St Giles Primary School – Curriculum for Geography

Long term plan showing coverage of National Curriculum objectives (two-year curriculum cycle due to mixed age classes)

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Refer to the Early Years curriculum which identifies the knowledge and vocabulary to prepare children for Key Stage 1					
Class 2	Autumn Location Knowledge Place Knowledge London	North and South Winter	Maps Spring	Holidays Location Knowledge	Villages, Towns and Cities Summer	Where I live Location knowledge
Class 3	World continents and countries	Land use	Mapping skills	Study of the United Kingdom	Study of Europe and the hemispheres	•Volcanoes and earthquakes
Class 4	Know the features of a river	Mountains	Revise and recap rivers and mountains	Map/Atlas work linked to history and literacy	Fieldwork	•European capitals
Year B	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Class 1	Refer to the Early Years curriculum which identifies the knowledge and vocabulary to prepare children for Key Stage 1					
Class 2	Dinosaurs Location Knowledge Human and Physical	Map it Out! Fieldwork Skills	Into the Woods Fieldwork Skills	Around the world Human and Physical Location Knowledge	Titanic Place knowledge Fieldwork Skills	My School Human and Physical Fieldwork Skills
Class 3	Northern and Southern hemispheres	Locations of UK counties and regions	Countries of Europe (recap and revisit)	Countries of the World (recap and revisit)	Field work - mapping local land use	Rivers and settlements
Class 4	Locate the world's countries	Human geography: trade links	Climate zones and biomes	Identify the position and significance of latitude, longitude and time zones	Understand geographical similarities and differences (New York and London)	Fieldwork

Progression map showing key skills to be taught over the curriculum cycle

Area of learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location knowledge	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. **The Natural World (ELG)** • Explore the natural world around them, making observations and drawing pictures of animals and plants.	• Know the names of the four countries in the United Kingdom and locate them on a map. Name the capital cities of England, Wales, Scotland and Northern Ireland	• Name the continents of the world and locate them on a map • Locate the equator on a world map • Name the world's oceans and locate them on a map. Know about some of the main things that are in hot and cold places	• Locate 6 European countries and their capital cities. • Locate the northern, southern hemispheres and equator.	•Locate cities and counties of the UK. Locate national and local topographical features of the UK.	• Know, name and locate European countries and their capital cities. • Know the tropics of Cancer, Capricorn in relation to the equator. Know the location of the Arctic and Antarctic Circle.	• Know name and locate non-European countries and their capital cities (including the Americas). • Know about time zones, latitude and longitude. Know the Greenwich meridian
Human and physical	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	• identify seasonal and daily weather patterns in the United Kingdom. • 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	• identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (see vocabulary) • 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.	• Know about volcanoes and earthquakes and their key features (see vocabulary).	•Know about the water cycle and the course of a river. Know about settlement and land use linked to natural resources.	• Know why places are similar and dissimilar based on specific human and physical features (see vocabulary). • Locate and name some of the key mountains ranges. Know the features of a river (see vocabulary).	• Know why places are similar and dissimilar based on human and physical features. • Understand climate zones, biomes and vegetation belts. Economic activity, including trade links and the use of natural resources including energy, minerals and water.
Place knowledge	• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 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.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	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	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country	Understand geographical similarities and differences through the study of human and physical geography of a region in a the UK.	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America

Fieldwork skills	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	• 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. • 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;	• 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. • Use simple compass directions (North, South, East and West) and locational and directional language [e.g. near and far; left and right], to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Navigate a map using 8-point compass points and 6-point grid references.	• 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 and the wider world • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Navigate a map using 8-point compass points and 4-point grid references.	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Navigate a map using 8-point compass points and 6-point grid references	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Navigate a map using 8-point compass points and 6-point grid references.

Medium term plan showing objectives taught in each year group

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cass 1	A **community** is made up of a group of people who share or live in the same place. There are different types of communities, such as the family, the school and the local. Schools are places where we come to learn and make new friends. Word of the topic: community To know our school is in Matlock**.** Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship. Word of the lesson: man-made	Begin to know about features of our immediate environment: Riber Castle	To know about people who help us within the local community: ***police*** The environment changes through the day and the year. Phenomena, such as day and night and weather can affect the way the environment appears. There are four seasons in the UK: spring, summer, autumn and winter. Each has typical weather associated with it, including sun, rain, wind and snow.	Explore nature in school grounds, making observations and drawing pictures of animals and plants Describe how the weather, plants and animals of one place is different to another using simple geographical terms Litter has a harmful effect on the areas where we live, work and play We live in the United Kingdom. Maps can be used to see where we live and where the United Kingdom is in the world To know about features of the immediate environment: *Riber Castle, Riber Hill, St. Giles Church, River Derwent*	Notice and begin to describe changes in weather Make and use simple maps in their play to represent places and journeys, real and imagined.: *Use small world equipment to represent known places. Talk about what each object represents. Introduce scale – use different sized objects to represent this.* To know that simple symbols are used to identify features on a map Take photographs, draw simple picture maps and collect simple data Use Streetview on Google maps to explore the local area. *Begin to use picture maps*	Begin to notice and talk about the different places around the world, including oceans and seas. Compare similarities and differences between people in different communities and groups from our country and around the world. Know that a globe is a 3D model of the earth; and a map is a 2d representation of places Describe how the weather, plants and animals of one place is different to another using simple geographical terms.
Class 2	• Identify seasonal and daily weather patterns. • Know the names of the four countries in the United Kingdom and locate them on a map and name the capital city London. • Compare London to Peru • Observe and discuss seasonal change.	• Identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (see vocabulary) • 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. • Observe and discuss seasonal changes. •	• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; • 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. • Observe and discuss seasonal changes. •	• Know the names of the four countries in the United Kingdom and locate them on a map. • Name the capital cities of England, Wales, Scotland and Northern Ireland • Observe and discuss seasonal changes •	Learn their address and recite it. Ring the Emergency services. • Use aerial photographs and plan perspectives to recognise landmarks such as their homes. •	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • 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. •
Class 3	Revisit key knowledge from KS1 including: UK, seas around the UK, equator, continents and oceans. Recap and locate the continents of the world Identify countries of the world and their continent	What is land use? Explore different types of land use and compare Human and physical features within Survey land in the school grounds and compare to a different area Changes over time. What are they? What has caused/lead to	TYPES OF MAP Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Explore cities using both digital and paper mapping and use compass points to find location and compare in relation to Matlock and London Look at key physical and human features and compare between two cities (Urban e.g. London vs Rural)	Use maps, atlases and globes to locate different countries in Europe Compare and contrast physical and human features of European countries Know the capital cities of at least six different European countries Recognise that the UK is in the Northern Hemisphere and name a	• Know and describe the key aspects of earthquakes and volcanoes • Explore how volcanoes are formed • Identify key parts of volcanoes • Describe what happens when volcanoes erupt • Investigate the impact of volcanoes and earthquakes on the local area (people and environment) and tsunami

		the change? Comparisons to the Stone Age. Identify common patterns in land use		Identify key cities in relation to the countries and capital cities of the United Kingdom Our location and distance from cities Recognise that the UK is in the Northern Hemisphere Discuss and suggest reasons why people are attracted to cities and why people may choose to live in one place or another.	number of other countries also in the northern hemisphere. Know whether a country is located in the Southern or Northern hemisphere Discuss and suggest reasons why people are attracted to cities and why people may choose to live in one place or another.	• Explore how earthquakes occur • Link to Earth's layers • Compare the strength of different earthquakes • • Compare local area to Rome including human and physical features and changes over time.
Class 4	**Know the features of a river:** • explain the water cycle • locate the key rivers of the UK • locate the key rivers of the world • describe the key features of a river system • explain the impact of damming rivers.	**Mountains:** Name and locate the world's most famous mountain regions • Alps • Pyrenees • Caucasus • Himalaya • Rockies • Andes Know the highest mountains in each continent. Describe and understand key aspects of Mountains.	**Revise and Recap Mountains and Rivers** From Autumn 1 & 2	**Map and Atlas Work linked to History and English**	**Fieldwork: Eyam** • Navigate a map using 8-point compass points and 6-point grid references • Land use around the village • Use fieldwork to observe, measure, record and present the human and physical features in the local area (Eyam) using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Europe** • Know, name and locate European countries and their capital cities. • Know the key features/landmarks of some European cities • Understand European climate zones. • Understand the population sizes of European countries. • Understand what European countries are known for.

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	A **community** is made up of a group of people who share or live in the same place. There are different types of communities, such as the family, the school and the local. Schools are places where we come to learn and make new friends. Word of the topic: community To know our school is in Matlock**.** Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship. Word of the lesson: man-made	Begin to know about features of our immediate environment: Riber Castle	To know about people who help us within the local community: ***police*** The environment changes through the day and the year. Phenomena, such as day and night and weather can affect the way the environment appears. There are four seasons in the UK: spring, summer, autumn and winter. Each has typical weather associated with it, including sun, rain, wind and snow.	Explore nature in school grounds, making observations and drawing pictures of animals and plants Describe how the weather, plants and animals of one place is different to another using simple geographical terms Litter has a harmful effect on the areas where we live, work and play We live in the United Kingdom. Maps can be used to see where we live and where the United Kingdom is in the world To know about features of the immediate environment: *Riber Castle, Riber Hill, St. Giles Church, River Derwent*	Notice and begin to describe changes in weather Make and use simple maps in their play to represent places and journeys, real and imagined.: *Use small world equipment to represent known places. Talk about what each object represents. Introduce scale – use different sized objects to represent this.* To know that simple symbols are used to identify features on a map Take photographs, draw simple picture maps and collect simple data Use Streetview on Google maps to explore the local area. *Begin to use picture maps*	Begin to notice and talk about the different places around the world, including oceans and seas. Compare similarities and differences between people in different communities and groups from our country and around the world. Know that a globe is a 3D model of the earth; and a map is a 2d representation of places Describe how the weather, plants and animals of one place is different to another using simple geographical terms.
Class 2	Compare our world now to dinosaur times- Pangea! Think about how the continents have moved over the years. **Location Knowledge:** Name the continents of the world and locate them on a map Locate the equator on a world map Name the world's oceans and locate them on a map. Know about some of the main things that are in hot and cold places **Human and Physical** Identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (see vocabulary)	Study and conduct fieldwork of the local area/school grounds including using maps – links to Art **Fieldwork Skills** 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. Use simple compass directions (North, South, East and West) and locational and directional language [e.g. near and far; left and right], to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key - Traffic surveys - Feelings surveys - Quadrat surveys - Local area survey	Use directional language and knowledge of maps to map Little Red Riding hood on her journey to Grandma's house through the woods. **Fieldwork Skills** Use simple compass directions (North, South, East and West) and locational and directional language [e.g. near and far; left and right], to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key • Learn to identify left and right and use this to describe movement. • Apply knowledge positional language in maths and PE (clockwise and anticlockwise, North, South, East or West).	Explore physical and human features of countries within each of the 7 continents and consider the climate in each continent. **Human and Physical** 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. • Explore physical features/human features including wonders of the world using Google Earth **Location Knowledge:** Name the continents of the world and locate them on a map • Learn the names of the continents and some basic	Track the journey of the Titanic to New York from Matlock. Compare the differences of the two places- one small town and one big city. **Place knowledge** 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 **Fieldwork Skills** 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. Use simple compass directions (North, South, East and West) and locational and directional language [e.g. near and far; left	My school helps me to be the best me I can be! Create a map of the school from an Ariel perspective with a key to identify key features. **Human and Physical** 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. **Fieldwork Skills** Use simple compass directions (North, South, East and West) and locational and directional language [e.g. near and far; left and right], to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key

		Chronology- Link to local history	• Map work – identifying features on a map in relation to one another. • Map work – create maps with directional language/instructions. • Write a set of instructions using directional language to direct a visitor from the school to the church.	facts e.g. which is the largest/smallest (continents song, outdoor maps). • Identify the world's oceans on a globe and label them.	and right], to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key	• Observe and compare different aerial photographs, looking at similarities and differences. • Identify key features on aerial photos e.g. a church, road, field, railway. • Look at maps drawn from an aerial perspective and how keys are used to identify certain features e.g. a church, road, field, railway – compare with aerial photographs. • Create a map of the school from an aerial perspective with a key to identify key features.
Class 3	Revise Northern/Southern hemispheres from Year 3. Recognise that the UK is the Northern Hemisphere. Which other countries are? This leads into Locations of UK Counties/regions in term 2.	**<u>Locations of UK Counties / regions</u>** **<u>Physical and human geographical features of Britain</u>** Know, name and locate the main regions and at least six cities and counties in the UK. Know how to plan a journey from my town/city to another place in England. Understand the difference between hamlets, villages, towns and cities. Name / locate key physical geographical features of rivers in the UK. Use topographical and political maps.	**<u>Overlearn countries of Europe (inc Russia)</u>** Include: locating Scandinavian countries linking to Vikings. Locating countries linking to Anglo Saxons. (Overlearn counties and regions of the UK that were invaded.) (Overlearn country boundaries)	**<u>Over learn countries of Europe (France):</u>** Locating European countries linking to Norman invasion.	**<u>Map reading & grid ref</u>** Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world Ordnance survey map work: locate features using 6 figure references pf Peak District Locate key features on a map following a river. Compass work revise 8 points of compass and place/ locate key features on map in relative to NSEW. COMPARATIVE STUDY OF NATIONAL PARKS: PEAK DISTRICT AND EXMOOR 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 Sketch map of area of Peak District with key features and landmarks. Compare google maps of area to OS maps	Revisit knowledge of rivers and settlements (River Amazon), physical geographical features Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locate and name continents on google maps and atlases Locate and name countries in South America (overlearn country boundaries) Understand types of settlements and why towns and cities form along rivers. (overlearn what is a settlement) Know why most cities are situated by rivers. Define features of rivers and the water cycle. Know about the water cycle and the course of a river: • Derwent • Trent and then larger rivers: • Danube, • Rhine, • Nile (overlearn from History in Year 3) • Amazon.

						Name and locate many of the world's most famous rivers.
Class 4	**<u>Locate the world's countries</u>:** • Know, name and locate 8 non-European countries and their capital cities. (USA, South Africa, China, Mexico, Brazil, Canada, Egypt, Australia) • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country – Greece • Explore polar climates and landscapes and compare the two polar regions. (Compare the North and South poles in terms of temperature, and how humans and wildlife survive there)	**<u>Human Geography: Trade Links</u>** • Explain the UK's trade links with other countries • Use maps to show the UK's trade links with other countries • Explain trade links between El Salvador and the UK • Explain the importance of fair trade • Explain the global supply chain • Explain how trading has changed through history	**<u>Climate Zones and Biomes</u>** • Describe and understand climate zones and biomes. • Use maps, atlases and globes to locate countries. • Begin to learn about indigenous populations of different biomes and how climate affects their lives. • Investigate how climate affects vegetation in a biome? • Investigate animals associated with different biomes.	**<u>Identify the position and significance of latitude, longitude and time zones.</u>** • What does the longitude and latitude of a location tell us? • Find the longitude and latitude of natural wonders and to identify their position on a world map. • Explain why we have different time zones on Earth and how longitude and latitude relate to this.	**<u>Geographical Similarities and Differences (New York and London)</u>** • Understand geographical similarities and differences through the study of physical geography in London and New York, e.g. Hudson River and River Thames • Describe and understand human geography including types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water.	**<u>Fieldwork</u>** • To identify the Derwent Valley World Heritage site on maps; • to understand the definition of an 'industrial landscape' • Understand the course of the River Derwent and its tributaries; • the Cromford Canal and how natural water courses were diverted to aid industry. • Understand that canals are man-made features initially used for transportation; but now mainly used for tourism.