter scale is. • To describe the effects of earthquakes on the environment and people affected. • To know that tsunamis occur when there are earthquakes on the ocean floor. • To describe what happens when a volcano erupts. • To compare the climates of different parts of North America using graphs. • To describe some of the main geographical features of North America e.g. Grand Canyon, Niagara Falls etc and how they were formed. • To compare the features of North American capital cities and order cities by population and area. • To use independent research to find out about the human and physical geography of a particular North American country. • To know the difference between high-order and low-order services in a settlement. • To know which products are exported from The U.K., their value, their share of U.K. exports and the main importer countries. 		

- To name many of the natural resources that are found in The U.K.
- To identify U.K. commodities that are made or produced in the local area.
- To describe land use around school, explaining how they feel about different areas and what they would change.
- To compare local climate data with climate data for other parts of The U.K.
- To know how different winds can affect climate of different parts of The U.K.

Geographical Skills and Fieldwork

- To use given information about the location of North American countries to label a map of North America.
- To use a time zone map to state what the time would be in different places in North America compared to The U.K. and vice versa.
- To observe somewhere where The U.K.'s natural resources can be found.
- To use fieldwork to take photos and make notes about the local area, then use this information to make a map or model.
- To use 4 figure and 6 figure grid references to locate major rivers in The U.K. and find the river most local to me.
- To use fieldwork to gather information about the vegetation and wildlife of a local river.
- To use fieldwork to gather weather data about the local area.
- To use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain.
- To use a topographical map to identify the major mountain ranges of The U.K.