

Phase	Autumn	Spring	Summer
<p>KS1 (Years 1 and 2) NOTE: Geographical skills and fieldwork to be developed throughout the year whenever applicable</p>	<ul style="list-style-type: none"> ▪ Locational knowledge ▪ Human and physical geography ▪ Geographical skills and fieldwork <p>Name, locate & identify characteristics of the 4 countries & capital cities of the UK and its surrounding seas.</p> <p>Use aerial photographs to recognise landmarks & basic human/physical features; Use maps to identify UK & its countries. Link to “ABCUK” and “The Queen’s Handbag”</p> <p><u>Key geographical vocabulary:</u> (sticky knowledge needed to access this unit and future historical learning)</p> <p>Europe, Britain, United Kingdom, England – London, Wales – Cardiff, Ireland – Dublin, Scotland – Edinburgh, map, ocean, capital city, human geography, physical geography, landmark</p> <p><u>End points of learning:</u> <i>By the end of this unit, pupils will be able to:</i></p> <ul style="list-style-type: none"> • Name and locate the four countries and capital cities of the United Kingdom. 	<ul style="list-style-type: none"> ▪ Place knowledge ▪ Human and physical geography ▪ Geographical skills and fieldwork <p>Use simple fieldwork and observational skills to study shops in the local area. Build up early mapping skills - Devise plan of class shop role play. Use “Looking Down”/ “The King of Tiny Things” to link to animals.</p> <p>Make simple map of local area. Use basic symbols in a key. Look at how buildings/shops have changed over time link to History.</p> <p><u>Key geographical vocabulary:</u> (sticky knowledge needed to access this unit and future historical learning)</p> <p>Shop, local, village, town, key, map, buildings, symbols, North, East, South, West</p> <p><u>End points of learning:</u> <i>By the end of this unit, pupils will be able to:</i></p> <ul style="list-style-type: none"> • Conduct fieldwork of their local area including observations of existing human features (shops) • Create and use a map key using symbols. 	<ul style="list-style-type: none"> ▪ Locational knowledge ▪ Human and physical geography ▪ Geographical skills and fieldwork <p>Use world maps, atlases and globes to identify, name and locate the 7 continents & 5 oceans. Identify the location of hot and cold areas of the world in relation to Equator and the North/South Poles.</p> <p>Use simple compass directions (N,S,E,W) to describe the location of continents and routes on a world map. Link to “Poles Apart” or “Meerkat Mail” by Emily Gravett. Explorers!</p> <p><u>Key geographical vocabulary:</u> (sticky knowledge needed to access this unit and future historical learning)</p> <p>Continent, ocean, Equator, North, East, South, West, North Pole, South Pole, Continents: North America, South America, Europe, Asia, Africa, Australia, Antarctica</p> <p>Oceans: the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Arctic Ocean and the Southern Ocean.</p> <p><u>End points of learning:</u></p>



	<ul style="list-style-type: none"> • Identify characteristics of each of these countries. • Name and locate the surrounding seas of the United Kingdom. • Understand the difference between human and physical features. • Name some key human and physical features that are found in the United Kingdom. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Identify significant landmarks in the United Kingdom (e.g. Angel of The North, Buckingham Palace, Stonehenge etc.). 	<ul style="list-style-type: none"> • 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. [INCLUDING A MAP OF THEIR OWN LOCALITY] • 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. 	<p><i>By the end of this unit, pupils will be able to:</i></p> <ul style="list-style-type: none"> • Identify and locate the seven continents of the world • Identify and locate the five oceans of the world. • Identify hot and cold areas and explain how this is related to the position of the Equator. • Use simple compass directions (N,S,E,W) to describe the location of continents and routes on a world map.
<p>LKS2 (Years 3 and 4)</p>	<ul style="list-style-type: none"> ▪ Place knowledge 	<ul style="list-style-type: none"> ▪ Place knowledge 	<ul style="list-style-type: none"> • Locational knowledge

<p>NOTE: Geographical skills and fieldwork to be developed throughout the year whenever applicable</p>	<ul style="list-style-type: none"> ▪ Locational knowledge ▪ Human and physical geography ▪ Geographical skills and fieldwork <p>UK: name & locate geographical regions & their identifying human and physical characteristics, key topographical features (coasts, hills & mountains – link to Rock types in Science) Understand how land-use patterns changed over time- link to earliest settlements Physical geography: rivers, mountains – link to rocks/ earliest settlements Use 8 points of a compass, 4-fig. grid references, symbols and key (including the use of Ordnance Survey maps) to <i>build their knowledge of the UK.</i></p> <p><u>Key geographical vocabulary:</u> (sticky knowledge needed to access this unit and future historical learning) North, East, South, West North-East, North-West, South-East, South-West, compass, key, Ordnance Survey map,</p> <p><u>End points of learning:</u> <i>By the end of this unit, pupils will be able to:</i></p> <ul style="list-style-type: none"> • Locate and name the continents on a World Map. 	<ul style="list-style-type: none"> ▪ Locational knowledge ▪ Human and physical geography ▪ Geographical skills and fieldwork <p>Locate countries, using maps to focus on Europe (incl. Russia) concentrating on environmental regions, key physical/human characteristics, countries, and major cities. Use maps atlases globes & digital/computer mapping to locate countries and describe features studied. Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals & water.</p> <p><i>NOTE: Refer to this study of Europe in the Summer Term when investigating how, where and how the Roman Empire spread and consider the distribution of natural resources including energy, food, minerals & water (e.g. Why did the Romans want these?)</i></p> <p><u>Key geographical vocabulary:</u> (sticky knowledge needed to access this unit and future historical learning)</p>	<ul style="list-style-type: none"> • Human and physical geography • Geographical skills and fieldwork <p>Understand key aspects of physical geography of the water cycle (Science link).</p> <p>Conduct an enquiry & river study - use fieldwork to observe, measure, record and present the human and physical features, using a range of methods, including sketch maps, plans & graphs. Use OS maps to describe features of rivers studied (History link- notice how the Romans chose to settle on UK rivers)</p> <p>Use UK river study region to compare similarities and differences in a study of human and physical geography with a region in a European country (Pompeii area). Describe and understand key aspects of volcanoes & earthquakes.</p> <p><u>Key geographical vocabulary:</u> (sticky knowledge needed to access this unit and future historical learning) Fieldwork, human and physical features, sketch map, OS map, water cycle, evaporation, water vapour, condensation, precipitation, run-off</p>
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	<ul style="list-style-type: none"> • Locate the main countries of Europe including Russia. • Identify capital cities of Europe. • Locate and name the countries making up the British Isles, with their capital cities (REVISITED FROM KS1) • Identify longest rivers in the world, largest deserts, highest mountains. • Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science (rocks) • Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. 	<p>Human geography, physical geography, Europe, economy, trade links, cities, distribution, settlement, land-use</p> <p>North, East, South, West</p> <p>North-East, North-West, South-East, South-West</p> <p><u>End points of learning:</u> By the end of this unit, pupils will be able to:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. • Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates) • Show understanding of some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe 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. 	<p>River features: banks, bed, source, tributaries, estuary, transportation, deposition, erosion</p> <p><u>End points of learning:</u> By the end of this unit, pupils will be able to:</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography including rivers and the water cycle (excluding transpiration). • Explain the water cycle using key vocabulary of the main stages (evaporation, condensation, precipitation, run-off)
<p>UKS2 (Years 5 and 6) NOTE: Geographical skills and fieldwork to be developed throughout the year whenever applicable</p>	<ul style="list-style-type: none"> • Place knowledge • Locational knowledge • Human and physical geography 	<ul style="list-style-type: none"> ▪ Place knowledge ▪ Locational knowledge ▪ Human and physical geography 	<ul style="list-style-type: none"> ▪ Place knowledge ▪ Locational knowledge ▪ Human and physical geography

	<ul style="list-style-type: none"> • Geographical skills and fieldwork <p>Name and locate counties and cities of the United Kingdom, (Link to place name enquiry) Use 8 points of a compass, six-fig. grid references, symbols and key (including use of OS maps) to build their knowledge of the UK 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.</p> <p><u>Key geographical vocabulary:</u> (sticky knowledge needed to access this unit and future historical learning) OS map, compass, Europe, Britain, United Kingdom, England – London, Wales – Cardiff, Ireland – Dublin, Scotland – Edinburgh, capital city, human geography, physical geography, landmark, North, East, South, West North-East, North-West, South-East, South-West</p> <p><u>End points of learning:</u> <i>By the end of this unit, pupils will be able to:</i></p>	<ul style="list-style-type: none"> ▪ Geographical skills and fieldwork <p>Identify the position and significance of longitude, the Prime/Greenwich Meridian and time zones (including day and night) Locate the world’s countries, using maps to focus on the Historical region chosen, concentrating on environmental regions, key physical & human characteristics, countries, and major cities</p> <p><u>Key geographical vocabulary:</u> (sticky knowledge needed to access this unit and future historical learning) Prime, Greenwich Meridian, time zone, region, physical geography, human geography, city, biome, vegetation belt, climate</p> <p><u>End points of learning:</u> <i>By the end of this unit, pupils will be able to:</i></p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography including coasts, rivers and the water cycle including transpiration; 	<ul style="list-style-type: none"> ▪ Geographical skills and fieldwork <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK</p> <p><u>Key geographical vocabulary:</u> (sticky knowledge needed to access this unit and future historical learning) OS map, compass, six-figure grid reference, fieldwork, sketch map, local, land use, residential area, commercial area, population North, East, South, West, North-East, North-West, South-East, South-West</p> <p><u>End points of learning:</u> <i>By the end of this unit, pupils will be able to:</i></p> <ul style="list-style-type: none"> ▪ Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied ▪ Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build
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	<ul style="list-style-type: none"> • Locate the main countries in Europe and North or South America. Locate and name principal cities. • Compare 2 different regions in the United Kingdom (rural/urban) • Locate and name the main counties and cities in England. • Linking with History, compare land use maps of UK from past with the present, focusing on land use. • Identify the position and significance of latitude/longitude and the Greenwich Meridian. • Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch 	<p>climate zones, biomes and vegetation belts.</p> <ul style="list-style-type: none"> • Describe and understand key aspects of human geography including trade between UK and Europe and ROW • Describe and understand key aspects of fair/unfair distribution of resources (Fairtrade). • Types of settlements in Viking, Saxon Britain linked to History. 	<p>their knowledge of the United Kingdom in the past and present.</p> <ul style="list-style-type: none"> ▪ 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. ▪ Y6: Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.
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	<p>maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none">• Linking with science, time zones, night and day		
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