

# Geography Curriculum Overview








<p><b><u>Intent</u></b></p> <p><b>With these aspirations, our INTENT for the Geography curriculum is:</b></p>	<p>To help children acquire and develop the skills and confidence to advance their geographical understanding</p>	<p>To develop an understanding and use of geographical language to communicate their understanding of the world around them</p>	<p>To stimulate the children's interest in and curiosity about their surroundings To nurture a sense of wonder about the world as a global citizen</p>	<p>To understand the processes that give rise to 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>To develop the children's knowledge of the world to encourage a sense of responsibility for the environments and people of the world we live in, so they will think about how it can be improved and sustained.</p>	<p>To develop a sense of place and identity by learning about the United Kingdom and its relationship with other countries.</p>
<p><b><u>Implementation</u></b></p>						
<p><b>Planning</b></p> <p>Our geography curriculum is knowledge rich. This means the knowledge children will gain has been carefully specified, ordered coherently and builds over time. Units are carefully planned to ensure children build on prior learning and make links. Children will learn about key geographical concepts such as place, space, the environment and cultural diversity. Over time, children will add to their conceptual understanding with many examples of geographical knowledge in context. Children will become more skilled at answering questions such as; <i>What is it like to live in this place? What are the challenges of this environment? How have people changed this landscape over time?</i> Children will gain an understanding of what geographers do, what they look for and what they may say about a place. They will collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. The children will also use a range of maps, globes, and digimaps to develop their knowledge of place.</p>		<p><b>Recording</b></p> <p>In EYFS and KS1 the children's learning journals include photographs of activities, children's thoughts and written work. Children refer to their book regularly to support retrieval. In KS2, children have a geography book where their work is recorded, again the date and learning objective is recorded for each lesson. Each teaching sequence contains key vocabulary, new words learnt and what the children can remember from previous units.</p>		<p><b>Assessment</b></p> <p>Geography is assessed at the end of each teaching unit on Sonar which links directly to the objectives used for planning. Knowledge retrieval is assessed every session using targeted questioning and / or the use of mini quizzes. Teachers use their professional judgement based on both oral and written responses to key enquiry questions. The subject leader looks at assessments and discusses with teachers any trends in gaps or misconceptions.</p>		
<p><b>EYFS</b></p> <p>Our children's journey in geography starts in EYFS and is taught within the Specific Area of Learning 'Understanding the World'. Early Years explore geographical themes and content through the '<b>Understanding of the World</b>' strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</p>			<p><b>SEN</b></p> <p>Our children with SEND access the geography curriculum through quality first teaching through careful teacher assessment. Lessons are planned and resourced to enable all children to access their learning at an appropriate level, helping them to engage and be challenged. Teachers use a range of methods to support children with SEND including adult or peer support, providing alternative ways of recording for example having a scribe or using an iPad. Children with more complex SEND will access similar content to their peers but at an appropriate level.</p>			

<b>Impact</b>	<b>EYFS-Understanding the World</b> By the end of their time at Lindfield children will be able to: -know about similarities and differences in relation to places, objects, materials and living things. -talk about the features of their own immediate environment and how environments might vary from one another	<b>KS2</b> By the end of their time at Lindfield children will be able to: - extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America to include the location and characteristics of a range of the world’s most significant human and physical features. - develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge
	<b>KS1</b> By the end of their time at Lindfield children will be able to: - develop knowledge about the world, the United Kingdom and their locality - understand basic subject-specific vocabulary relating to human and physical geography - use geographical skills, including first-hand observation, to enhance their locational awareness	

**Progression of skills used in an enquiry based approach**

- I can recognise
- I can identify
- I can describe
- I can observe
- I can select

**Golden Threads**

location	Where places are	
place	Characteristics of places and the people who live there	
climate	The long-term pattern of weather in a given area	
maps	Symbolic representation of selected characteristics of a place	
change	An alteration to the natural or human environment	
settlement	A place where people live	
Our World	Our role as global citizens	

<b>Year</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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<p><b>EYFS</b></p>	<p><b>Me and My World</b> Begin to talk about weather changes - start a weather chart to be checked daily. Autumn walk – Talk about seasons and change with leaves, plants and animals</p> <p><u>The World</u> Show care and concern for living things and the environment Look closely at similarities, differences, patterns and change</p> <p><b>Climate Change</b> <b>Our World</b></p>	<p><b>Me and My World</b> Village walk. What is it like to live here? <b>FIELDWORK</b> Who helps us? Police service, hospitals and ambulances, recycling and caring for our environment. Recycle waste in the classroom. Talk about what would it be like if no one cared for our village.</p> <p><u>Speaking</u> Question why things happen and give explanations. Asks who, what, when, how <u>People and communities</u> Shows interest in different occupations and ways of life <u>The World</u> Talk about why things happen and how they work Comments and asks questions about aspects of their familiar world such as where they live or the natural world</p> <p><b>Location</b> <b>Place</b> <b>Maps</b></p>	<p><b>Vroom, Vroom</b> Mapwork – routes of buses and mapping routes. using why, what, how. Understand different road signs, begin to appreciate how to keep safe in car parks and out on the road. Traffic survey. Tally charts, 2count – record colour of family cars or traffic types from survey. 2simple2go – planning and following routes</p> <p><u>Speaking</u> Extend vocabulary especially by grouping and naming, exploring meaning and sounds of new words <u>Technology</u> Complete a simple program on a computer Select and use technology for a particular purpose</p> <p><b>Location</b> <b>Place</b> <b>Maps</b></p>	<p><b>Vroom, Vroom</b> Make a map for Naughty Bus. <b>FIELDWORK</b> Go on a walk around grounds eg through the woods, over the bridge etc Make maps of journey. Look at maps/aerial maps of the village on google earth/digimap. Spring walk, noticing change, compare to autumn and winter.</p> <p><u>Reading</u> Know that information can be retrieved from books and computers <u>Writing</u> Give meaning to marks they make as they draw, write and paint</p> <p><b>Climate Change</b> <b>Maps</b></p>	<p><b>Down on the Farm</b> Talk about family holidays and events. Watch the weather on ipads, talk about technology used at home. Breads from around the world- tasting and mapping.</p> <p><u>People and communities</u> Remembers and talks about significant events in their own experience <u>The World</u> Know about similarities, and differences in relation to places, objects, materials and living things</p> <p><b>Climate</b> <b>Our World</b> <b>Maps</b></p>	<p><b>Down on the Farm</b> Talk about farms. Compare our farms and animals to those in Ethiopia/Kenya Look at an atlas to see where we are. Explain what we know and ask questions foods come from. Talk about shopping at the supermarket. How does the farmer know how much to grow?</p> <p><u>Understanding</u> Answers ‘how’ and ‘why’ questions in response to stories and events <u>Speaking</u> Uses talk to organise, sequence, clarify thinking ideas, feelings and events <u>The World</u> Talk about their own immediate environment and how environments might vary from one another</p> <p><b>Our World</b> <b>Maps</b></p>
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Progression of skills used in an enquiry based approach	<ul style="list-style-type: none"> <li>I can recognise</li> <li>I can identify</li> <li>I can describe</li> <li>I can observe</li> <li>I can select</li> <li>I can categorise</li> <li>I can classify</li> <li>I can sequence</li> </ul>					
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p><b>Out and About with the Jolly Postman</b></p> <ul style="list-style-type: none"> <li>- Seasons</li> <li>- Around the block with the Jolly Postman – mapping and fieldwork skills, routes of the locality, link with digimap <b>FIELDWORK</b></li> <li>- Simple compass directions: N, S, E, W (Link with William Alle)n</li> </ul> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>I can identify seasonal changes</li> </ul> <p><u>Geography skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>I can ask simple geographical questions</li> <li>I can use simple observational skills to study the geography of the school and its grounds</li> <li>I can use words such as near and far , left and right to talk about where things are</li> <li>I can make simple maps and plans</li> </ul> <p><b>Climate</b></p> <p><b>Our World Maps</b></p>	<p><b>Out and About with the Jolly Postman</b></p> <ul style="list-style-type: none"> <li>- Simple geographical terms eg house, road, park</li> <li>- Village of Lindfield</li> <li>- Human geography of the area</li> <li>- Location within the UK</li> </ul> <p>Know about changes happening in the local environment</p> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>I can name, describe and compare places I can link homes with other places in my area</li> </ul> <p><u>Geography skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>I can ask simple geographical questions</li> <li>I can show I know about changes happening in the local environment eg at school</li> <li>I can use simple observational skills to study the local park</li> <li>I can show I suggest ideas for improving the park</li> </ul> <p><b>FIELDWORK</b></p> <p><b>Place Location</b></p>	<p><b>To Infinity and Beyond</b></p> <ul style="list-style-type: none"> <li>- Seasons</li> </ul> <p><u>Human and Physical Geography</u></p> <p><b>FIELDWORK</b></p> <ul style="list-style-type: none"> <li>I can identify seasonal and daily weather patterns in the UK.</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>I can use satellite images to identify different physical and human features.</li> <li>I can use simple observational skills to compare distances (using movement and pictures)</li> </ul> <p>I can ask simple geographical questions</p> <p><b>Location Place Climate</b></p>	<p><b>To Infinity and Beyond</b></p> <ul style="list-style-type: none"> <li>- Seasons</li> <li>- Use of satellite images and aerial photographs linked to landmarks</li> </ul> <p><u>Human and Physical Geography</u></p> <p><u>Geography skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>I can ask simple geographical questions</li> <li>I can use simple observational skills to study the geography of the school and the local area</li> </ul> <p><b>Climate</b></p>	<p><b>Woodland Wonders</b></p> <ul style="list-style-type: none"> <li>- Seasons</li> <li>- Physical features in the locality, link to woodland eg school</li> </ul> <p><b>FIELDWORK – OUR SCHOOL GROUNDS</b></p> <p><u>Human and Physical Geography</u></p> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>I can identify seasonal changes</li> <li>I can use simple observational skills to study the geography of the school and its grounds</li> <li>I can use words such as near and far , left and right to talk about where things are</li> <li>I can make simple maps and plans</li> </ul> <p><b>Climate Place Change Maps</b></p>	<p><b>Woodland Wonders</b></p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>I can use simple compass directions (N,S,E,W) and locational and directional language eg near and far, left and right to describe the location of features and routes on a map.</li> </ul> <p><u>Human and Physical Geography</u></p> <p><b>FIELDWORK</b></p> <ul style="list-style-type: none"> <li>I can ask simple geographical questions</li> </ul>

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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Progression of skills used in an enquiry based approach</b> I can categorise I can classify I can sequence I can compare and contrast I can recall I can reason/speculate	<b>2</b> <b>Fire and Ice</b> - Compare the human and physical geography of a non-European country – Australia and Polar regions with Lindfield - Link location to North and South Poles in relation to the Equator  <u>Human and physical geography</u> I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world. <u>Place knowledge</u> I can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area of a non-European country  <b>Location</b> <b>Place</b> <b>Climate</b> <b>Maps</b> <b>Our World</b>	<b>Fire and Ice</b> - Link location to North and South Poles in relation to the Equator - Identify continents and oceans - Use of maps, atlases and globes  <u>Geographical skills and fieldwork</u> I can use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied <u>Geographical skills and fieldwork</u> I can use simple fieldwork and observational skills to study key human and physical features of an environment <b>FIELDWORK</b> <b>VIRTUAL FIELDWORK</b>  <u>Locational knowledge</u> I can name and place the world's seven continents and five oceans  <b>Location</b> <b>Place</b> <b>Climate</b> <b>Maps</b> <b>Our World</b>	<b>Scales and Tales</b> <b>Where is the best place to build a castle?</b>  <u>Human and physical geography</u> I can use basic geographical vocabulary to refer to physical features including Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. I can use basic geographical vocabulary to refer to human features including city, town, village, factory, farm, house, office, port, harbour, shops.	<b>Scales and Tales</b> -Local Geography/fieldwork – Traffic survey - Mapping and fieldwork skills link with digimap. - Simple compass directions: N,S,E,W  <u>Geographical skills and fieldwork</u> I can use simple compass directions (N,S,E,W) and locational and directional language eg near and far, left and right to describe the location of features and routes on a map.  I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a sketch map; and use and construct basic symbols in a key.  <b>FIELDWORK</b> I can use simple fieldwork and observational skills to study key human and physical features of its surrounding environment.  <b>Maps</b> <b>Location</b> <b>Place</b> <b>Climate</b>	<b>Splash, Splash, Splosh</b> - Compare the human and physical geography of a contrasting locality -Brighton <b>FIELDWORK</b>  <u>Geographical skills and fieldwork</u> I can use simple compass directions (N,S,E,W) and locational and directional language eg near and far, left and right to describe the location of features and routes on a map. I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. I can use simple fieldwork and observational skills to study the geography of key human and physical features of its surrounding environment.  <b>Location</b> <b>Place</b> <b>Maps</b> <b>Settlement</b> <b>My World</b>	<b>Splash, Splash, Splosh</b> - Name, locate and identify characteristics of 4 countries of UK, capital cities, surrounding seas - Use of maps, atlases and globes - Aerial photographs  <u>Locational knowledge</u> I can name, place and identify characteristics of the four countries and capital cities of the UK I can name, locate and identify characteristics of the sea surrounding the UK <b>FIELDWORK</b> <u>Human and physical geography</u> I can use basic geographical vocabulary to refer to physical features including Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. I can use basic geographical vocabulary to refer to human features including city, town, village, factory, farm, house, office, port, harbour, shops.  <b>Location</b> <b>Place</b> <b>Maps</b> <b>Settlement</b> <b>My World</b> <b>Climate</b>

Progression of skills used in an enquiry based approach	<p>To continue to build upon KS1 skills:</p> <p>I can summarise</p> <p>I can sythesise</p> <p>I can explain</p>					
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<p><b>Raiders and Invaders</b></p> <ul style="list-style-type: none"> <li>- Comparison of a village and a town Town of Haywards Heath</li> <li>- Location of Lindfield within the UK – link to countries, cities, geographical regions – human and physical characteristics</li> <li>- Aerial photographs</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <p>I can ask and answer geographical questions Why is it like that?</p> <p>I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photographs/pictures</p> <p>I can understand and use geographical terms such as location, settlement, industry</p> <p>I can use basic geographical words such as valley, mountain</p> <p>I can make plans and maps using symbols and keys</p> <p><b>Location</b></p> <p><b>Place</b></p> <p><b>Maps</b></p> <p><b>Settlement</b></p> <p><b>Our World</b></p>	<p><b>Raiders and Invaders</b></p> <p>Mapping and fieldwork skills, routes of the locality, link to OS maps, symbols and keys, link with digimap.</p> <p>4 figure grid references, 8 compass points</p> <p>Human geography, economic activity</p> <p><b>FIELDWORK</b></p> <p><u>Locational knowledge</u></p> <p>I can identify where counties are and key topographical features</p> <p>I can name and locate cities of the UK</p> <p><u>Human and physical geography</u></p> <p>I can identify human and physical features of the locality</p> <p><u>Place knowledge</u></p> <p>I can recognise there are similarities and differences between places</p> <p>I can develop an awareness of how places relate to each other</p> <p><b>Location</b></p> <p><b>Place</b></p> <p><b>Maps</b></p> <p><b>Settlement</b></p> <p><b>Our World</b></p>	<p><b>Footprints in the Past</b></p> <ul style="list-style-type: none"> <li>- N / S hemispheres, time zones</li> <li>Formation of volcanoes and impact</li> <li>- Use of maps, atlases and globes</li> </ul> <p><u>Human and Physical Geography</u></p> <p>I can describe and understand key aspects of – physical geography including volcanoes</p> <p><u>Geographical skills and fieldwork</u></p> <p>I can ask and answer geographical questions Why is it like that?</p> <p>I can recognise that different people have different views about an issue and begin to understand some of the reasons why</p> <p><b>Location</b></p> <p><b>Place</b></p> <p><b>Maps</b></p> <p><b>Settlement</b></p> <p><b>Our World</b></p>	<p><b>Footprints in the Past</b></p> <ul style="list-style-type: none"> <li>- Location of Egypt – linked to the world’s countries, continents and major cities</li> <li>- Position in relation to lines of latitude, longitude, Equator.</li> <li>- Comparison of the Nile in the past to the Nile in the present</li> </ul> <p><u>Locational knowledge</u></p> <p>I can identify where counties are and key topographical features</p> <p><u>Human and Physical Geography</u></p> <p>I can describe and understand key aspects of – human geography/ physical (River Nile)</p> <p><b>Location</b></p> <p><b>Place</b></p> <p><b>Maps</b></p> <p><b>Change</b></p> <p><b>Settlement</b></p> <p><b>Our World</b></p>	<p><b>An African Adventure</b></p> <ul style="list-style-type: none"> <li>- Location of Kenya and Africa – linked to the world’s countries, continents and major cities</li> <li>- Position in relation to lines of latitude, longitude, Equator, Northern hemisphere, time zones</li> </ul> <p><u>Locational knowledge</u></p> <p>I can identify where counties are and key topographical features</p> <p>I can begin to identify the position and significance of the Equator, Northern and Southern hemispheres.</p> <p><u>Geographical skills and fieldwork</u></p> <p>I can communicate findings in appropriate ways</p> <p>I can make more detailed fieldwork sketches/diagrams</p> <p>I can use and interpret maps, globes, atlases and digital mapping to find countries and key features</p> <p><b>Location</b></p> <p><b>Place</b></p> <p><b>Maps</b></p> <p><b>Climate</b></p> <p><b>Settlement</b></p> <p><b>Our World</b></p>	<p><b>An African Adventure</b></p> <ul style="list-style-type: none"> <li>- Use of maps, atlases and globes</li> <li>- Physical geography eg climate zones, biomes</li> <li>- Human geography eg settlement, land use, economic activity</li> <li>- Environmental geography</li> <li>- Comparisons with our local area – local fieldwork</li> </ul> <p><b>FIELDWORK</b></p> <p><u>Human and Physical Geography</u></p> <p>I can describe and understand key aspects of climate zones and biomes.</p> <p>I can explain about weather conditions in and around the UK and parts of Europe</p> <p><u>Place knowledge</u></p> <p>I can understand similarities and differences through the study of a region of UK and Africa.</p> <p><b>Location</b></p> <p><b>Place</b></p> <p><b>Maps</b></p> <p><b>Climate</b></p> <p><b>Change</b></p> <p><b>Settlement</b></p> <p><b>Our World</b></p>

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<p>Progression of skills used in an enquiry based approach</p>	<p>To continue to build upon KS1 skills:          I can summarise          I can synthesise          I can explain          I can demonstrate understanding</p>					
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>4</p>	<p><b>Journey into the Unknown</b>            - Plymouth Tavistock (Sir Francis Drake).            - Location within the UK – link to countries, cities, geographical regions – human and physical characteristics</p> <p><u>Locational knowledge</u>            I know how the locality is set within a wider geographical context</p> <p><b>Location</b>  <b>Place</b>  <b>Maps</b>  <b>Settlement</b></p>	<p><b>Journey into the Unknown</b>            - Mapping and fieldwork skills, routes of the locality, link to OS maps, symbols and keys            - 4 figure grid ref, 8 compass points            - Aerial photographs            - Human geography, economic activity            - I can locate Portsmouth            - I can explain how the land is used in Portsmouth            - I can draw a sketch map of the Portsmouth locality.</p> <p><u>FIELDWORK</u>  <u>Geographical Skills and Fieldwork</u>            I can explore features on an OS map using 4 (6) figure grid reference's            I can use basic geographical words such as valley, mountain            I can make plans and maps using symbols and keys  <u>Place knowledge</u>            I can recognise there are similarities and differences between places            I can develop an awareness of how places relate to each other</p> <p><b>Location</b>  <b>Place</b>  <b>Maps</b>  <b>Settlement</b>  <b>Our World</b></p>	<p><b>Stones 'n' Bones</b>            Stonehenge - Location within the UK – link to countries, cities, geographical regions – human and physical characteristics</p>	<p><b>Stones 'n' Bones</b>            Ice Age – Weather and Climate Change.</p> <p><u>Geographical skills and fieldwork</u>            I can use simple fieldwork and observational skills to measure and record key human and physical features of an environment            Collect and record data  <u>FIELDWORK</u></p>	<p><b>Amazon Adventures</b>            - Location of the Amazon, Brazil – linked to the world's countries, continents and major cities            - Position in relation to lines of latitude, longitude, Equator,            - N / S hemispheres, time zones            - Amazon Rainforest -sustainable development            - Comparisons with local area –River Ouse river study. Link to digimap. <u>FIELDWORK RIVERS</u>  <u>Geographical Skills and Fieldwork</u>            I can plan the steps and strategies for an enquiry            I can use fieldwork to observe and record human and physical features of an area.  <u>Human and Physical Geography</u>            I can describe and understand key aspects of – physical geography including rivers            I can explain how people have been affected by changes in the environment-deforestation  <u>Locational knowledge</u>            I can recognise the different shapes of continents            I can demonstrate knowledge about places around us and beyond the UK            I can begin to identify the position and significance of the Equator, Northern and Southern hemispheres.</p> <p><b>Location</b>  <b>Place</b>  <b>Maps</b>  <b>Climate</b>  <b>Change</b>  <b>Settlement</b>  <b>Our World</b></p>	<p><b>Amazon Adventures</b>            - Use of maps, atlases and globes            - Physical geography eg biomes            - Human geography eg settlement, land use, economic activity            - The Water cycle  <u>Human and physical geography</u>            Explain about the key aspects of physical geography – climate zones, biomes and human geography - settlement, resources  <u>Place knowledge</u>            I know about the wider context of places eg region, country            I can understand why there are similarities and differences between places – Amazon and River Ouse area (Brazil v UK)</p> <p><b>Location</b>  <b>Place</b>  <b>Maps</b>  <b>Climate</b>  <b>Change</b>  <b>Settlement</b>  <b>Our World</b></p>

Year	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	<p><b>Mountains, Monsters and Myths</b> - Describe and understand key aspects of mountains – including formation - Location of Snowdonia and other mountainous areas in the UK, Himalayas, Nepal – linked to the world’s countries, continents and major cities Location within the UK – link to countries, cities, geographical regions – human and physical characteristics - Mapping and fieldwork skills, routes of the locality, link to OS maps, symbols and keys- 4/6 figure grid references, 8 compass points, contour lines, digimap</p> <p><b>FIELDWORK</b> <u>Locational knowledge</u> I can know about the wider context of places eg county, region and country I can know the location of capital cities of countries of the British Isles and UK, seas around the UK, EU countries with high population’s and large areas and the largest cities in each continent I can know and describe where a variety of places are in relation to physical and human features <u>Human and physical geography</u> I can describe and understand key aspects of – physical geography including mountains</p> <p><b>Location</b> <b>Place</b> <b>Maps</b> <b>Settlement</b> <b>Our World</b></p>	<p><b>Mountains, Monsters and Myths</b> Use of maps, atlases and globes - Physical geography eg climate zones, biomes - Human geography eg settlement, land use, economic activity - Environmental and social geography – drought, poverty in Nepal - Comparisons with local area <u>Locational knowledge</u> I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night</p> <p><b>Place</b> <b>Maps</b> <b>Climate</b> <b>Change</b> <b>Our World</b></p>	<p><b>Out of this World</b> - Position in relation to lines of latitude, longitude, Equator, - N / S hemispheres, time zones, Night and day. Can we time travel on planet Earth? <u>Locational knowledge</u> I can identify position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Location</b> <b>Place</b> <b>Maps</b> <b>Climate</b> <b>Our World</b></p>	<p><b>Out of this World</b> Houston ,America, links with space. <u>Locational knowledge</u> I can locate the world’s countries and recognise the different shapes of countries <u>Human and Physical Geography</u> I can identify the key physical characteristics and key topographical features of countries within North America</p> <p><b>Location</b> <b>Place</b> <b>Maps</b> <b>Climate</b> <b>Change</b> <b>Settlement</b> <b>Our World</b></p>	<p><b>Eternal Empire</b> My region and Use of maps, atlases and globes - Location of Italy – linked to the world’s countries, continents and major cities Focus on Italy – European study <u>Locational knowledge</u> I can know about the wider context of places eg county, region and country I can know the location of capital cities of countries of the British Isles and UK, seas around the UK, EU countries with high population’s and large areas and the largest cities in each continent. I know and can describe where a variety of places are in relation to physical and human features. <u>Place knowledge</u> I can understand geographical similarities and differences through the study of a region in Europe. <u>Human and Physical Geography</u> I can identify the key physical characteristics and key topographical features of countries within Europe.</p> <p><b>Location</b> <b>Place</b> <b>Maps</b> <b>Climate</b> <b>Change</b> <b>Settlement</b> <b>Our World</b></p>	<p><b>Eternal Empire</b> How is climate change affecting the world? <u>Human and physical geography-</u> I can describe and understand key aspects of – physical and human geography I can understand about weather patterns around the world and relate these to climate zones I can understand how humans affect the environment over time I can know about changes to world environments over time I can understand why people seek to sustain their environment <u>Geographical skills and fieldwork</u> I can use fieldwork to observe, measure, record and present using a range of methods.</p> <p><b>FIELDWORK</b> <b>Location</b> <b>Climate</b> <b>Change</b> <b>Our World</b></p>

Progression of skills used in an enquiry based approach

To continue to build upon KS1 and LKS2 skills:  
**I can empathise**  
**I can reach informed conclusions**  
**I can make reasoned judgements**  
**I can justify**

# Geography Curriculum Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	<p><b>The Battle of Britain</b> - Locations within the UK – link to countries, cities, geographical regions – human and physical characteristics - Use of maps, atlases and globes</p> <p><u>Locational knowledge</u> I can name and 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><b>Location</b> <b>Place</b> <b>Maps</b> <b>Change</b> <b>Settlement</b> <b>Our World</b></p>	<p><b>Economic activity of the UK. (Industry, agriculture)</b></p> <p><u>Geographical skills and fieldwork</u> I can use maps, digital mapping to locate features studied. <u>Place knowledge</u> I can understand similarities and differences through the study of physical and human geography of the UK</p> <p><u>Human and physical geography</u> I can understand and use a widening range of geographical terms eg urban, rural, sustainability I can describe and understand key aspects of 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><b>Location</b> <b>Place</b> <b>Maps</b> <b>Climate</b> <b>Change</b> <b>Settlement</b> <b>Our World</b></p>	<p><b>Magical Mysteries</b> Mayans - Location of the countries Mayans lived in – linked to the world's countries, continents and major cities - Position in relation to lines of latitude, longitude, Equator, - N / S hemispheres, time zones - Use of maps, atlases and globes</p> <p><u>Geographical skills and fieldwork</u> I can use maps ,atlases, globes and digital/computer mapping to locate countries and describe features studied <u>Locational knowledge</u> I can locate 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> <p><b>Location</b> <b>Place</b> <b>Maps</b> <b>Climate</b> <b>Change</b> <b>Settlement</b> <b>Our World</b></p>	<p><b>Magical Mysteries</b> - Isle of Wight (link to cities of Southampton and Portsmouth) Comparisons with Florida, USA, tourism - Location within the UK – link to countries, cities, geographical regions – human and physical characteristics</p> <p><u>Place knowledge</u> I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North or South America <u>Human and physical geography</u> Explain about the key aspects of physical geography – climate zones, biomes and human geography -settlement, resources</p> <p><b>Location</b> <b>Place</b> <b>Maps</b> <b>Climate</b> <b>Change</b> <b>Settlement</b> <b>Our World</b></p>	<p><b>Legacy</b> <b>Coasts – physical</b> <b>Why are some beaches sandy and others rocky?</b> - Mapping and fieldwork skills, routes of the locality, link to OS maps, symbols and keys link to digimap and aerial photographs. - Human geography, economic activity Coasts - Erosion – change over time eg the wearing away of the Needles - Comparisons with local area</p> <p><u>Human and physical geography-</u> <u>Human and physical geography</u> I can describe and understand key aspects of – physical geography – coasts and begin to understand erosion and deposition <u>Geographical skills and fieldwork</u> I can use maps ,atlases, globes and digital/computer mapping to locate features.</p>	<p><b>Coasts - sustainability</b> - 6 figure grid refs, 8 compass points</p> <p><u>Geographical skills and fieldwork</u> I can use the 8 points of a compass and four and six figure grid references symbols and key (using OS maps) to build knowledge of the UK and wider world</p> <p>I can 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 I can use maps, charts etc to support decision making. I can ask and answer geographical questions Why is it like that? I can analyse evidence and draw conclusions <b>FIELDWORK PLASTIC SUSTAINABILITY</b></p> <p><b>Location</b> <b>Place</b> <b>Maps</b> <b>Climate</b> <b>Change</b> <b>Settlement</b> <b>Our World</b></p>

Progression of skills used in an enquiry based approach

To continue to build upon KS1 and LKS2 skills:

I can empathise

I can reach informed conclusions

I can make reasoned judgements

I can justify

I can apply

I can evaluate

I can critique

I can hypothesise

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