



Subject: Geography

Year Group	Knowledge *non-negotiable knowledge highlighted in green	Skills *non-negotiable knowledge highlighted in green	Vocabulary	Inspirational people/events	Assessments
R	<p><u>Locational Knowledge</u> Name their home country. Know that London is the capital city of England. Begin to name/locate all the countries in the UK and their capital cities</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Be able to name places in my day to day life e.g. places that I regularly visit or are important to my family.</p> <p><u>Human and Physical Knowledge</u></p> <p>Know about the features of where they live. Explore and talk about features of the school. Compare where they live to places in stories, festivals. Know and talk about the weather and seasonal changes. Explore the natural world around them</p>	<p><u>Geographical Skills and fieldwork</u> Use a range of sources such as simple maps, photographs, magnifiers</p> <p>Use a map, globe, atlas to find countries linked to topics, festivals, stories.</p> <p>Draw maps linked to locations and stories.</p> <p>Use non-fiction texts.</p> <p>Identify land and sea on the globe.</p> <p>Draw pictures, maps of familiar journeys, identifying different features.</p> <p>Identify the Equator, North Pole and South Pole on a globe (linked to story).</p> <p>Describe what they can see, hear, and feel when outside and visiting different places.</p> <p>Talk about places they like and dislike in Seaford and beyond.</p>	England Ireland Scotland Wales English Channel France Seaford Newhaven Eastbourne London India China Sea Land Autumn Winter Spring Summer Rain Sun Sleet Snow Hot cold Forest school Pond area Field Playground	Police Officers, nurse, fire fighter visits	Short Term day to day – AfL

	<p><u>Place Knowledge</u> Identify where they live and familiar features. Identify and talk about people who help us. Identify North Pole, South Pole and Equator linked to story. Identify features of places they have visited and features. Compare to where they live. Identify places/countries linked to festivals and special occasions.</p>		<p>Honeycomb garden Shore South North Pole South Pole Equator</p>		
1	<p><u>Locational Knowledge</u> Name and locate the four countries making up the British Isles, with their capital cities. Name the surrounding seas of the United Kingdom Talk about the main features of each of the four countries that make up the United Kingdom</p> <p><u>Human and Physical Geography</u></p> <p>Identify seasonal and daily weather patterns in the United Kingdom. Understand the difference between human and physical geography. Compare and contrast the human and physical features of two British localities. Comparing and Contrasting a farm with the seaside.</p> <p><u>Place Knowledge</u> Recognise similarities and differences of geographical features in my own immediate environment. Talk about people and places within my local environment.</p>	<p><u>Geographical Skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities. Use aerial images to recognise landmarks and basic physical features. Use simple fieldwork to observe, measure and record the geography of their school and its grounds. Use a simple key to recognise physical or human features on a map. Create a simple map of the local environment.</p>	<p>United Kingdom Physical Geography Human Geography World Beach Coast Forest Hill Mountain Sea River Weather City Town Village Factory Farm House</p>	<p>Explorers</p>	<p>Short Term day to day AfL</p> <p>Homework Tasks</p> <p>Short research task, problem-solving exercise etc Access to work at particular standards – e.g. display Peer/self assessment</p> <p>A major piece of work – e.g. enquiry, DME, ext writing. End of year/key stage: perhaps synoptic, drawing</p>

	Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.				learning together
2	<p><u>Locational Knowledge</u> Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Locate and name the seven continents on a World Map. Locate and label the five oceans.</p> <p><u>Human and Physical Geography</u> Understand and study the difference between human and physical geography with a study of a contrasting location in a different country. e.g Birmingham/Accra.</p> <p>Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles.</p>	<p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn and use the four points of a compass to describe the location of features on a map. Use locational and directional language/vocabulary to describe the location of features on a map.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Devise a simple map, and use and construct basic symbols in a key.</p> <p>Use simple grid references (A1, B1) Use fieldwork to observe, measure and record the human and physical features in the local area</p>	Beach Coast Forest Hill Valley Vegetation Season Weather Port Harbour Compass Near Far Left Right Asia Africa North America South America Antarctica Australia/ Oceania/ Australasia Europe Arctic Southern, Pacific Atlantic Indian		Short Term day to day AfL Homework Tasks Short research task, problem-solving exercise etc Access to work at particular standards – e.g. display Peer/self assessment A major piece of work – e.g. enquiry, DME, ext writing. End of year/key stage: perhaps synoptic, drawing learning together
3	<p><u>Locational Knowledge</u> Locate and name the continents on a World Map.</p> <p>Name, locate and identify the characteristics of the four countries and</p>	<p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	Human Geography Physical Geography Hills Mountains Cities Rivers	Trip to Hastings Smuggler's caves	Short Term day to day AfL Homework Tasks
Term 1 & 2 Smuggler's					
Term 3 & 4 Greeks					

<p>History of the Olympics</p> <p>Term 5 & 6 Caribbean Visitor</p>	<p>capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate counties and cities of the United Kingdom.</p> <p>Locate geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p>Name and locate some countries of Europe.</p> <p><u>Human and Physical Geography</u></p> <p>Identify the main physical and human characteristics of the countries of Europe.</p> <p>Describe geographical similarities and differences between a region in the United Kingdom and one in a European country.</p> <p>Describe key aspects of physical geography, including rivers of an area in the United Kingdom and an area in a European country.</p>	<p>Use locational and directional language such to describe the location of features on a map.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.</p> <p>Use a wider range of resources to identify the key physical and human features of a location.</p> <p>Use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.</p> <p>Create maps of locations identifying some features using a key.</p>	<p>North South East West Symbol</p>		<p>Short research task, problem-solving exercise etc</p> <p>Access to work at particular standards – e.g. display</p> <p>Peer/self assessment</p> <p>A major piece of work – e.g. enquiry, DME, ext writing.</p> <p>End of year/key stage: perhaps synoptic, drawing learning together</p>
<p>4</p>	<p><u>Locational Knowledge</u></p> <p>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><u>Geographical skills and fieldwork</u></p> <p>Using eight compass points to give directions. Locating places on maps.</p> <p>Use maps, atlases, globes to locate countries and to describe features studied.</p> <p>Use digital/computer mapping to locate countries and to describe features studied</p>	<p>Volcano Mantle Outer core, Inner core Magma, Active Dormant Extinct Economic Trade links North America South America</p>		<p>Short Term day to day AfL</p> <p>Homework Tasks</p> <p>Short research task, problem-</p>

	<p>Name and locate counties and cities of the United Kingdom.</p> <p>Name and locate the countries of Europe.</p> <p>Name and locate the Equator, 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><u>Place Knowledge:</u></p> <p>Begin to understand and explain geographical diversity across the world.</p> <p>Describe geographical similarities and differences between countries.</p> <p><u>Human and Physical Geography</u></p> <p>Human – cities (south America) and their location, directions, political boundaries.</p> <p>Physical - mountains, rivers, seas, volcanoes</p>		<p>Latitude Longitude Northern and Southern Hemisphere Great Britain The United Kingdom and the British Isles</p>		<p>solving exercise etc Access to work at particular standards – e.g. display Peer/self assessment</p> <p>A major piece of work – e.g. enquiry, DME, ext writing. End of year/key stage: perhaps synoptic, drawing learning together</p>
5	<p><u>Locational Knowledge</u></p> <p>With a focus on United Kingdom and a European country. Name and locate countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key</p>	<p><u>Geographical skills</u></p> <p>Use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area.</p> <p>Talk about the effectiveness of different geographical representations of a location</p>	<p>Natural resources Digital mapping Equator Tropic of Capricorn Tropic of Cancer Arctic/Antartic circles Prime/Greenwich meridian time zone Ordnance survey map OS map</p>		<p>Short Term day to day AfL</p> <p>Homework Tasks</p> <p>Short research task, problem-</p>

	<p>topographical features and land-use patterns;</p> <p>Name and locate the countries of South and Central America.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Place knowledge</u></p> <p>Identify the main physical and human characteristics of the countries of Europe.</p> <p><u>Human and Physical Geography</u></p> <p>Begin to collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Begin to identify and describe how the physical features affect the human activity within a location.</p> <p>Begin to understand and explain how countries and geographical regions are interconnected and interdependent.</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p>Describe and understand key aspects of human geography, including: types of</p>	<p>(such as aerial images compared with maps and topological maps – as in London’s Tube map)</p> <p>Use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p> <p>Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.</p>	<p>Eight-point compass Grid reference Four-figure grid reference</p>		<p>solving exercise etc Access to work at particular standards – e.g. display Peer/self assessment</p> <p>A major piece of work – e.g. enquiry, DME, ext writing. End of year/key stage: perhaps synoptic, drawing learning together</p>
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	settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.				
6	<p><u>Locational Knowledge</u></p> <p>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>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>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><u>Place Knowledge</u></p> <p>Explain and discuss a range of reasons for geographical similarities and differences between countries.</p>	<p><u>Geographical Skills</u></p> <p>Use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area.</p> <p>Record the results in a range of ways.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map)</p> <p>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 my knowledge of the United Kingdom and the wider world.</p> <p>Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.</p>	Physical geography Climate zones Biomes Vegetation belts		<p>Short Term day to day AfL</p> <p>Homework Tasks</p> <p>Short research task, problem-solving exercise etc</p> <p>Access to work at particular standards – e.g. display</p> <p>Peer/self assessment</p> <p>A major piece of work – e.g. enquiry, DME, ext writing.</p> <p>End of year/key stage: perhaps synoptic, drawing learning together</p>

Explain how locations around the world are changing and explain some of the reasons for change.

Describe geographical diversity across the world.

Human and Physical Geography

Collect and analyse statistics and other information in order to draw clear conclusions about locations.

Identify and describe the main human and physical characteristics of North America.

Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

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.

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