



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

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

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

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

- 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.