



Key Stage 2 Geography



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 3 | What are the similarities and differences between Mexico and the UK? | | Who were the prehistoric people and what did they do for us? | | How did the Romans change Britain? | |
| Year 4 | Would you rather live in Africa? | | Which monarch had the greatest impact on Britain? | | Anglo-Saxons, Scots and Vikings | |
| Year 5 | Other than Earth, where could humans live? | | Who settled in Britain after the Romans and what was life like for them? | | What did the Ancient Greeks do for us? | |
| Year 6 | Has London changed for the better? | | What was the worst aspect of being a Victorian? | | Could you live like an Ancient Egyptian? | |

| Geography- Key Stage 2 | | | | |
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| NC | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Locational knowledge: 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.</p> | <p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe inc. Russia.</p> <p>Identify capital cities of Europe.</p> | <p>Locate all countries in Europe on a map, concentrating on some environmental regions, looking at their key physical and human characteristics.</p> | <p>Locate the main countries in North and South America. Locate and name principal cities.</p> <p>Identify their main environmental regions, key physical and human characteristics, and major cities.</p> | <p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania.</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> |
| <p>Locational knowledge: 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.</p> | <p>Locate and name the countries making up the British Isles, with their capital cities.</p> | <p>Locate and name the main counties in the UK and key topographical features (including hills, mountains, coast and rivers)</p> | <p>Locate and name the main cities in England. Understand there are nine Geographical regions in the UK and identify human and physical characteristics.</p> | <p>Linking with local History, map how land use has changed in local area over time (link to London topic and industrialisation.)</p> <p>Understand how topographical features (including coast, features of erosion, hills, mountains and rivers) have changed over time.</p> |

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| <p>Locational knowledge: 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)</p> | <p>Identify the position and significance of Equator, Arctic and Antarctic Circle.</p> | <p>Identify the position and significance of Equator, N. and S. Hemisphere</p> | <p>Identify the position and significance of latitude and longitude including the Tropic of Cancer and Capricorn.</p> | <p>Identify the position and significance of the Greenwich Meridian. Linking with science, time zones, night and day</p> |
| <p>Place knowledge: 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, and a region within North or South America.</p> | <p>Compare a region of the UK with a region in Mexico (North America). Understand similarities and differences (human and physical geography).</p> | <p>Compare a region of the UK with a region in Africa. Understand similarities and differences (human and physical geography).</p> | <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> | <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> |
| <p>Human and Physical Geography: Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> | <p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle.</p> | <p>Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> | <p>Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> | <p>Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration;</p> |
| <p>Human and Physical Geography: 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.</p> | <p>Human geography including trade links in the Pre-roman and Roman era.</p> <p>Types of settlements in Early Britain linked to History. Relate land use and trade to settlements.</p> | <p>Human geography- Identify trade links around the world based on a few chosen items e.g. chocolate, bananas and coffee. Look at where the food comes from. Discuss and debate fair trade.</p> | <p>Human geography- Research about Britain's export trade. Understand Britain's main export businesses and what countries are traded with most. Why do we need to import from elsewhere? What is the impact of Brexit on export trade?</p> | <p>Types of settlements in modern Britain: villages, towns, cities. How has this changed from the past- look at the industrialisation.</p> <p>Distribution of natural resources including energy, minerals and water.</p> |
| <p>Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> | <p>Locate places in larger scale maps eg. Map of Europe</p> | <p>Locate places on large scale maps (including digital mapping) or on a globe. e.g. find the UK or India on a globe.</p> | <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose e.g. to find a country.</p> | <p>Locate places on a world map.</p> <p>Use atlases to find out about other features of places such as weather patterns and mountain</p> |

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| | | | Begin to use atlases to find out about features places e.g. find the wettest part of the world. | regions. Compare different areas on a map. |
| Geographical skills and fieldwork: 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. | Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | Learn the eight points of a compass, four-figure 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 in the past and present. | Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. |
| Geographical skills and fieldwork: 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. | Use field work to observe, record, and name geographical features in their local environments. | Use fieldwork to observe, record and explain human and physical features of the environment. | Use fieldwork to observe, measure, record human and physical features using a range of methods e.g. sketch maps, plans, graphs and digital technologies | Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. |