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| Locational and Place Knowledge |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| * Name and locate the

world’s 7 continents.* Understanding the terms ‘continent’ and ‘sea’.
* Understand that a world map shows all the countries in the world.
* Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.
* Navigate their way around the classroom and school grounds.
 | * Understand the

Geographical similarities and differences throughstudying the human and physical geography of a small area of the UK and Italy (Roman topic link).* How life has changed in Egypt (Ancient to modern day).
* Study pictures/video of two differing localities, one in the UK and one in Rome, and ask geographical questions e.g. -- What is it like to live in this place? How is this place different to where I live?
 | * Use maps, atlases, globes and digital/computer

mapping (Google Earth) to locate the countries of Europe, including Russia.* Look at the environmental

regions of Europe(different areas defined by their environmentalconditions, such asclimate, landforms etc).* Know and locate the world’s oceans.
 | * Identify the continents of North and South America, using maps, globes and Google Earth.
* During the ‘Forests and Jungles ‘topic, study the Amazon rainforest. Study of North America environmental

regions, key physical and human characteristics.* Major cities, rivers, lakes and landmarks.

Understand the term‘climate zones’ andidentify some differingones. Touch upon globalwarming and itsimplications. | * In depth study of the local area (Ash Vale) key physical and human characteristics, major developments and Snakey Lane
* Explore countries travelled by Phileas Fogg on his journey around the world. Chn compare and contrast capital cities around the world to the UK and London. Use atlases,

globes and digital/computer mapping(Google Earth) to these countries and their geographical features. i.e. mountains, volcanoes, etc. | * During WWII topic, study the major countries involved (UK, Germany, Poland, Italy, Japan, USA etc).
* Identify countries and major cities in Asia e.g. rivers, mountains, capitals, landmarks. - In depth study into a country in Asia, focussing on China,

Japan or India. Compare findings to the UK. |

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| Human and Physical Geography |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| * Identify the human and physical features of the school environment.

Identify seasonal and daily weather patterns in the UK. | * Rivers – comparison of the River Trent to the River Nile.

Deserts – characteristicsand locations across theworld. (including the arctic and Antarctic).* Identify the human and

physical features ofNottingham and Rome(Italy study).* Use basic geographical

vocab to refer to keyphysical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,river, soil, valley, vegetation, season and weather. Use basicgeographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | * Whilst studying history, Why did the Anglo Saxons and the Vikings choose to settle where they did? What were their settlements like? How did they use the land and how

has land use changedtoday? How did theytrade? How is thatdifferent today?* Physical and human

characteristics, countries and major cities in Europe.* Study maps of Anglo

Saxon and Vikingsettlements. Drawconclusions about the location of thesettlements based on prior knowledge.Compare with current maps and make suggestions about changes. | * Economic activity

including trade links, and the distribution of natural resources including energy, food, minerals and water* Vocabulary: climate

zones, biomes, vegetation belts and the water cycle* Using photographs,

children to makeconnections betweenhuman and physicalcharacteristics of acountry in South America and North America.* Looking at a map of

climate zones, children to use prior knowledge of the world to identify the climate they think may exist in different parts of South America. | * Types of settlement and land use.
* Locate places in the world – 3rd world countries Kidame in Etheopia.
* Draw conclusions about the impact of physical and human geography through the study of photographs,

population numbers and other primary sources. | * Study of modern land and settlements pre and post war compared to modern day.
* On a world map, locate the main countries in Europe and Asia and

identify their mainenvironmental regions,key physical and humancharacteristics, and major cities.* Economic activity

including trade links, and the distribution of natural resources including energy, food, minerals and water. |
| Fieldwork |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| * Use simple fieldwork and observational skills to study the geography of their school and its

grounds and the keyhuman and physicalfeatures of its surrounding environment e.g. note taking, videoing, data collection, sketches, and observations.* Children to take photos of interesting things in the local area and explain what the photos show.
* On a walk in the local

area, children to pickthings up e.g. a stick,stone, leaf etc and use them to create memory maps to show the journey. | * Fieldwork to develop knowledge and understanding of the school and their local area

(School –Ash Vale - Surrey).* Use simple fieldwork and

observational skills to study the geography of their school grounds andthe key human and physical features of its surrounding environment.* Fieldwork in the local area/close proximity to the school e.g. the road, park, river, shops.
 | * Use the eight points of a

compass, symbols andkeys (including the use ofOrdnance Survey maps)to explain/identify pointson a map and build theirknowledge of the localarea, United Kingdom andthe wider world.* Use locational language

to describe the location of points on a map of theschool/local area. (e.g.Plan a tour of the school,which includes a map/plan of the school and the main geographicalfeatures you would seeidentified, with a key).* Undertake environmental

surveys of the schoolgrounds - litter, noise,likes/ dislikes, areas | * Children begin to

experiment with and understand 4 figure grid references on maps.* During Rainforests topic, visit

The Living Rainforest. Plan route and look at real map views. Comparison between British climate, vegetation and wildlife compared to Amazon rainforest.* Use recognised symbols to mark out local areas of interest on own maps. - Choose effective recording and presentation methods e.g. tables to collect data.
 | * Use the eight points of a

compass, four and sixfigure grid references,symbols and keys(including the use ofOrdnance Survey maps)to build their knowledgeof the United Kingdomand the wider world. Usethe following classifications forbuildings: Residential,retail, professional/commercial, industrial and storage, entertainment/ leisure and public authorities.* Choose effective

recording and presentation methodse.g. tables to collect data. Present data in an appropriate way usingkeys to make data clear.Draw conclusions fromthe data. | * Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses.
* Collate the data collected and record it using data handling software to produce graphs and charts of the results. - Ask

Geographical questionse.g. How is trafficcontrolled? What are the main problems? – Analyse evidence and draw conclusions - Be aware of own responsibility in theworld. |