



Geography Curriculum and Skills overview.

	Knowledge/ coverage/ what are we teaching? (to avoid repetition in year groups)	Locational and place knowledge	Human and physical geography	Geographical skills	Fieldwork and geographical enquiry
Year 1	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Identify seasonal and daily weather patterns in the local area</p> <p>Use simple fieldwork to study the geography of their school grounds.</p>	<p>Develop locational place knowledge of the school and local area.</p> <p>Develop locational and place knowledge of the United Kingdom to include: the four countries which make up the United Kingdom, their capital cities, the names of the surrounding seas</p>	<p>Developing knowledge of human and physical features in the locality.</p> <p>Develop knowledge of weather as a physical process.</p> <p>Identification of daily weather patterns in the UK.</p> <p>Key topographical features of the UK including physical features such as hills, mountains, coasts and rivers are introduced</p>	<p>Using locational and directional language to describe the location of features and routes followed on the map</p> <p>Using a map to follow a basic route</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Adding to a basic map Recording on their own maps</p>	<p>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</p> <p>Pupils will use simple observational skills to study a physical feature – the weather – of their school’s environment.</p>
Year 2	<p>Name and locate the world’s 7 continents and 5 oceans.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</p>	<p>Develop locational and place knowledge of the seven continents and five oceans of the world.</p> <p>Pupils will develop knowledge of globally significant places - the Poles and Equator</p>	<p>Develop knowledge of some of the basic defining physical and human characteristics of the poles and equator.</p> <p>Pupils will begin to develop an understanding of some features of the weather in hot and cold areas of the world and their effects.</p>	<p>Use of aerial photographs to recognise landmarks, basic physical features.</p> <p>Satellite images of the earth and then the continents.</p> <p>Pupils will use world maps, atlases and globes to identify the continents,</p>	<p>Weather survey in the school grounds to gather data on rainfall, temperature, wind strength.</p> <p>Comparison of the human and physical geography of two small areas of the UK and a contrasting non-European country (South Shields and the Masai Mara, Kenya)</p>



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	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Major mountains and rivers of the world	Comparison of the human and physical geography of two small areas.	oceans, poles, equator, mountains, river	
Year 3	<p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how these have changed over time.</p> <p>Describe and understand key aspects of physical geography: rivers, mountains and the water cycle</p>	<p>Develop locational knowledge of the United Kingdom to include counties, major towns/ cities.</p> <p>Develop locational knowledge of a region of the UK.</p>	<p>Develops knowledge and understanding of the location and characteristics of the significant human and physical features of the UK.</p> <p>Key topographical features of the UK including physical features such as hills, mountains, coasts and rivers</p> <p>Identify the difference between a city and a town.</p> <p>Pupils will look at how cities differ within the UK and some of the possible differences between their local city and some globally significant cities.</p> <p>Pupils will identify key features of a region of the UK to include types of settlement and land use, cities, rivers, hills, port,</p>	<p>Pupils will be able to identify the region and component counties on maps across a variety of scales – moving from global/continental/national down to England.</p> <p>Introduction to OS maps and four figure grid references.</p> <p>Use of physical features maps.</p> <p>Description of information suggested by a map.</p>	<p>Move case study focus from a small area (KS1) to an in depth regional study (the North East of England)</p> <p>Pupils will be developing their field work knowledge via new methods of collection and undertaking fieldwork beyond the local area.</p> <p>Fieldwork opportunities: visit to a city centre (how has this city changed over time?)</p> <p>Visit to a factory</p> <p>Rivers fieldwork</p>



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			forest, valley, towns, harbour, and beach in the region.		
Year 4	<p>Locate the world's countries, using map to focus on Europe (including the location of Russia)</p> <p>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 (Naples, Italy)</p>	<p>Identifying key countries and major cities of Europe (specifically Italy)</p> <p>Identify key European rivers.</p> <p>Identify location of climate zones</p>	<p>Develops knowledge and understanding of the location and characteristics of the significant human and physical features of Europe.</p> <p>Vegetation belts, rivers, mountains, earthquakes and volcanoes.</p> <p>Human landmarks and some of the main crops grown and sources of energy</p> <p>Identify and describe Italy's regional key physical and human characteristics</p> <p>Identify physical processes that shape the coast.</p> <p>Explore coastal protection and management effectiveness</p>	<p>Photograph and sketch annotation</p> <p>Begin to pose geographical questions</p> <p>Thematic maps</p>	<p>Build on introduction to coasts in KS1 by looking in more depth at features and processes at the coast. Pupils begin to develop their knowledge of the physical processes shaping the land.</p> <p>Coastal fieldwork- Physical processes that shape the coast</p> <p>Factors affecting and measuring of environmental quality</p> <p>Coastal protection and management effectiveness.</p> <p>Pupils to be involved in fieldwork planning, risk assessment, devising questions, data gathering, analysis and processing, evaluation</p>
Year 5	<p>Identify the position and significance of latitude and longitude.</p> <p>Human geography: economic activity including trade links</p>	<p>This unit builds on the local, national and continental scale previously studied moving study to a global perspective and examples are chosen</p>	<p>Identify which human and physical processes have shaped landscapes.</p> <p>Builds on rivers and water cycle work of Y3 and tectonic activity work of Y4.</p>	<p>Use of latitude and longitude to locate places.</p>	<p>Links to Y4 coastal fieldwork and Y3 rivers fieldwork.</p> <p>Farm visit – plan a route on a map, sketch maps/ annotating base map/ food chain</p>



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	<p>and the distribution of natural resources.</p>	<p>from around the continents</p> <p>Longitude and Latitude, Time zones</p>	<p>Physical geography at a global scale- climate zones, biomes and vegetation belts.</p> <p>Role of climate in vegetation</p> <p>Knowledge of land use patterns for farming in the UK and another area of the world.</p> <p>Distribution of natural resources including food.</p> <p>Economic activity including food production.</p>		<p>investigation from field to plate</p>
Year 6	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p> <p>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</p>	<p>Locate the world's countries with focus on South America.</p> <p>Locations of different types on forest on a global scale.</p>	<p>Knowledge of environmental regions and the key features of these areas.</p>	<p>Use of the eight points of a compass, six-figure grid references</p>	<p>Fieldwork and geographical skills to include data collection techniques and methods of presentation.</p> <p>Fieldwork visit to local forest/ woodland to collect data of different types.</p>



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