

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"> ▪ Place knowledge ▪ Locational knowledge ▪ Human and physical geography ▪ Geographical skills and fieldwork <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (N, S, E, W) and locational/ directional language [e.g., near & far; left & right], to describe location of features & routes</p> <p>Identify seasonal & daily weather patterns in the UK.(link to Seasonal Changes)</p>	<ul style="list-style-type: none"> ▪ Place knowledge ▪ Locational knowledge ▪ Human and physical geography ▪ Geographical skills and fieldwork <p>Use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (link to local History), and of a small area in a contrasting non-European country (e.g. compare local woodland with a rainforest in another area of the world)</p> <p><i>English link: "Where the Forest meets the Sea" by Jeanne Baker.</i></p>	<ul style="list-style-type: none"> ▪ Place knowledge ▪ Locational knowledge ▪ Human and physical geography ▪ Geographical skills and fieldwork <p>Further studies of the local area – focus on parks (link to History) and roads (Link to Science). Continue to use basic geographical vocabulary to refer to: key physical and human features and locate these on a simple map of the local area. Combine this with skills learned in Autumn and Spring to create a study of the local area.</p> <p>Look at materials used in the local environment (Science). Geography links to Dunlop, McAdam and Mackintosh</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, landmark, human geography, physical geography</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"> • Plan perspectives using aerial photographs • Recognise landmarks and human/physical features on aerial photographs • Devise a simple map using symbols and a key • Use North, South, East and West compass directions • Use directional language (e.g. near, far, left, right) 	<p><u>Key geographical vocabulary:</u> (sticky knowledge needed to access this unit and future historical learning)</p> <p>Local, village, town, key, map, buildings, symbols, North, East, South, West, landmark, human geography, physical geography</p> <p>Key physical features: beach, forest, hill, sea, river, soil, valley, vegetation, season and weather</p> <p>Key human features: shop, city, town, house, port, harbour</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"> • Identify human features of their surrounding area and compare to a non-European country. • Identify physical features of their surrounding area and compare to a non-European country. • Identify similarities and differences between local area and a contrasting area of the world 	<p><u>Key geographical vocabulary:</u> (sticky knowledge needed to access this unit and future historical learning)</p> <p>Local, village, town, key, map, buildings, symbols, North, East, South, West, landmark, human geography, physical geography</p> <p>Key physical features: hill, mountain, river, soil, valley, vegetation, season</p> <p>Key human features: park, roads, city, town, village, factory, farm, house, office, shop</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 of the local area to locate key human features • Use maps of the local area to locate key physical features
<p>LKS2 (Years 3 and 4)</p>	<ul style="list-style-type: none"> ▪ Locational knowledge ▪ Human and physical geography 	<ul style="list-style-type: none"> ▪ Place knowledge ▪ Locational knowledge 	<ul style="list-style-type: none"> ▪ Place knowledge ▪ Locational knowledge

<p>NOTE: Geographical skills and fieldwork to be developed throughout the year whenever applicable</p>	<ul style="list-style-type: none"> ▪ Geographical skills and fieldwork <p><i>Physical geography:</i> Study the importance of rivers to settlements and earliest civilisations - use maps, atlases and globes to locate countries and describe features studied.</p> <p>Use all 8 points of a compass, symbols and key to build knowledge of the wider world.</p> <p><u>Key geographical vocabulary:</u> (sticky knowledge needed to access this unit and future historical learning) Settlement, civilisation, map, compass, key, symbols, North, East, South, West North-East, North-West, South-East, South-West, compass, key, Ordnance Survey map, atlas, globe, human, physical</p> <p><u>End points of learning:</u></p>	<ul style="list-style-type: none"> ▪ Human and physical geography ▪ Geographical skills and fieldwork <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (link to history by focussing on Athens area)</p> <p>Use maps atlases globes & digital/computer mapping (e.g. Google Maps) to locate Ancient Greek Empire and describe geographical features and constraints on their location and how their need for trade to obtain food and minerals led to the spread of their influence on the western world. (link to history by focussing on Ancient Greek Trade- see https://www.eduplace.com)</p> <p><u>Key geographical vocabulary:</u> (sticky knowledge needed to access this unit and future historical learning) Human geography, physical geography, region, Europe, country, atlas, digital mapping, trade</p> <p><u>End points of learning:</u></p>	<ul style="list-style-type: none"> ▪ Human and physical geography ▪ Geographical skills and fieldwork <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area or residential visit area</p> <p>Use a range of methods, including sketch maps to map a route.</p> <p><i>English link: The Iron Man. Focus on the metal street furniture, to plot the route of The Iron Man if he ate his way around the area.</i></p> <p><u>Key geographical vocabulary:</u> (sticky knowledge needed to access this unit and future historical learning) Fieldwork, local, human, physical, sketch maps, route</p> <p><u>End points of learning:</u></p>
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<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"> ▪ Locational knowledge ▪ Human and physical geography ▪ Geographical skills and fieldwork <p>Identify the position and significance of longitude, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><i>NOTE: some of Year 5 and all of Year 6 will have done some of this last year but now to focus on times zones not equator. Planning for 2019/20 to be checked when planning this unit.</i></p>	<ul style="list-style-type: none"> ▪ Place knowledge ▪ Locational knowledge ▪ Human and physical geography ▪ Geographical skills and fieldwork <p>Locate countries, using maps to focus on North America, concentrating on environmental regions, key physical/human characteristics, countries & major cities.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<ul style="list-style-type: none"> ▪ Place knowledge ▪ Locational knowledge ▪ Human and physical geography ▪ Geographical skills and fieldwork <p>Understand geographical similarities and differences through study of human/physical geography of a region of UK (and compare with the North American region studied in the Spring Term.)</p> <p>This could be a residential or coastal visit or a local regional study.</p> <p>Identify human and physical characteristics, key topographical</p>

	<p>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)</p> <p>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"> • Identify the position and significance of longitude, the Prime/Greenwich Meridian and time zones • Explain why countries have different time zones 	<p>Understand geographical similarities and differences through the study of human and physical geography of a region within North America (Niagara Falls)</p> <p>Describe and understand key aspects of physical/ human geography, including types of settlement/land use, economic activity, trade links, distribution of natural resources including energy, food, minerals and water.</p> <p><u>Key geographical vocabulary:</u> (sticky knowledge needed to access this unit and future historical learning)</p> <p>Continent, physical, human, North America, maps, digital mapping, region, map, cities, settlement, land use</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 countries and continents using maps, atlases, globes and digital mapping • Identify and describe key physical/human characteristics, countries and major cities. 	<p>features, land-use patterns; understand how these changed over time.</p> <p>Describe & understand key aspects of physical geography: coastal processes.</p> <p>Use 8 points of a compass, 6-fig. grid refs, symbols, key (including use of O.S. maps) to build their knowledge of the UK/ coasts.</p> <p>Use fieldwork to observe, measure, record and present human/physical features at the coast using range of methods e.g sketch maps, plans, graphs, digital technologies.</p> <p><u>Key geographical vocabulary:</u> (sticky knowledge needed to access this unit and future historical learning)</p> <p>Fieldwork, United Kingdom, six-figure grid reference, map, compass, key, symbols, North, East, South, West North-East, North-West, South-East, South-West, compass, key, Ordnance Survey map, atlas, globe, human, physical</p> <p>Coastal processes key words: coast, erosion, transportation, deposition, tide, sea walls</p> <p><u>End points of learning:</u> <i>By the end of this unit, pupils will be able to:</i></p>
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	<ul style="list-style-type: none"> • Locate the world’s countries, using maps, atlases, globes and digital mapping • Locate environmental regions across the world • Identify key physical & human characteristics, countries, and major cities. 	<ul style="list-style-type: none"> • Identify geographical similarities and differences through the study of human and physical geography • Describe & understand key aspects of physical/ human geography, 	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography • Identify geographical similarities and differences through study of human/physical geography of a region of the UK • Compare the human and physical features of a region of the UK • Identify human and physical characteristics, key topographical features, land-use patterns; and understand how these changed over time. • Use 8 points of a compass, 6-fig. grid refs, symbols, key (including use of O.S. maps) to build their knowledge of the UK/ coasts.
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