

# Geography Curriculum – Programme of study – Cycle 1

Year 1 and 2	Year 3 and 4	Year 5 and 6
<p><b>Turrets and Tiaras</b></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify the 4 countries and their capital cities within the UK (Do this through castles)</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary, forest, hill, vegetation, town, city, and village.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps and atlases to identify UK counties</li> <li>Use aerial photographs and plans to identify landmarks.</li> <li>Identify the land around castles and where castles were built</li> <li>Create aerial maps of castle grounds</li> </ul>	<p><b>Ice Worlds</b></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>Identify the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Northern Hemisphere, Southern Hemisphere</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li><b>A study of Antarctica</b> <ul style="list-style-type: none"> <li>Weather</li> <li>Climate</li> <li>Seasons</li> <li>Physical geography</li> </ul> </li> <li><b>Revision of the 7 continents and oceans surrounding them.</b></li> <li><b>Temperature and extreme climates</b></li> </ul>	<p><b>Reach for the Stars</b></p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital mapping to locate countries.</li> <li>Map countries where famous astronauts have come from. Focus upon location of Russia and America.</li> <li><b>Brief study of America/Russia related to the space race</b></li> <li><b>Why is there no life on other planets – physical geography how do these climates environments differ?</b></li> </ul>
<p><b>Out of Africa</b></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world’s seven continents and 5 oceans.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a non-European country.</li> <li>Compare and contrast a small area of the U.K with a contrasting non-European country.</li> <li>Construct a key with basic symbols.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Identify <u>seasonal</u> and <u>daily</u> weather changes in the United Kingdom and the location of <u>hot</u>/cold areas of the world.</li> <li>Vocabulary of physical features – river, soil, vegetation, season, weather</li> <li>Vocabulary of human features – city, town, village.</li> <li><b>Identify other hot countries in relation to the equator</b></li> </ul>	<p><b>London Calling</b></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the counties and cities of the UK, identify their human and physical characteristics and how these have changes over time. (changes in Britain from the Victorian times)</li> <li>Understand the geographical similarities and differences through the study of human and physical geography of a region in the UK (London)</li> <li><b>Human geography</b> – Trade links and how rivers (River Thames) and railways played an important part in this.</li> <li><b>Landmarks that make London famous</b></li> </ul>	<p><b>Tudor Treasures</b></p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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. (Tudor style houses)</li> <li><b>Identify Tudor style houses/buildings in our locality.</b></li> </ul>
<p><b>Honey, Honey</b></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>The locality of the School.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Vocabulary of human features Town, village, office, shop</li> <li>Vocabulary of physical features vegetation, soil, season, weather</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Rainforest</b></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</li> <li>Understand geographical similarities and differences through the study of human and physical geography of the UK and a region of South America (Amazon)</li> <li><b>Human and physical geography</b></li> <li>Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food (fair trade)</li> <li>Physical geog – climate, vegetation belts, rivers.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps atlases and globes to Locate rainforests across the world.</li> <li><b>Deforestation/conservation</b></li> </ul>	<p><b>Stones and Bones</b></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the counties and cities of the UK, identify their 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.</li> <li><b>Human and Physical geography</b></li> <li><b>A study of Skara Brae – where is this located in the UK – link to the above objective related to land use and coasts.</b></li> </ul>

# Geography Curriculum – Programme of study – cycle 2

Year 1 and 2	Year 3 and 4	Year 5 and 6
<p><b><u>Into the Woods</u></b></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>• The locality of our school</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Identify <u>seasonal</u> and <u>daily</u> weather changes in the United Kingdom and the location of hot/cold areas of the world.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use compass directions to describe locations the location of features and routes on maps.</li> <li>• Use simple fieldwork and observational skills to explore the geography of the school grounds and its surrounding environment.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Devise a simple map, use and construct simple key on a map.</li> </ul>	<p><b><u>Storms and Shipwrecks</u></b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</li> <li>• Locate the world’s countries focussing on North America and the Caribbean islands.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use digital/computer mapping to locate countries and describe features studied</li> <li>• Use maps, atlases and globes to locate countries.</li> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key.</li> </ul>	<p><b><u>We’ll Meet Again</u></b></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>• Locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• Name and locate the counties and cities of the UK, identify their human and physical characteristics and how these have changes over time. (Evacuees, bombing)</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• How does the physical geography of the city differ to the countryside?</li> <li>• Human geography including land use (how the land was different during the war- why were children evacuated to the countryside?)</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps atlases and globes to locate countries and described features studied.</li> </ul>
<p><b><u>Flying High</u></b></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world’s seven continents and five oceans.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use aerial photographs to recognise basic physical features and devise a simple map.</li> <li>• Use and construct basic symbols in a key</li> </ul>	<p><b><u>The Invaders</u></b></p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Locate areas of Europe and the way that Europe has changed as a result of different settlements and land use. (Romans, Anglo Saxons)</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Locate the world’s countries using maps to focus upon Europe. (Roman Empire)</li> <li>• The European countries that surround the U.K</li> <li>• Name and locate countries and cities in the UK</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and Europe (Locality /Italy)</li> <li>• <b>Archaeology and how this is used to find out about the past.</b></li> </ul>	<p><b><u>Ancient Civilisations (Greece, Egypt)</u></b></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>• Locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of the UK and a region in a European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Types of settlements and land use</li> <li>• Physical geography – rivers <b>–why did people settle near the river</b></li> <li>• <b>Water pollution, causes and effects (Nile)</b></li> </ul> <p><b>Geographical skills and fieldwork</b></p> <p>Use digital/computer mapping to locate countries and describe features studied</p>
<p><b><u>Beside the Sea</u></b></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>• Name and locate the 4 countries of the U.K and some of the key Capital cities.</li> <li>• Locate the seas surrounding the U.K</li> <li>• Name key human features, village, farm, house, office, port, harbour and shop.</li> <li>• Use world maps atlases and globes to identify countries, continents and oceans.</li> <li>• Locality of the seaside regions within the U.K.</li> </ul>	<p><b><u>Wild Water</u></b></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>• To locate countries and cities of the UK identify physical and human characteristics (Rivers, canals)</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and an area of North or South America. (Rivers)</li> </ul> <p><b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>• Describe physical geography including rivers, canals, water cycle, vegetation belts</li> <li>• Human geography - Trade links through canals</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locate local rivers and how they link to the sea.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local environment.</li> </ul> <p><b>Pond dipping, variety of plants. Pollution and conservation.</b></p>	<p><b><u>Voyage of Discovery</u></b></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>• locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• Identify the significance of latitude and longitude</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of the UK and a region of South America.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital mapping to locate countries.</li> <li>• Use the eight points of the compass, grid references and keys to widen knowledge of the world. Field work – Wrens nest nature reserve.</li> </ul>