



Geography – Two Year Cycle

	Teddy (Years 1 and 2)	Panda (Years 3 and 4)	Koala (Years 5 and 6)
Autumn Term Year 1	<p>Round the UK – our country</p> <p>– LK (name, locate and identify characteristics of the four countries and capita; cities of the UK). HPG (Use basic geographical vocabulary to refer to key physical and human features). GSF (Use world maps to identify the UK and its countries. Use simple fieldwork and observational skills to study the geography of their school).</p>	<p>Land Use – HPG (understand key aspects of physical geography including land use), GSF (Use fieldwork to observe, measure, record and present the human features in the local area) and (use maps and atlases to describe land use)</p>	<p>Enough for everyone – HPG (To 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). GSF (To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied)</p>
Spring Term Year 1	<p>Hot and Cold – HPG (Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and north and south poles. GSF (Use world maps, atlases and globes to identify the UK and its countries. HPG (Use basic geographical vocabulary to refer to key physical and human features).</p>	<p>Extreme Earth – HPG (understand key aspects of physical geography including earthquakes, tsunamis, tornados, volcanoes)</p>	<p>Exploring Eastern Europe – LK (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). GSF (To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied). PK (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). HPG (To describe and understand key aspects of human geography)</p>

<p>Summer Term Year 1</p>	<p>Around the World – LK (Name and locate the world’s seven continents and five oceans). GSF (Use world maps, atlases and globes to identify the UK and its countries. Use simple compass directions and locational directional language). HPG (Identify the location of hot and cold areas of the world in relation to the equator and north and south poles)</p>	<p>The UK – LK (To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics). GSF (To use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the UK) and (Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied)</p>	<p>Magnificent mountains – HPG (To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains). LK (To locate the world’s countries using maps) and (To 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). GSF – (To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied).</p>
<p>Autumn Term Year 2</p>	<p>London - GSF (Use world maps, atlases and globes to identify the UK and its countries. Use simple compass directions and locational directional language. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map and use to construct basic symbols in a key). LK (name, locate and identify characteristics of the four countries and capita; cities of the UK). HPG (Use basic geographical vocabulary to refer to key physical and human features).</p>	<p>All around the World - LK (To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, latitude, longitude, Equator, the Tropics of Cancer and Capricorn, Greenwich Meridian, Artic, Antarctic) GSF (To use maps, atlases and globes to locate countries in the context of using co-ordinates)</p>	<p>Our Changing World – HPG (To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes). LK (To 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) and (To locate the world’s countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities).</p>
<p>Spring Term Year 2</p>	<p>Brazil (including a comparison to Dartmoor) – PK (Understand geographical similarities and</p>	<p>Somewhere to settle – HPG (To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity</p>	<p>Raging Rivers – HPG (To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</p>

	<p>differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country). HPG (Identify the location of hot and cold areas of the world in relation to the equator and north and south poles). HPG (Use basic geographical vocabulary to refer to key physical and human features). LK (Name and locate the world's seven continents and five oceans).</p>	<p>including trade links, and the distribution of natural resources including energy, food, minerals and water), GSF (To use maps, atlases, globes and digital/computer mapping to locate countries and describe features) and (To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p>	<p>volcanoes and earthquakes, and the water cycle) and (To 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). LK (To 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) and (To locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities). GSF (To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied)</p>
<p>Summer Term Year 2</p>	<p>Devon – GSF (Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment. Use simple compass directions and locational directional language. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features). HPG (Use basic geographical vocabulary to refer to key physical and human features).</p>	<p>Rainforests – LK (To locate the world's countries, using maps) and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn) HPG (To describe and understand key aspects of physical geography, including: climate zones) PK (To understand geographical similarities and differences) HPG (To describe and understand key aspects of human geography)</p>	<p>Amazing Americas – LK (To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied) and (To locate the world's countries, using maps). LK 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). GSF (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).</p>

Autumn Term Year 3		Water – HPG (Describe and understand key aspects of the water cycle)	Marvellous Maps – LK (To locate the world’s countries, using maps to focus on Europe and North and South America by using an atlas) and (To name and locate cities of the UK and their identifying human and physical characteristics) GSF (To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied) and (To 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).
Spring Term Year 3		What’s it like in Sheffield? – LK (To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics), PK (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).	Amazing Americas – LK (To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied) and (To locate the world’s countries, using maps). LK 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). GSF (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).
Summer Term Year 3		What’s it like in Whitby? - LK (To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics), PK (To understand geographical similarities and differences through the study of human and physical	Trade and Economics – HPG (To 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). LK (To locate the

		geography of a region of the United Kingdom, a region in a European country).	world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities). GSF (To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied). PK (To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom a region within North or South America).
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LK – Locational Knowledge

PK – Place Knowledge

HPG – Human and Physical Geography

GSF – Geographical Skills and Fieldwork

In some cases, a third year has been added to take into account a class restructure in September 2021. This will help avoid certain topics being repeated.

Notes

The subject areas covered above are all taken from the Geography National Curriculum. Please refer to the statutory requirements for each area. Please also see the curriculum mapping document and geographical skills progression document.

Our geography curriculum aims to build a strong level of knowledge amongst the children and spark in an interest in learning about both where they live and in the wider world. This second aspect is particularly important given our geographical location. In keeping with our school wide objectives, we aim to ensure all of our children develop a strong understanding of 21st century UK and its place in the wider world. Although we are quite remote, we need children to understand how different places differ and how both we and they have changed over time. Similarly, and in keeping with other subjects within our curriculum, we want children to understand their own local area well and understand the wider influences and changing contexts.

While we have adopted a topic based approach, many aspects of the geography curriculum are also taught through other learning across the curriculum. An example of this would be locational knowledge which can be applied to topics being covered in history (locating countries involved in WW2, plotting countries in the Roman Empire etc). We think that this gives the children a much greater sense of context to their learning.

The curriculum is developmental starting with our youngest pupils who learn key geographical information, skills and vocabulary to support them as they move in to KS2. It also allows the children to develop an understanding of their local area and where it lies in relation to the rest of the UK and beyond.

As in KS1, the KS2 curriculum centres on lots of repetition (in context) of the four NC areas – Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Field Work. As noted above, much of this is taught through the context of other topics being studied although there are also opportunities for focussed geography topics such as rivers and mountains and a study of certain regions in the UK and Europe. Given the abstract nature of some aspects such as use of OS maps and points of the compass, some very direct teaching is needed to ensure the skills are understood and can then be applied.

Using the accompanying geographical skills development document, we are able to identify key milestones in the children's knowledge and skills development. This can support any changes or adaptations to the planned curriculum to ensure any gaps in knowledge or misconceptions can be re-visited and clarified.

We think that our geography curriculum will give the children a strong, age appropriate, knowledge and understanding of the world. It will help ensure they have a bank of knowledge which can be used across all of their learning and will encourage the children to be curious, inquisitive and have a thirst to find out more as they move on to the next stage of their learning journey.