

LARKHILL PRIMARY SCHOOL GEOGRAPHY CURRICULUM MAP AND PROGRESSION



Geography in EYFS Understanding the World

People and Communities	The World
Children know about similarities and differences between themselves and others and, among families, communities and traditions.	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Geography in KS1 and KS2 National Curriculum Objectives

KS1	KS2
<p>Pupils should be taught about:</p> <p>Locational Knowledge Pupils should be taught to:</p> <ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans; • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place Knowledge Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <p>Human and Physical Geography Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical Skills and Fieldwork Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; • 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. 	<p>Pupils should be taught about:</p> <p>Locational Knowledge Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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; • 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; • 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>Place Knowledge Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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>Human and Physical Geography Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; - 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>Geographical Skills and Fieldwork Pupils should be taught to:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; • 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; • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

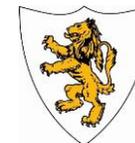
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Geography in KS1- Nat curriculum coverage by topic

CYCLE A		CYCLE B			
Paddington comes to Larkhill	<p>NC knowledge objectives Children can:</p> <ul style="list-style-type: none"> Identify where they live and give their address. study the human features of the local area. Study the physical features of the local area. Know the countries and capital cities of the UK name, locate and identify human and physical characteristics of London 	<p>Skills:</p> <ul style="list-style-type: none"> use world maps, atlases and globes use simple compass directions and locational and directional to describe the location of features and routes on a map; Use aerial photographs to recognise landmarks devise a simple map and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; 	Frozen	<p>NC knowledge objectives: Children can:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans; Know the location of cold areas of the world in relation to the Equator and the North and South Poles To know what it is like to live in the Arctic, 	<p>Skills:</p> <ul style="list-style-type: none"> use world maps, atlases and globes use simple compass directions and locational and directional to describe the location of features
	<p>Use Key vocabulary to demonstrate understanding : United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, Capital city, world map, continent, ocean, Europe. Compass, 4 point, direction, North, East, South, West, plan, Record, Observe, aerial view, key, map, symbols, direction, position, route, journey, UK, changes, tally chart, pictogram</p>			<p>Use Key vocabulary to demonstrate understanding: Arctic, Antarctic, polar region, continent, ocean, weather, vegetation, city, town, village, house, culture, population</p>	
Home and away England/Africa comparison	<p>NC knowledge objectives: Children can:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans; understand geographical similarities and differences to compare the UK with an area of Africa. Compare the UK with Africa compare Salisbury in the UK with Nairobi in Africa Know the location of hot areas of the world in relation to the Equator and the North and South Poles identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Describe physical and human features. 	<p>Skills</p> <ul style="list-style-type: none"> use world maps, atlases and globes use simple compass directions and locational and directional language to describe the location of features use simple compass directions and locational and directional to describe the location of features use aerial photographs and plans to recognise landmarks. Devise a simple map and construct symbols in a key 	Oh I do like to be beside the seaside	<p>NC knowledge objectives: Children can:</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four counties and capital cities of the United Kingdom and its surrounding seas; Understand the human and physical geography of a coastal town. (Lyme Regis) Compare Lyme Regis with Larkhill. 	<p>Skills:</p> <ul style="list-style-type: none"> use world maps, atlases and globes use simple compass directions and locational and directional language to describe the location of features use aerial photographs and plans to recognise landmarks. Devise a simple map and construct symbols in a key
	<p>Use key vocabulary to demonstrate understanding Africa, Nairobi, Kenya, desert, compare, similarities, differences, capital city, city, town, village, farming, culture, shop, river, continent, ocean, season, equator, human feature, physical feature, world map, aerial view.</p>			<p>Use key vocabulary to demonstrate understanding. Beach, sea, ocean, port, village, town, harbour, physical feature, human feature, cliff, shop, coast, season</p>	

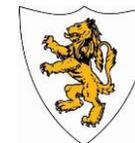
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Geography in LKS2					
CYCLE A			CYCLE B		
Where in the world are we	<p>NC knowledge Objectives: Children can:</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, Name geographical regions and their identifying human and physical characteristics, Identify key topographical features (including hills, mountains, coasts and rivers) To understand the human and physical features of the local area. 	<p>Skills</p> <ul style="list-style-type: none"> Use maps, atlases and globes to locate countries and describe features studied; Use the eight points of a compass Use four figure grid references, symbols and key (including the use of Ordnance Survey maps) <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans</p>	Bellisimo!! (Italy study)	<p>NC knowledge Objectives:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human geography of England and Italy (London and Rome) Name and locate counties and cities in UK and regions of Italy Understand geographical similarities and differences comparing the physical geography of England and Italy (London and Rome) Describe key aspects of physical geography- climate zones, Biomes (Mediterranean) rivers, mountains, volcanoes, earthquakes (link to romans and Pompeii) Describe key aspects of human geography. Settlement, land-use, food production, trade. 	<p>Skills:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use the eight points of a compass, four figure grid references, to build their knowledge of the United Kingdom and Italy
	<p>Key vocabulary Human geography Physical feature longitude latitude equator, tropics, time zone, settlement, town, city, village atlas index, coordinates, continent, ocean, country, border, key, symbol, map measure, record, observe, sketch, plan, rural, urban, population, coordinates</p>			<p>Key vocabulary Similarities, differences, Europe, land use, culture, settlement, natural resources urban, rural, climate</p>	
It's raining its pouring (rivers of the world)	<p>NC knowledge Objectives:</p> <p>Children can:</p> <ul style="list-style-type: none"> Understand physical geography, including the water cycle; locate the world's countries and their coasts and rivers , using maps to focus on Europe. Identify major cities across Europe and identify any rivers nearby. (name and locate counties and cities of the United Kingdom and their coasts and rivers. Know how land is used in Larkhill. 	<p>Skills:</p> <ul style="list-style-type: none"> Use maps to identify where rivers are use maps, atlases and globes to locate countries and describe features studied; use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) use fieldwork to observe, measure, record and present the human and physical features in the local area 	Extreme Earth! Volcanoes and mountains	<p>NC knowledge Objectives:</p> <ul style="list-style-type: none"> Understand physical geography, including: volcanoes, tornadoes, tsunamis, earthquakes Understand human geography, including: types of settlement and land use in mountainous regions; Identify the mountains of countries of the world. Identify the mountains within counties of the UK. Identify the position of the equator and the tropics, the southern and northern hemisphere. 	<p>Skills</p> <ul style="list-style-type: none"> use maps, atlases and globes to locate countries and describe features studied; use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps)
	<p>Precipitation condensation evaporation source mouth river meander course, river basin, cooling ,water cycle, filter, pollution, erosion</p>			<p>Mantle, magma, volcano, tsunami, equator, tropic, active, dormant, extinct, core, epicentre, shock wave, magnitude, climate, equator, ridge, peak, range, plateau, tourism, fold, fult block, dome, volcanic, plateau.</p>	

Geography in UKS2

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CYCLE A		CYCLE B			
X marks the spot (using maps to interpret the world)	<p>NC Objectives:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> locate the world's countries, using maps Identify key physical characteristics of Europe and North and south America identify the position and significance of latitude, longitude Prime/Greenwich Meridian and time zones use longitude and latitude to find locations on a map; 	<p>Skills</p> <ul style="list-style-type: none"> use the eight points of a compass Use six-figure grid references Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; use maps to locate the world's countries with a focus Europe and North and South America and major cities. 	Brazil Study – Comparison study with England	<p>NC Objectives:</p> <p>Children can:</p> <ul style="list-style-type: none"> 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>Skills</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 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; use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
	Human geography Physical feature longitude latitude equator, tropics, time zone, settlement, town, city, village atlas index, coordinates, continent, ocean, country, border, key, symbol, map measure, record, observe, sketch, plan, rural, urban, population, coordinates			Tropic, cancer, Capricorn, biome, vegetation, equator, hemisphere, physical feature, human feature, continent, country, south America, city, capital, population, land use, economy. Land use, fair trade, deforestation, rainforest, similarity, differences, comparison	
North America	<p>NC Objectives:</p> <p>Children can:</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes 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. locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities; 	<p>Skills:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use the eight points of a compass and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the the wider world; 	South America- human geography emphasis	<p>NC Objectives:</p> <p>Children can:</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, 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. locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; 	<p>Skills:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 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 wider world
	Tropic, cancer, Capricorn, biome, vegetation, equator, hemisphere, physical feature, human feature, continent, country, south America, city, capital, population, land use, economy. Land use, fair trade, deforestation, rainforest. resources, culture			Tropic, cancer, Capricorn, biome, vegetation, equator, hemisphere, physical feature, human feature, continent, country, south America, city, capital, population, land use, economy. Land use, fair trade, deforestation, rainforest. resources, culture	