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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 through  studying 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 environmental  conditions, such as  climate, 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’ and  identify some differing  ones. Touch upon global  warming and its  implications. | * 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 – characteristics  and locations across the  world. (including the arctic and Antarctic).   * Identify the human and   physical features of  Nottingham and Rome  (Italy study).   * Use basic geographical   vocab to refer to key  physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,  river, soil, valley, vegetation, season and weather. Use basic  geographical 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 changed  today? How did they  trade? How is that  different today?   * Physical and human   characteristics, countries and major cities in Europe.   * Study maps of Anglo   Saxon and Viking  settlements. Draw  conclusions about the location of the  settlements 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 make  connections between  human and physical  characteristics of a  country 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 main  environmental regions,  key physical and human  characteristics, 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 key  human and physical  features 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 pick  things 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 and  the 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 and  keys (including the use of  Ordnance Survey maps)  to explain/identify points  on a map and build their  knowledge of the local  area, United Kingdom and  the wider world.   * Use locational language   to describe the location of points on a map of the  school/local area. (e.g.  Plan a tour of the school,  which includes a map/  plan of the school and the main geographical  features you would see  identified, with a key).   * Undertake environmental   surveys of the school  grounds - 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 of  Ordnance Survey maps)  to build their knowledge  of the United Kingdom  and the wider world. Use  the following classifications for  buildings: Residential,  retail, professional/  commercial, industrial and storage, entertainment/ leisure and public authorities.   * Choose effective   recording and presentation methods  e.g. tables to collect data. Present data in an appropriate way using  keys to make data clear.  Draw conclusions from  the 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 questions  e.g. How is traffic  controlled? What are the main problems? – Analyse evidence and draw conclusions - Be aware of own responsibility in the  world. | |