



Year One

My Locality

Geographical Skills & Field Work



Children will use their understanding of human and physical features and maps, to communicate what their 'ideal' local area would look like in the form of a map with a key.

- To use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- To 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.

The United Kingdom

Locational Knowledge
Geographical skills & fieldwork



Children will use their understanding of locations around the UK to present a factual report on an area of the UK.

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (north, south, east, west) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map

Year Two

The Weather

Locational Knowledge
Human & Physical Geography



Children will use their understanding of season and daily weather patterns and hot and cold locations to independently predict what a counties weather will be like according to its location.

- To name and locate the world's seven continents (and seven oceans.)
- Revise – To name and locate and identify characteristics of the four countries and capital cities of the United Kingdom.
- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the North and South poles.
- To use basic geographical vocabulary to refer to:
 - key physical features: beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features: city, town, village, factory, farm, house, office, port, harbour and shop
- Revise - To use simple directions (North, South, East and West.)

Kenya

Locational Knowledge, Place Knowledge,
Human & Physical Geography, Geographical Skills & Fieldwork



Children will explore human and physical geographical similarities and differences of the UK and Kenya will communicate their findings.

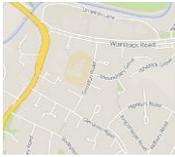
- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (Y1 revision – vertical link)
- To understand geographical similarities and differences through studying the human and physical of a small area of the UK and a small area in a contrasting non-European country.
- Use basic geographical vocabulary to refer to:
 - -key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - -Key human features including: city, town, village, factory, farm, house, office, port, harbour, shop
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Chocolate Chip: African Drumming Workshop

Year Three

A Local Area Study

Locational Knowledge, Place Knowledge,
Human & Physical Geography, Geographical Skills & Fieldwork



Children will carry out geographical investigation into the local area using fieldwork skills and communicate their findings in an appropriate manner.

- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich meridian and time zones (including day and night).
- To 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, and a region within North or South America.
- To describe and understand the aspects of:
 - Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - Human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To use eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

A UK Study

Locational Knowledge
Place Knowledge



To understand human and physical geography in the UK and compare the similarities and differences

- To name and locate counties and cities of the United Kingdom, geographical regions and their identifying 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
- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Year Four

Investigating Scandinavia

Locational Knowledge, Place Knowledge,
Human & Physical Geography, Geographical Skills & Fieldwork



Children will apply their knowledge and skills to an independent geographical investigation comparing a region of the UK to Scandinavia and communicate their findings appropriately.

- To locate the world's countries, using maps to focus on Europe (including Russia) and North and South America concentrating on their environment region, key physical and human characteristics, countries and major cities
- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich meridian and time zones (including day and night.)
- To 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, and a region within North or South America.
- To describe and understand the aspects of:
 - Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - Human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To use eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Natural Disasters

Locational Knowledge, Place Knowledge,
Human & Physical Geography, Geographical Skills & Fieldwork



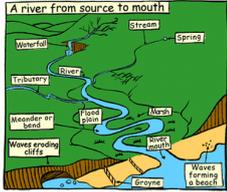
Children will apply their knowledge and skills to an independent geographical investigation into a natural disaster in Birmingham and communicate their findings in an appropriate manner.

- To locate the world's counties, using maps to focus on Europe (including Russia) and North and South America concentrating on their environment region, key physical and human characteristics, countries and major cities
- To 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, and a region within North or South America.
- To describe and understand the aspects of:
 - Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - Human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Year Five

Investigating Rivers

Locational Knowledge, Place Knowledge,
Human & Physical Geography, Geographical Skills & Fieldwork



Children will apply their knowledge and skills to an independent geographical investigation comparing the **River Thames** and **River Nile** and communicate their findings in an appropriate manner.

- To locate the world's countries, using maps to focus on Europe (including Russia) and North and South America concentrating on their environment region, key physical and human characteristics, countries and major cities
- To name and locate countries and cities of the United Kingdom, geographical region and their identifying 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 overtime.
- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich meridian and time zones (including day and night).
- To 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, and a region within North or South America.
- To describe and understand the aspects of:
 - Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - Human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To use eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Chocolate Chip: Educational Visit to Sarehole Mill and the River Cole

Investigating Brazil

Locational Knowledge, Place Knowledge,
Human & Physical Geography, Geographical Skills & Fieldwork



Children will apply their knowledge and skills to an independent geographical investigation comparing a region of the UK (Birmingham) to a region of South America (Rio de Janeiro.)

- To locate the world's countries, using maps to focus on Europe (including Russia) and North and South America concentrating on their environment region, key physical and human characteristics, countries and major cities
- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich meridian and time zones (including day and night).
- To 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, and a region within North or South America.
- To describe and understand the aspects of:
 - Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - Human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To use eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Year Six

Investigating North America

Locational Knowledge, Place Knowledge,
Human & Physical Geography, Geographical Skills & Fieldwork



Children will apply their knowledge and skills to an independent geographical investigation comparing a region of the UK to California and communicate their findings in an appropriate manner.

- To locate the world's countries, using maps to focus on Europe (including Russia) and North and South America concentrating on their environment region, key physical and human characteristics, countries and major cities
- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich meridian and time zones (including day and night).
- To 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, and a region within North or South America.
- To describe and understand the aspects of:
 - Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - Human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To use eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Natural Resources and Trade

Human & Physical Geography



FAIRTRADE

Children will apply their knowledge and skills to an independent geographical investigation about Fairtrade to answer the question 'Should we pay more for our products?'

- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.