

Geography

Level Expected at the End of EYFS

Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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.

Place Knowledge

Pupils should be taught to:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and Physical Geography

Pupils should be taught 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 Equator and the North and South Poles;
- 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 and shop.

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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 and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;
- 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;
- 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.

Humanities (Geography) Whole School Curriculum Map

Key Stage 2 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- 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;
- 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).

Place Knowledge

Pupils should be taught 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.

Human and Physical Geography

Pupils should be taught to:

- describe and understand key 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 settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical Skills and Fieldwork

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use the 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;
- 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.

Humanities (Geography) Whole School Curriculum Map

Intent

The sequence of lessons ensure children have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. These lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Implementation

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe, ask, and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Our lessons come with end of unit assessments to give the teacher and adults leading geography confidence in the progression of skills and knowledge and those outcomes have been met. Keywords are also highlighted in each lesson pack, to be used by children to deepen their geographical knowledge.

Impact

The curriculum encourages geography learning to be loved by teachers and pupils across school, teachers should have higher expectations and more quality evidence can be presented in books. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.

Humanities (Geography) Whole School Curriculum Map

	KSI	LKS2	UKS2
Locational Knowledge	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>KSI Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name and locate the world's seven continents and five oceans; b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; c use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. 	<p>Building on KSI knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; c 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; d use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features ,human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; b name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change overtime; c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

Humanities (Geography) Whole School Curriculum Map

Place Knowledge	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>KS1 Geography National Curriculum</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> a compare the UK with a contrasting country in the world; b compare a local city/town in the UK with a contrasting city/town in a different country; c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. 	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>KS2 Geography National Curriculum</p> <p>Children can 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; e Use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. 	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p>KS2 Geography National Curriculum</p> <p>Children can 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; c Use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.
-----------------	---	---	---

Humanities (Geography) Whole School Curriculum Map

Human and Physical Geography	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>KS1 Geography National Curriculum</p> <p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> a 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 Equator and the North and South Poles; b 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; c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p>KS2 Geography National Curriculum</p> <p>Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; b human geography, including: types of settlement and land use; c use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicenter, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food. 	<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <p>KS2 Geography National Curriculum</p> <p>Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; b 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; c use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.
------------------------------	---	---	---

Humanities (Geography) Whole School Curriculum Map

Geographical Skills and Fieldwork	<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed overtime.</p> <p>KS1 Geography National Curriculum</p> <p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; b use simple compass directions and locational and directional to describe the location of features and routes on a map; c devise a simple map; and use and construct basic symbols in a key; d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. 	<p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p>KS2 Geography National Curriculum</p> <p>Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can:</p> <ul style="list-style-type: none"> a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population ,coordinates. 	<p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.</p> <p>KS2 Geography National Curriculum</p> <p>Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use maps, atlases, globes and digital/computer mapping to locate countries and describe features; b use the 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; c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.
--	---	--	---

Humanities (Geography) Whole School Curriculum Map

	>3 - Viridis	3-4 - Nursery	Reception EYFS	Links to KS1 Curriculum
EYFS Area Of Learning:	Understanding The World.			
Fundamental Knowledge: People, Culture and Community	<p>Enjoys playing with small-world models, which represent a range of people, cultures and communities.</p> <p>Notice they have similarities and differences that connect them to, and distinguish them from, others</p>	<p>Show an understanding that others do not always enjoy the same things.</p> <p>Develop positive attitudes about the differences between people</p>	<p>Compare and contrast characters from stories, including figures from different cultures.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subjectspecific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness</p>
Fundamental Knowledge: The Natural World	<p>Notices detailed features of objects in their environment.</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p>Identify the key features of the life cycle of an animal or plant.</p> <p>Show an interest in the need to respect and care for the natural environment and all living things.</p>	<p>Draw information from a simple map Recognise some environments are different.</p>	
Early Learning Goal	<p>People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. The Natural World • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>			

Humanities (Geography) Whole School Curriculum Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1	<p><u>Understanding the World (People and Communities)</u></p> <p>Children know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><u>Where I come from (Local Study)</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Including flags, native languages, weather and climate, famous landmarks and people.</p>	<p><u>Houses</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p><u>Explorers</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p><u>Water Cycle</u></p> <p>Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p><u>Mountains & Volcanoes</u></p> <p>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.</p>	<p><u>Earth and Beyond</u></p> <p>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).</p>
Spring 2	<p><u>Understanding the World (The World)</u></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p><u>Journey</u></p> <p>Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify different continents and countries within a continent. Focusing on traditions, surrounding countries, rivers, surrounding oceans. Using directional language (N, E, S, W), near, far, left and right.</p>	<p><u>Holidays</u></p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world. Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p><u>Farming</u></p> <p>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</p>	<p><u>Explorers</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p><u>Farming</u></p> <p>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.</p>	<p><u>Fairtrade</u></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, and a region within North or South America.</p>

Humanities (Geography) Whole School Curriculum Map

Humanities (Geography) Whole School Curriculum Map							
	<u>Countries</u>	<u>Countries</u>	<u>Countries</u>	<u>Countries</u>	<u>Countries</u>	<u>Countries</u>	<u>Countries</u>
Summer 2	<p>Develop knowledge of where the country is worldwide, place knowledge, human & physical geography to include climate, rivers, mountains, settlement, economic activity & natural resources.</p> <p>Compare country studying to Britain, comparing the above – also using atlases, globes, maps and ICT to aid comparison/ differences.</p>	<p>Develop knowledge of where the country is worldwide, place knowledge, human & physical geography to include climate, rivers, mountains, settlement, economic activity & natural resources.</p> <p>Compare country studying to Britain, comparing the above – also using atlases, globes, maps and ICT to aid comparison/ differences.</p>	<p>Develop knowledge of where the country is worldwide, place knowledge, human & physical geography to include climate, rivers, mountains, settlement, economic activity & natural resources.</p> <p>Compare country studying to Britain, comparing the above – also using atlases, globes, maps and ICT to aid comparison/ differences.</p>	<p>Develop knowledge of where the country is worldwide, place knowledge, human & physical geography to include climate, rivers, mountains, settlement, economic activity & natural resources.</p> <p>Compare country studying to Britain, comparing the above – also using atlases, globes, maps and ICT to aid comparison/ differences.</p>	<p>Develop knowledge of where the country is worldwide, place knowledge, human & physical geography to include climate, rivers, mountains, settlement, economic activity & natural resources.</p> <p>Compare country studying to Britain, comparing the above – also using atlases, globes, maps and ICT to aid comparison/ differences.</p>	<p>Develop knowledge of where the country is worldwide, place knowledge, human & physical geography to include climate, rivers, mountains, settlement, economic activity & natural resources.</p> <p>Compare country studying to Britain, comparing the above – also using atlases, globes, maps and ICT to aid comparison/ differences.</p>	<p>Develop knowledge of where the country is worldwide, place knowledge, human & physical geography to include climate, rivers, mountains, settlement, economic activity & natural resources.</p> <p>Compare country studying to Britain, comparing the above – also using atlases, globes, maps and ICT to aid comparison/ differences.</p>

Humanities (Geography) Whole School Curriculum Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1	<p><u>Understanding the World (People and Communities)</u></p> <p>Children know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><u>Key Performance Indicators:</u></p> <p>Locational Knowledge: Can understand that the world extends outside their locality</p> <p>Can recognise how places are linked to other places in the world through food or travel</p> <p>Can locate continents and oceans using an atlas or globe</p> <p>Can begin to identify and describe where places are through use of simple maps, atlases and globes.</p> <p>Place Knowledge: Can begin to use geographical vocabulary to describe features of localities around the world.</p> <p>Can begin to use geographical vocabulary to describe human and physical features of their immediate locality.</p>	<p><u>Key Performance Indicators:</u></p> <p>Locational Knowledge: Can locate capital cities, major rivers and mountains of the UK on a map including London, River Tyne, Ben Nevis</p> <p>Can begin to identify and describe where places are through use of simple maps, atlases and globes.</p> <p>Place Knowledge: Can make simple comparisons between individual features of different places and recognise how places link to other places in the world.</p> <p>Can make simple comparisons between features of different environments.</p>	<p><u>Key Performance Indicators:</u></p> <p>Locational Knowledge: Can identify countries and places within the Americas using map reading skills</p> <p>Can know the specific location and environments of places they study within the Americas</p> <p>Can describe the specific location and environments within the Americas.</p> <p>Place Knowledge: Can use secondary sources to further understand and compare contrasting localities within the Americas</p> <p>Can describe where places are and human features within the Americas</p> <p>Can recognise how places in the Americas are linked to other places in the world through trade, transport links and economy.</p>	<p><u>Key Performance Indicators:</u></p> <p>Locational Knowledge: Can identify specific mountain locations and environments.</p> <p>Place Knowledge: Can use secondary sources to further understand and compare contrasting localities.</p> <p>Can describe where places with mountains are such as region, country, proximity to rivers or hills etc.</p>	<p><u>Key Performance Indicators:</u></p> <p>Locational Knowledge: Can identify locations and environments of significant places both locally and such as continents, oceans, longest rivers, deserts, culture.</p> <p>Can confidently locate places on a world map.</p> <p>Can use knowledge to make comparisons between different tourist locations and environments.</p> <p>Place Knowledge: Can identify, describe and give reasons for similarities and differences between contrasting locations.</p> <p>Can compare the location and understand the differences in scale of a range of places around the world in relation to each other.</p> <p>Can recognise how places fit within a wider geographical context and are interdependent.</p> <p>Can use atlases to find out about other features of places.</p>	<p><u>Key Performance Indicators:</u></p> <p>Locational Knowledge: Can identify locations and environments of significant places both locally and globally e.g. continents, Oceans, longest rivers, deserts etc.</p> <p>Place Knowledge: Can identify, describe and explain several reasons for how and why places are similar and different from other places in the same country and elsewhere in the world.</p> <p>Can use atlases to find out about other features of places, e.g. mountain regions and other weather patterns.</p>

Humanities (Geography) Whole School Curriculum Map

Spring 2	<p><u>Understanding the World (The World)</u></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p><u>Human and Physical Geography:</u></p> <p>Can begin to ask geographical questions about places in their immediate locality</p> <p>Can begin to ask geographical questions about places and people.</p> <p><u>Skills & Fieldwork:</u></p> <p>Can use secondary sources- photos, stories, DVDs.</p> <p>Can make a map of a journey.</p> <p>Can describe their local area and be able to draw their route to school.</p> <p>Can understand that they have an address and postcode, and why</p> <p>Can draw simple field sketches.</p>	<p><u>Human and Physical Geography:</u></p> <p>Can begin to ask geographical questions about climates and environments.</p> <p>Can begin to recognise how people can improve the environment or damage it.</p> <p>Can express their own views about people, places and their effect on environments.</p> <p><u>Skills & Fieldwork:</u></p> <p>Can research using secondary sources of information to research changes in the environment.</p> <p>Can begin to use geographical terms for directions such as North, South, East and West.</p> <p>Can map their classroom and recognise where places are within the school.</p> <p>Can use simple letter and number coordinates</p> <p>Can use simple field sketches.</p> <p>Can begin to use simple keys on maps.</p>	<p><u>Human and Physical Geography:</u></p> <p>Can respond to questions about patterns in the landscape around them and make appropriate observations about the location of features relative to others.</p> <p>Can recognise and explain patterns made by individual physical and human features in the environment.</p> <p>Can make appropriate observations about the location of features relative to others.</p> <p><u>Skills & Fieldwork:</u></p> <p>Can use appropriate geographical vocabulary</p> <p>Can ask geographical questions during research to further their understanding such as What is this landscape like? What do I think about it?</p> <p>Can communicate in ways appropriate to the task and issue such as Writing to a newspaper about a local issue, using email to communicate and share information, using</p>	<p><u>Human and Physical Geography:</u></p> <p>Can identify and explain different views of people, including themselves.</p> <p>Can identify and describe how things change, through understanding of, and reference to, human and physical features such as weather and jobs.</p> <p>Can identify the consequences for the environment of different people's lifestyles around the world.</p> <p>Can recognise human and physical processes and the effects on the environment such as the water cycle.</p> <p><u>Skills & Fieldwork:</u></p> <p>Can observe and appreciate the relationship between the physical, built economic environments.</p> <p>Can communicate in ways appropriate to the task and issue (eg. Writing to a newspaper about a local issue, using email to communicate and share information, using appropriate geographical terms).</p>	<p><u>Human and Physical Geography:</u></p> <p>Can explain why places are like they are in terms of weather, historical development and local resources.</p> <p>Can recognise human and physical processes and the effects on the environment.</p> <p><u>Skills & Fieldwork:</u></p> <p>Can suggest relevant questions, use vocabulary such as erosion, disposition, urban and rural, and describe processes.</p> <p>Can use ICT to enhance learning and present own findings.</p> <p>Can work out scales on maps.</p> <p>Can use an OS map in the field and recognise symbols on map such as following a route using grid references.</p> <p>Can describe a route and direction, linking N/S/E/W with 8 compass points and with degrees on the compass.</p> <p>Can describe a route and direction, linking</p>	<p><u>Human and Physical Geography:</u></p> <p>Can identify the different views that people, including themselves, hold about topical issues.</p> <p>Can recognise how people can improve or damage the environment and how the decisions about the environment can affect the quality of people's lives.</p> <p>Can identify how and why places change.</p> <p>Can recognise how people can manage an environment's sustainability</p> <p>Can be aware of current global issues and the effect of them on population.</p> <p><u>Skills & Fieldwork:</u></p> <p>Can suggest relevant questions and make decisions based on knowledge and understanding of data</p> <p>Can use precise geographical words, e.g. erosion, disposition, urban and rural and describe processes.</p>
----------	---	---	--	---	---	---	--

Humanities (Geography) Whole School Curriculum Map

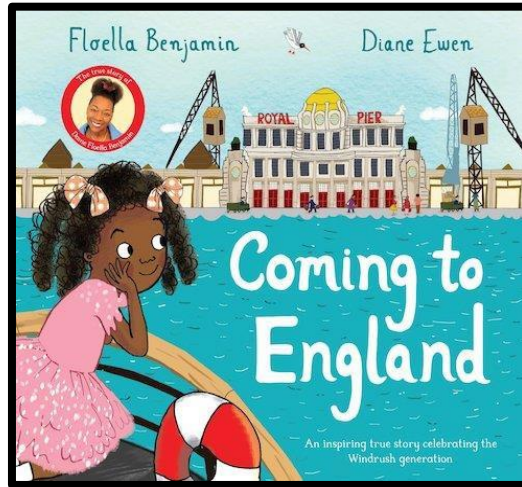
				<p>appropriate geographical terms.</p> <p>Can analyse evidence and draw conclusions such as Make comparisons between locations using temp / populations.</p> <p>Can use a key accurately.</p> <p>Can begin to use charts, graphs and tables to record information.</p> <p>Can make extended use of geographical terms such as the eight compass points.</p> <p>Can begin to use terms such as temperature, transport and industry.</p>	<p>Can understand how asking geographical questions can support their enquiries.</p> <p>Can analyse evidence and begin to draw conclusions.</p> <p>Can use appropriate fieldwork skills and instruments to measure and record.</p> <p>Can draw annotated sketches to describe and explain geographical processes and patterns.</p> <p>Can use decision-making skills such as what measures are used to improve safety around rivers?).</p> <p>Can draw and annotate sketches to describe and explain geographical processes and patterns.</p> <p>Can use atlases to find out about others features of places with mountains such as weather patterns.</p>	<p>N/S/E/W with 16 compass points and with degrees on the compass.</p> <p>Can use an atlas and recognise symbols.</p> <p>Can use latitude and longitude in atlas maps.</p> <p>Can work out scales in atlas and on OS maps.</p> <p>Can draw detailed sketch map to scale.</p>	<p>Can use ICT to enhance learning and present own findings.</p> <p>Can carry out fieldwork, survey and draw graphs.</p> <p>Can design and use questionnaires to obtain community views on an appropriate subject.</p> <p>Can select from appropriate visual media to record evidence. E.g. photography.</p> <p>Can use ICT to create data files to analysis fieldwork data.</p> <p>Can analyse evidence and draw own conclusions, select and use graphs, charts and tables appropriate to data.</p> <p>Can record fieldwork appropriately.</p> <p>Can select and use a range of measuring instruments in investigations.</p>
--	--	--	--	--	---	--	---

Humanities (Geography) Whole School Curriculum Map

Year 1 – Suggested Cross Curricular Reading

Spring 1 – Where I Come From.

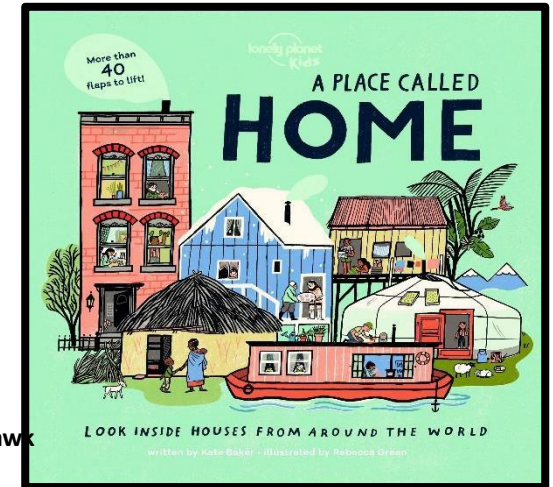
- Last Stop On Market Street – Matt De La Pena
- Look Up! – Nathan Bryon
- Coming To England – Floella Benjamin
- Lets Go For A Walk – Ranger Hamza
- Mixed – Arree Chung
- The Same But Different – Molly Potter
- If All The World Were... - Joseph Coelho
- If You Lived Here: Houses Around The World –Giles Laroche
- Where Are You From? – Yamile Saied Mendez.



Year 2 – Suggested Cross Curricular Reading

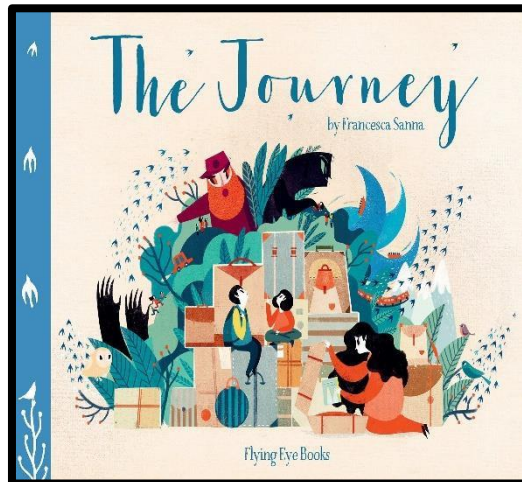
Spring 1 – Houses

- If You Lived Here : Houses Of The World – Giles Laroche
- Belonging – Jeannie Baker
- What We'll Build – Oliver Jeffers
- If I Built A House – Chris Van Dusen
- Lets Build A House – Mick Manning
- A Place Called Home – Kate Baker
- Home – Carson Ellis
- In Every House On Every Street – Jess Hitchman
- The Street Beneath My Feet – Charlotte Guillian
- Homes Throughout History – Goldie Hawk
- Our House – Michael Rosen.
- Homes Around The World – Dona Herweck Rice.



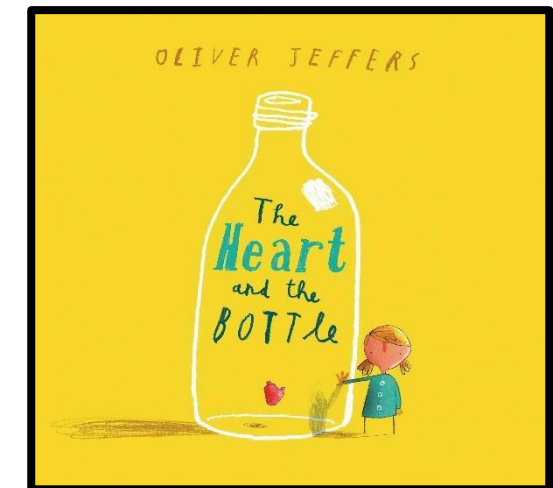
Spring 2 – Journeys

- Journey – Aaron Becker
- Cycle City – Alison Farrell
- The Journey – Francesca Sanna
- The Road Home – Katie Cotton
- Subway – Anastasia Suen
- Busy City – Maddie Frost
- My Africa Vacation – Ozi Okaro
- From My Window – Otavio Junior
- A Walk In... - Salvatore Rubbino
- Ana & Andrew Dancing at Carnival
- Christine Platt
- Same Sun Here – Silas House
- Migration – Mike Unwin
- My Name is not Refugee – Kate Milner



Spring 2 – Holidays

- Holiday – Stanley Middleton
- Worst Holiday Ever – Charlie Higson
- Celebrations Around the World – Katy Halford
- Everybody Bonjours! – Leslie Kimmelman
- Oh The Places You'll Go! – Dr. Suess
- A Stroll Through the Season – Kay Barnham
- Seasons – Hannah Pang
- At the Airport – Samantha Meredith
- Busy Holiday – Sebastian Braun
- Celebrations & Festivals – Claire Grace
- The Heart and the Bottle – Oliver Jeffers.

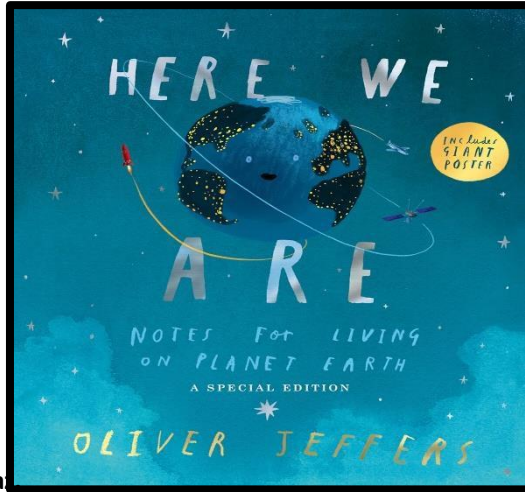


Humanities (Geography) Whole School Curriculum Map

Year 3 – Suggested Cross Curricular Reading

Spring 1 – Explorers

- Explore Earth's Five Oceans – Bobbie Kalman
- We Are Here – Oliver Jeffers
- The Big Book Of Blue – Yuval Zommer
- Antarctica: A Continent Of Wonders – Mario Hernando
- Swift Walker: A Continental Journey – Verlyn Tarlton
- Europe, Asia, Africa, North America, South America – Steffi Cavell-Clarke.
- Introducing Continents – Chris Oxlade
- The Boy Who Sailed The World – Julia Green
- A Ticket Around The World – Natalia Diaz
- Martha Maps It Out – Leigh Hodgkinson



Year 4 – Suggested Cross Curricular Reading

Spring 1 – The Water Cycle

- A Drop In The Ocean – Jacqui Bailey
- The Water Cycle – Geographics
- The Water Cycle – Fact Cat
- Water – National Geographic Kids
- Hey, Water! – Antoinette Portis
- The Great Big Water Cycle Adventure – Kay Johnson
- The Drop In My Drink – Meredith Hooper
- Water Is Water – Miranda Paul
- The Water Cycle At Work – Rebecca Olien
- From Raindrop To Tap – Michael Bright.
- The Rhythm Of The Rain – Grahame Baker-Smith.



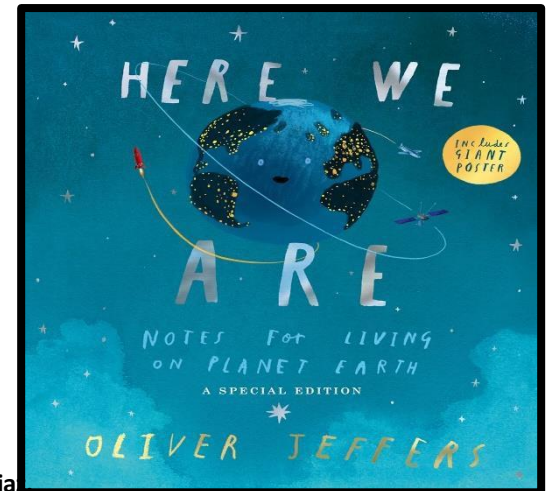
Spring 2 – Farming

- Life on Earth: Farm – Heather Alexander.
- Go Facts Food – Farms
- Milly Cow Gives Milk – Deborah Chancellor.
- From Field to Plate – Michael Bright
- The Food We Eat – Georgia Amson-Bradshaw.
- How did that get in my Lunchbox? – Chris Butterworth.
- Polly Bee – Deborah Chancellor
- The Farm that Feeds Us – Nancy Castaldo.
- How do animals give us food? – Linda Staniford.



Spring 2 – Explorers

- Explore Earth's Five Oceans – Bobbie Kalman
- We Are Here – Oliver Jeffers
- The Big Book Of Blue – Yuval Zommer
- Antarctica: A Continent Of Wonders – Mario Hernando
- Swift Walker: A Continental Journey – Verlyn Tarlton
- Europe, Asia, Africa, North America, South America – Steffi Cavell-Clarke.
- Introducing Continents – Chris Oxlade
- The Boy Who Sailed The World – Julia Green
- A Ticket Around The World – Natalia Diaz
- Martha Maps It Out – Leigh Hodgkinson
- Ocean Speaks – Jess Keating.

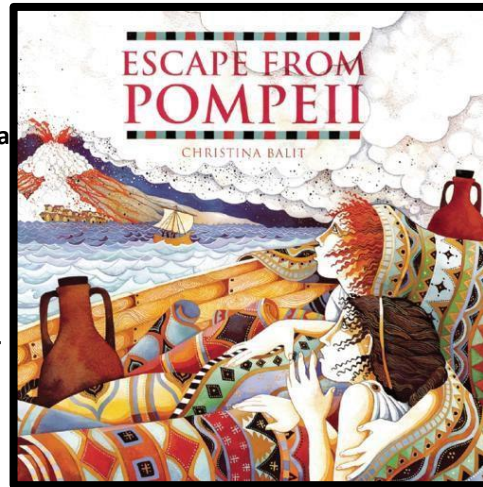


Humanities (Geography) Whole School Curriculum Map

Year 5 – Suggested Cross Curricular Reading

Spring 1 – Mountains & Volcanoes

- Mountains and Volcanoes – Barbara Taylor
- Volcanoes! Mountains of Fire – Eric Arnold
- Mountains and Volcanoes – Eileen Curran
- Volcanoes – Kathy Furgang
- Adventures on Earth – Simon Tyler
- Paper World – Planet Earth
- Living Mountains – How and Why? – Christine Laverne
- Pebble in my Pocket – Meredith Hooper
- The Firework Makers Daughter – Phillip Pullman
- Natural Disasters Avoid, Escape, Survive – Ben Hubbard.
- Escape From Pompeii – Christina Balit



Spring 2 – Farming

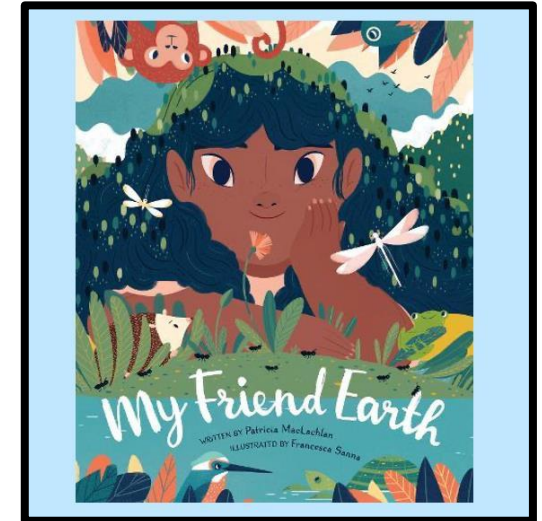
- Life on Earth: Farm – Heather Alexander.
- Go Facts Food – Farms
- Milly Cow Gives Milk – Deborah Chancellor.
- From Field to Plate – Michael Bright
- The Food We Eat – Georgia Amson-Bradshaw.
- How did that get in my Lunchbox? – Chris Butterworth.
- Polly Bee – Deborah Chancellor
- The Farm that Feeds Us – Nancy Castaldo.
- How do animals give us food? – Linda Staniford.



Year 6 – Suggested Cross Curricular Reading

Spring 1 – Earth and Beyond

- Timezones – David Adler
- My Friend Earth
- Zonia's Rainforest
- We Are Water Protectors
- What a waste
- A Story of Climate Change
- Old Enough to save the planet
- Earth! My First 4.54 Billion Years
- Over and Under the Pond
- Can I recycle this?
- Thank you earth – A love letter to our planet.



Spring 2 – Fairtrade

- Explore Fair Trade
- The Fair Trade Handbook
- Juliana's Bananas – Ruth Walton
- Fair Trade First
- Think Fair Trade First – Ingrid Hess
- Chocolate Nations – Orla Ryan
- Food and Fairtrade
- FairTrade – Jacqueline DeCarlo
- My Chocolate Bar and other food.
- Beautiful Bananas – Elizabeth Laird

