Whole-school Curriculum subject plan

Geography

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Where do I live?		Let's go to the Jungle		Around the World	
Component Knowledge	**Locational Knowledge** • To know the world is split into 7 land massed called continents. • To know there are oceans between the continents. • To know the difference between a country and a continent. • To be able to identify and describe some of the physical features of The U.K. • To locate different jungles around the world in equatorial and tropical regions. • To identify the locations of mangroves. • To identify the locations of cloud forests. • To know what a settlement is. • To be able to describe the differences between a village, town and city. • To be able to name a country in certain continents e.g., France is in Europe, China is in Asia, Kenya is in Africa. • To know there aren't any countries in Antarctica. **Place Knowledge** **Human and Physical Geography** • To identify features and weather of Indian tropical seasonal forests. • To describe how the conditions in these forests changes through the wet and dry seasons. • To describe weather conditions in mangroves. • To compare a British woodland to a tropical jungle. • To identify some key human and physical features of certain countries in each continent. • Can use vocabulary such as city, beach, mountain and lake to describe features of a place. • To know some countries are hot and some are cold. **Geographical Skills and Fieldwork** • To be able to locate the 7 continents on a world map. • To be able to name the 4 countries of the U.K and locate them on a map. • To name the 4 capital cities of The U.K. and match them to their country along with locating them on a map. • To know basic human and physical features of local area and explore these on a map.					

	• To identify The U.K and France on a map of Europe. • To know the lines between countries denote borders.		
YEAR 2	My World and Me	Let's go on Safari	At the Farm
Component Knowledge	**Locational Knowledge** • To know Nairobi is capital city of Kenya. **Place Knowledge** • To compare the climate Kenya and The U.K. • To compare and contrast the landscapes and settlements of Kenya and The U.K. • To compare a country in another continent (Ecuador) with The U.K. in terms of climate and physical features. • To compare the capital cities of Ecuador and The U.K. in terms of physical and human features. **Human and Physical Geography** • To know the difference between arable, dairy and livestock farming. • To know how the seasons affect farming and explain what happens on a farm during the different seasons. • Describe differences between living on a farm and in a town. • To know that countries near the equator are hot countries and countries near the poles are cold countries. • To locate Kenya on a map and know it is a hot country. • To be able to describe physical features of Kenya using correct vocabulary- beach, volcano, mountains, savannah, valley. • To know that different people groups live in Kenya and where these groups live. • To describe some cultural features of Kenya. • To describe the physical and human features of Ecuador. • To identify animals that live in hot and cold countries. **Geographical Skills and Fieldwork** • To locate the 5 oceans on a map. • To locate the equator and the North and South Pole on a map. • To use aerial photos to describe a variety of landscapes and locations around the world. • To create a map of children's route to school using a key. • To know which oceans surround the continent of Africa. • To know the 4 points of a compass. • To use the 4 points of a compass to navigate around a map. • To use a map with a simple key to identify features of a farm.		

YEAR 3	Countries of the World	Where does our food come from?	In the Desert
Component Knowledge	**Locational Knowledge** • To name the 7 continents of the world independently. • Make comparisons between continents in terms of size, number of countries and population. • To name several different countries in each continent. • To name some major capital cities of the world. • To know where the North and South Poles are. • To know what the Northern and Southern Hemispheres are and to know which hemisphere each continent is in. • To name some countries in each hemisphere. • To know the terms longitude and latitude are used to describe positions on world maps and globes. • To know the names of Tropic of Cancer and Tropic of Capricorn and that they are lines of latitude. • To know the tropics describes an area between these lines of latitude. • To know what prime meridian is. • To locate the countries and continents of different deserts and desert areas. **Place Knowledge** • To make comparisons between two different countries and state their similarities and differences. **Human and Physical Geography** • To know places have different climate zones depending on where they are located such as desert, tropic or arctic. • To describe what climate zones are like. • To identify key physical features of the 7 continents including the tallest mountain and longest river in each. • To know the difference between human and physical geography. • To know what the term import and export mean. • To know a lot of foods are imported and exported around the world. • To explain how land in the tropics is being changed to enable more food to be produced. . • To know what the term deforestation means. • To describe ways land is used in the Mediterranean climate zone. • Describe differences between arable and pastoral farming. • To explain how land is The U.K. is used to produce food. • To gather and explain information about U.K. food trade links. • To name and locate major deserts of the world.		

	• To use graphs to compare the climate data for different deserts. • To explain how erosion creates different desert formations. • To describe how humans use deserts such as for mining. • To describe how people who live in deserts use the land. • To research about the human geography of a desert city. • To discuss the causes and consequences of desertification. **Geographical Skills and Fieldwork** • To label the 7 continents on a map. • To locate countries in a particular continent on a world map. • To use given clues to locate a country on a world map. • To know how to use an atlas and the internet to find where countries are located in the world. • To locate major cities of the world on a map. • To use a world map to locate different climate zones in the world e.g., ice cap, tundra, temperate etc • To read a time zone map and answer questions about two different locations. • To identify major world deserts on a world map.		
YEAR 4	Our European Neighbours	Village Settlers	Earning a Living
Component Knowledge	**Locational Knowledge** • To name different countries in Europe. • To name the seas and oceans surrounding Europe. • To identify modern settlements that have developed from an early settlement. • To know The U.K.'s industries are dependent on geographical areas. **Place Knowledge** • To compare the human and physical geography of London and Paris. • To ask and answer questions to compare and contrast London and Paris. **Human and Physical Geography** • To identify human and physical countries based on human features such as language, flag and currency. • To identify the capital cities of Europe. • To compare two European cities according to human and physical features. • To use independent research to explore the human and physical features of a particular European country. • To know land features early settlers would need to consider when choosing a settlement location. • To design a village incorporating necessary human and physical features. • To understand concept of trade links. • To understand the concept of an economy. • To identify a variety of jobs that belong to different sectors. • To know what some of The U.K.'s top industries are. • To describe how the climate and landscape of a country help determine a country's industries.		

	• To explain how unemployment affects people in The U.K. and around the world. • To explain how child labour around the world affects the economy. **Geographical Skills and Fieldwork** • To locate the countries of Europe including Russia on a map of Europe. • To locate the capital cities of Europe on a map. • To identify map symbols and abbreviations on an OS map. • To use online mapping software and OS maps to identify different types of roads. • To use online mapping and OS maps to describe routes between settlements. • To create a map around a fictional village. • To use a U.K. map to identify where different industries are located. • To annotate a world map to show different industries in different countries.		
YEAR 5	The United Kingdom	Investigating Rivers	South America
Component Knowledge	**Locational Knowledge** • To describe key geographical features of the UK and its countries. • To know The U.K. can be split into regions an that each region contains several counties. • To identify and name the counties of The U.K. • To name the countries of South America. • To use understanding of tropics and the equator to predict what the climate in South America might be like. **Place Knowledge** • To use a variety of geographical sources including maps to compare The U.K. with an area of South America. • To compare and contrast the human and physical features of Brazil and The U.K. **Human and Physical Geography** • To explore the human and physical features of a particular town or city in The U.K. • To know the difference between a hill and a mountain. • To describe how different mountains are formed. • To name and locate mountain ranges of The U.K. • To know the difference between a sea and an ocean. • To identify, locate and describe different coastal areas of The U.K. • To name and locate the major rivers of The U.K. • To know rivers start their journey at the source and end at the mouth. • To explain the process of the water cycle using the correct vocabulary. • To describe the role rivers play in the water cycle. • To explain the journey of a river from source to mouth. • To explain the processes of erosion, transportation and deposition in relation to rivers. • To describe why rivers are useful such as for transportation, wildlife habitats, energy, farming and leisure. • To describe the causes of river pollution and its effect on the environment.		

	• To generate questions about a particular river and use a variety of sources to find answers. • To identify and describe the different climate zones of South America. • To know the Andes are the major mountain range of South America. • To use plate tectonics to describe how mountain ranges are formed. • To know the differences between 3 types of volcano. • To know how humans use The Andes. • To compare and contrast the human geography of South American such as population, life expectancy, language etc. • To know the main industries of South America are agriculture and timber. • To name some key industries in different South American countries. • To use independent research to find out key details of the human and physical features of a particular European country. **Geographical Skills and Fieldwork** • To place the 4 countries of The U.K. and capital cities on a map along with other places such as the Shetland Isles and the Isle of Wight. • To use given clues to locate the counties of England on a map. • To use a map to answer true or false questions about the location of a county. • To locate the major towns and cities of The U.K. on a map. • To use a world map to locate to identify major rivers around the world. • To locate the countries of South America on a map. • To use political and climate maps to identify the climate zones of South America. • To use a topographical map to locate the mountain ranges of South America. • To use a map of plate tectonics to identify the location of the Andes. • To create a colour key on a map of South America to denote key industries.		
YEAR 6	Extreme Earth	North America	Our Local Area
Component Knowledge	**Locational Knowledge** • To know where some places of extreme temperature are located. • To know there are different types of settlements, that they all have different purposes and that these purposes can change over time. • To know settlements can be split into different zones. • To identify the countries of North America. • To match North American capital cities with their country. **Place Knowledge** • To compare the local area with an area in North America by generating and answering questions about the human and physical features of both places. **Human and Physical Geography** • To know the first layer of the Earth's atmosphere is called the troposphere and that it is here where weather occurs. • To use data to create a graph showing the hottest and coldest inhabited places on Earth.		

	• To explain what a drought is and some of the causes and effects. • To explain why some areas get more rain than others in relation to the water cycle. • To describe some weather phenomena around the world including tornadoes, tropical storms, hail storms and blizzards. • To describe the effects of extreme weather phenomena on the environment and people affected. • To use plate tectonics to describe what earthquakes are and why they happen. • To know what the Richter scale is. • To describe the effects of earthquakes on the environment and people affected. • To know that tsunamis occur when there are earthquakes on the ocean floor. • To describe what happens when a volcano erupts. • To compare the climates of different parts of North America using graphs. • To describe some of the main geographical features of North America e.g. Grand Canyon, Niagara Falls etc and how they were formed. • To compare the features of North American capital cities and order cities by population and area. • To use independent research to find out about the human and physical geography of a particular North American country. • To know the difference between high-order and low-order services in a settlement. • To know which products are exported from The U.K., their value, their share of U.K. exports and the main importer countries. • To name many of the natural resources that are found in The U.K. • To identify U.K. commodities that are made or produced in the local area. • To describe land use around school, explaining how they feel about different areas and what they would change. • To compare local climate data with climate data for other parts of The U.K. • To know how different winds can affect climate of different parts of The U.K. **Geographical Skills and Fieldwork** • To use given information about the location of North American countries to label a map of North America. • To use a time zone map to state what the time would be in different places in North America compared to The U.K. and vice versa. • To observe somewhere where The U.K.'s natural resources can be found. • To use fieldwork to take photos and make notes about the local area, then use this information to make a map or model. • To use 4 figure and 6 figure grid references to locate major rivers in The U.K. and find the river most local to me. • To use fieldwork to gather information about the vegetation and wildlife of a local river. • To use fieldwork to gather weather data about the local area. • To use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain. • To use a topographical map to identify the major mountain ranges of The U.K.