

Geography Curriculum



Intent:

- Geography is a subject which prepares children for the world and helps them to better understand its people, places and environments, and the interactions between them.
- The overall theme of the curriculum is belonging and settlement. We want children to understand why people settled in particular places and how settlements have provided identities and a sense of belonging for those who live in them.
- Our children will have a deeper understanding of what places are like, why and how they are connected, and the importance of location.
- Our children will learn many transferable skills, such as research, observation, measurement, recording and presentation supporting them in the wider world.
- Our children will understand how and why places are changing and the impact of humans on the world.
- Geographical knowledge and skills to enable our children to access the curriculum in secondary school and then further in to the world of employment.
- Children will have aspirational hopes to go on and create a love of the outside world and how to protect it for their future.
- Corporation Road Community Primary School provides a theme based approach which breathes life into geography that will remain with children for the rest of their lives.

	Autumn	Spring	Summer
EYFS	<p>ELGs that feed into Geography – Understanding the World</p> <p><i>People Culture and Communities:</i> The children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. The children can 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><i>The Natural World:</i> They explore the natural world around them, making observations and drawing pictures of animals and plants. The children know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		
Year 1	<p>Toys</p> <p>To know human and physical geography in the area around school and locate on a map. Devise a simple aerial map of objects on a table, of the classroom/bedroom and school using appropriate symbols and pictures. Read a simple map of the local area.</p>	<p>People Who Help Us</p> <p>Understand geographical similarities and differences when looking at physical & human features in the local area. Work on an aerial map and place symbols to represent features in the local area.</p>	<p>In the Park</p> <p>Name, locate and identify characteristics of the four countries in the United Kingdom. Name the capital cities of the four countries in the UK. Name the surrounding seas of the four countries in the UK. Locate Darlington in the UK. Devise a simple map.</p>
Year 2	<p>Transport</p> <p>Name and locate the world's seven continents and five oceans. Identify the route of Captain Cook Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify countries and locate them on a map/globe.</p>	<p>Dirty Beasts</p> <p>Fieldwork: Observe and describe key human and physical features of Darlington (local study). Collect data on shops/house types. Identify the hospital on map.</p>	<p>The Seaside</p> <p>Understand geographical similarities and differences through studying the human (Victorian history) and physical geography of Saltburn compared to Darlington. Make observations of the Valley Gardens, houses, beach, promenade (Link to Victorian seaside town). Devise a simple map; and use and construct basic symbols in a key. Begin to use North, East, South and West to describe locations. Add labels onto a sketch map, map or photograph of features.</p>
Year 3	<p>The Stone Age</p> <p>Name and locate sites in the United Kingdom, and</p>	<p>The Rainforest</p> <p>Understand similarities and differences through</p>	<p>Ancient Egypt</p> <p>Identify the river Nile on a map. Source and path of the River Nile.</p>

	<p>their identifying human and physical characteristics to explain why Stone Age man would have settled there. Use detailed maps with keys.</p> <p>Darlington- Local Study</p> <p>Investigate origin of Darlington. Why it began as a town (Skerne)</p> <p>Name and locate Darlington and neighbouring towns associated with the train (case study: Darlington, Stockton, Middlesbrough & London using a range of maps including OS & digital.</p>	<p>the study of the physical geography of Brazilian Rainforest.</p> <p>To name oceans and continents.</p> <p>To identify Tropics of Capricorn and Cancer in relation to the rainforest.</p> <p>Begin to use single letter/number coordinates to identify features on a map of the rainforest & Brazil.</p>	<p>Name some features of the river and its importance.</p> <p>Use 8 figure compasses, and letter/number coordinates to identify features & places of Egypt on a map.</p>
Year 4	<p>Ancient Greece</p> <p>Locate the world's countries, using maps to focus on Europe & Greece.</p>	<p>Brazil</p> <p>To know Prime/Greenwich Meridian and time zones (including day and night). Identify Brazil in the time zone.</p> <p>Identify key physical and human characteristics (types of settlement and land use) of major cities of Brazil.</p> <p>Use 8 figure compass and four figure grid references to identify location and features of Brazil on a map.</p> <p>The colonisation of Brazil.</p> <p>Locate countries of South America.</p>	<p>The Roman Empire</p> <p>Name and Identify the countries of the Roman empire.</p> <p>Identify places in Britain on a map that have Roman place names and settlements (York, Binchester).</p> <p>Understand what place names mean.</p> <p>Use 8 figure compass and four figure grid references to identify location and features of countries of the Roman empire or Roman origin places in Britain on a map.</p>
Year 5	<p>Invaders & Settlers</p> <p>Origins of place names from Anglo Saxon and Viking period and how they compare to today (Darlington, Stockton, York and Skerne)</p> <p>Locate countries, using maps begin to use 6 figure grid references.</p>	<p>The Tudors</p> <p>Compare historical/ modern day maps - and how they have changed from Tudor times.</p>	<p>Rivers</p> <p>The River Tees: Source and route of the River Tees through the Tees valley.</p> <p>Fieldwork: Teesmouth study</p> <p>Use 6 figure grid references to locate features of the river.</p>
Year 6	<p>Britain at War</p> <p>Locate the world's countries and major cities involved in the WW1 and WW2</p> <p>Use 8 figure compass and 6 figure grid reference accurately to pinpoint key cities targeted during the war.</p> <p>Use lines of longitude and latitude on maps to be specific to find key locations.</p>	<p>Early Islam</p> <p>Geographical similarities and differences between Baghdad and London around 900AD.</p> <p>Use 8 figure compasses and use 6 figure grid references to locate specific town and cities in Asia.</p> <p>Where Ibn Battuta travelled.</p>	<p>Across the Atlantic</p> <p>To locate the states which were in favour of the slave trade and to see the North/South divide in the country.</p> <p>Use 8 figure compasses and use 6 figure grid references to locate specific locations of the Slave Trade Triangle in England, Africa and America.</p>

		Topic: Toys	Term: Autumn	Year: 1
Foundations of previous learning: 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.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom: Darlington.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>To use simple locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p>	<p>Use simple directional language [for example, near and far; left and right] to describe the location of features around the school.</p> <p>Devise a simple aerial map of objects on a table, of the classroom/bedroom and school using appropriate symbols and pictures.</p> <p>Read a simple map of the local area</p>	<p>Understand geographical similarities and differences when looking at human features (school, houses and shops).</p> <p>Understand geographical similarities and differences when looking at physical features (river/beck/wildlife).</p> <p>To know human and physical geography in the area around school and locate on a map.</p>	<p>Ariel view</p> <p>Human feature</p> <p>Physical feature</p> <p>Plan</p> <p>Landmark</p> <p>Route</p> <p>Map</p> <p>Symbol</p> <p>City</p> <p>Town</p> <p>Village</p> <p>Factory</p> <p>Farm</p> <p>Office</p> <p>Key</p> <p>Symbol</p> <p>Data</p>	<p>Directional language:</p> <p>Near</p> <p>Far</p> <p>Next to</p> <p>Left</p> <p>Right</p> <p>Key</p> <p>House</p> <p>Shop</p> <p>Farm</p> <p>Road</p> <p>School</p> <p>Classroom</p>
	Assessment of Skills	Assessment of Knowledge		
	<p>I can use an aerial map and be able to place symbols on it linked to the classroom.</p>	<p>Can you explain what a human feature is? It was built by people.</p> <p>Can you give an example of a human feature in the landscape? Houses, buildings, statues, roads, bridges etc.</p> <p>Can you explain what a physical feature is? It is natural and would have been here even if there were no people.</p> <p>Can you give an example of a physical feature in the landscape? Seas, mountains, rivers, lakes etc.</p>		

		Topic: People Who Help Us	Term: Spring	Year: 1
Foundations of previous learning: Using a simple map with symbols and describe the position of objects. Recognise and talk about local features in the environment. Make comments about the environment and how they differ.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To identify seasonal and daily weather patterns in the United Kingdom.</p> <p>To use basic geographical language that include :key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>To devise a simple map; and use and construct basic symbols in a key.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the surrounding area (school).</p> <p>Use simple directional language [for example, near and far; left and right] to describe routes on a simple map.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom (Link to Science – seasons).</p> <p>Understand geographical similarities and differences when looking at human features in the local area.</p> <p>Understand geographical similarities and differences when looking at physical features in the local area.</p> <p>Work on an aerial map and place symbols to represent features in the local area.</p>	<p>Spring Summer Autumn Winter Weather pattern Seasonal changes</p>	<p>Seasons Weather Months Near Far Next to Left Right Directional language</p>
	Assessment of Skills	Assessment of Knowledge		
	<p>I can use simple directional language (near, far next to) and link it to a map of the local school.</p> <p>I can use an aerial map to place symbols on it to the local school and local area (Darlington and Corporation Road).</p> <p>I can explain when the weather changes (Seasons).</p>	<p>Can you explain the basic weather pattern for the 4 seasons? Spring – can be sunny, rainy, dry and windy Summer – usually dryer and warmer but we can still get rain Autumn – usually starts mild and can get rainy, windy and colder Winter – wet, snowy and frosty</p> <p>Can you explain where a physical feature is in the local area? School, North Lodge Park, Baptist Church, Sainsbury's Local</p> <p>Can you explain where a human feature is in the local area? Trees in the playground, trees in North Lodge Park.</p>		

SCHOOL

		Topic: The Park	Term: Summer	Year: 1
Foundations of previous learning: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the surrounding area (school) Use simple directional language [for example, near and far; left and right] to describe routes on a simple map. Understand some physical and human features.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. To use world maps, atlases and globes to identify the United Kingdom. TRIP- Hardwick Park (Science)	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of South Park. Devise a simple map of the South Park using appropriate symbols and pictures. Follow a route on a map.	Name, locate and identify characteristics of the four countries in the United Kingdom. Name the capital cities of the four countries in the UK. Name the surrounding seas of the four countries in the UK. Locate Darlington in the UK. Follow a route map.	County Capital city Near Deciduous / Evergreen England Ireland Scotland Wales Darlington North Sea English Channel Irish Sea Atlantic Ocean	Key Locate Far Next to Right Left
	Assessment of Skills	Assessment of Knowledge		
	I can use the skills I have gained to follow a route map.	Can you say the four counties in the UK? England, Wales, Scotland and Northern Ireland Can you say the four capital cities in the UK? London, Cardiff, Edinburgh and Belfast Can you locate Darlington on a map? On a map of the UK. Can you say the surrounding seas in the UK? Irish Sea, North Sea and English Channel		

		Topic: Transport	Term: Autumn	Year: 2
Foundations of previous learning: Name, locate and identify characteristics of the four countries and capital cities in the United Kingdom. Name the surrounding seas of the four countries in the UK. Locate Darlington in the UK. Follow a route map.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Name and locate the world's 7 continents and 5 oceans. 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 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 world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Find where they live on a local map. Use compass directions (North, South, East and West) and locational and directional language to find countries of the world.	Name and locate the world's seven continents and five oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify countries and locate them on a map/globe. Identify the routes of Captain Cook's journey.	Vessel Mast Deck Crew Voyage Vast Flag Countries Continents Environment Features Landscape World Equator Hemisphere Map Globe Ocean Surrounding Climate Temperature Terrain Compass points	
	Assessment of Skills	Assessment of Knowledge		
	I can identify the country I live in from a world map. I can point to Darlington on a map of the UK. I can say the position of countries based on the direction from the UK.	Can you name the seven continents? Asia, Africa, North America, South America, Antarctica, Europe and Australasia Can you name some seas oceans and locate where they are? Irish Sea & North Sea Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean Can you name countries in the Northern hemisphere? Canada, China, France, Poland, Russia, Spain, United Kingdom – I would expect them to be able to recall some of these not necessarily all of them. Can you name countries in the Southern hemisphere? South Africa, Argentina, Australia, New Zealand – I would expect them to be able to recall some of these not necessarily all of them. What is the equator? An equator is an imaginary line around the middle of Earth. Can you point to north, east, south and west? I would expect them to do this using an image of a compass		

History Based topic		Topic: Dirty Beasts	Term: Spring	Year: 2
Foundations of previous learning: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the surrounding area (school, Corporation Road) Use directional language [for example, near and far; left and right] to describe routes on a simple map. Understand some physical and human features.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 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.	Draw or make a map of real (Darlington/Corporation RoD) or imaginary places (e.g. add detail to a sketch map from aerial photograph) – produce a simple key. Use photographs and maps to identify features of Darlington.	Fieldwork: Observe and describe key human and physical features of Darlington (local study). Identify where the hospital is and how to get there. Collect data on shops/house types, businesses.	Symbol Route Scale Grid lines Local National Economic Business Amenities Residential Semi-detached Detached Terraced Street Cul de sac Road Motorway Address Postcode hospital	
	Assessment of Skills	Assessment of Knowledge		
	I can draw/make a map with labels of our school and Darlington. I can identify features of Darlington from aerial photos and maps.	What are the key geographical features of Darlington? Buildings (including shops, schools, houses), parks, rivers, roads, train station, hospital What types of business are in Darlington? Shops, offices, hotels, restaurants, factories, call centres, council, newspaper, doctor What kind of houses are there? Terraced, semi-detached, detached, flats, bungalows, caravans Can you describe the route to Darlington? Children can describe the route from school to Darlington town centre – through the park, under the subway and into the town		

		Topic: The Seaside	Term: Summer	Year: 2
Foundations of previous learning: Name, locate and identify characteristics of the four countries and capital cities in the United Kingdom. Name the surrounding seas of the four countries in the UK. Locate Darlington in the UK. Follow a route map.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
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.	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of Saltburn. Devise a simple map; and use and construct basic symbols in a key. Begin to use North, East, South and West to describe locations. Add labels onto a sketch map, map or photograph of features.	Understand geographical similarities and differences through studying the human and physical geography of Saltburn. Make observations of the Valley Gardens, houses, beach, promenade (Link to Victorian seaside town).	Coordinates Geographical features Cliff Beach Bay Rock pool, Promenade Pier Jetty Breakers Amusements Dunes Map symbols Route Comparison Climate	
	Assessment of Skills	Assessment of Knowledge		
	I can sketch a map of Saltburn and label key physical and geographical features. I can label key features of a photograph of Saltburn.	Can you name some of the geographical features of Saltburn? Sea, coastline, cliffs, cliff lift, beach, park, promenade, pier What are the similarities between Saltburn and Darlington? They are both Victorian towns. They both have schools. They both have shops They both have train stations What are the differences between Saltburn and Darlington? Saltburn is a seaside town. Darlington is not.		

History based topic		Topic: Stone Age Linked to Rocks (Science)	Term: Autumn 1	Year: 3
Foundations of previous learning: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Reading a map and identifying geographical features.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Understand physical and human geographical features of the world, how these are interdependent and how they bring about change over time. Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs. Describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, Identify human geography, including types of settlement and land use, food, minerals and water.	Locate sites pertinent to stone age settlements on a world map. Identify countries on a world map. Identify key topographical features on a range of maps (including hills, mountains, coasts and rivers). Understand how some of these aspects have changed over time and why settlements developed.	Explain when the Stone Age was- identify on a timeline. Explain how tools helped development of settlements. Describe early humans. Name and locate sites in the United Kingdom, and their identifying human and physical characteristics to explain why Stone Age man would have settled there. Describe evidence for the Stone Age- how do we know? North Sea settlements, archaeology.	Tools- axe, flint Settlement Stone age- Palaeolithic, ice age Stone Henge Cave painting Cave man Dwellings Prehistoric animals Hunter/gatherer Archaeology World map Continents	
	Assessment of Skills	Assessment of Knowledge		
	Identify features on a map and label prehistoric features.	Why were settlements established in specific areas? Built around land that had good resources to keep them alive, crops, cattle. They were not hunter gatherers but farmers/food producers. How do we know about stone age settlements? Found cave paintings, Stone Age settlements in Scotland and other parts of the country that you can visit and see preserved settlements. How did people live in the stone age? Moved from being hunter gatherers at the beginning of the Stone Age to food producers. Beginning they lived in caves as shelters and protection from wild animals. Huts and tepees so they could move around to find enough food. Near the end of the period they built more permanent homes.		

	Topic: Darlington -Local Study		Term: Autumn 2	Year: 3
Foundations of previous learning: To know why settlements were established in specific areas. Identify key topographical features on a range of maps (including hills, mountains, coasts and rivers). Understand how some of these aspects have changed over time and why settlements developed.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
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. Human geography, including: types of settlement and land use, economic activity including trade links. Visit: Head of Steam museum.	Locate towns and cities in Britain using a range of maps including OS & digital. Identify key topographical features on a range of maps (including hills, mountains, coasts and rivers). Begin to match boundaries (e.g. find same boundary of a local county/country on different scale maps). Draw maps of the local area (including keys and labels).	Investigate origin of Darlington. Why it began as a town (Skerne) Name and locate Darlington and neighbouring towns associated with the train (case study: Darlington, Stockton, Middlesbrough & London). Understand how Darlington has changed over time from stone age to birth of the railway. Identify how the railway changed economic situation of Darlington (coal). How Darlington has grown.	Pease Heritage Trade Industry Settlement Town Locomotion/Rocket Colliery Anglo-Saxon: Dearthington,	
	Assessment of Skills	Assessment of Knowledge		
	Identify areas on the map pertaining to the route of the railway and boundary areas of Darlington.	How Darlington did began as a settlement? The original settlement of Darlington was situated on the West Bank of the River Skerne. Why did Darlington grow as a town? At the beginning of the 19th century, Darlington was still only a small market town but it grew rapidly and had reached a population of 50,000 by 1900. There was some industry in Medieval Darlington. The main one was making wool. Wool was woven and dyed in Darlington. There was also a leather industry. Which county is Darlington in? Durham		

SCHOOL

		Topic: Rainforest	Term: Spring	Year: 3
Foundations of previous learning: Use positional and directional language to find areas on a map. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
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). 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 in North or South America.	Draw an annotated sketch from observation including descriptive / explanatory labels and indicating compass directions. To name oceans and continents. To identify Tropics of Capricorn and Cancer in relation to the rainforest. Use a database to present findings on rainfall and temperature. Begin to use single letter/number coordinates to identify features on a map of the rainforest & Brazil. Locate key places in Brazil using a range of maps including OS & digital.	Understand similarities and differences through the study of the physical geography of Brazilian Rainforest. Discuss the importance of the rainforest. Identify different levels of the rainforest. Name animals and how they have adapted to the rainforest. I can identify some similarities and differences between Brazil and the UK.	Brazil South America Deforestation Global warming Rio De Janeiro Environment Oxygen Rainforest Canopy Rainfall Flora Fauna Fresh water Erosion	
Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Assessment of Skills	Assessment of Knowledge		
	Label the layers of the rainforest. Describe the significance of the Tropics of Cancer and Capricorn in relation to the rainforest.	Can you locate Brazil in the world? Brazil is located in South America. It is the largest country in the southern hemisphere. What are the 4 layers of rainforest? Most rainforests are structured in four layers: emergent, canopy, understory, and forest floor. Each layer has unique characteristics based on differing levels of water, sunlight, and air circulation. How are rainforest creatures adapted to their habitat? The animals use the tall trees and understory for shelter, hiding places from their predators, and a source of food. Because there are so many animals competing for food, many animals have adapted by learning to eat a particular food eaten by no other animal. Toucans have adapted by developing long, large bills. Sloths adapt to the rainforest by living high in the trees, keeping them safe from predators. ... Sloths move slowly at night, and camouflage with green algae. They have longer arms than legs, to help them climb. They have long claws to hang in the trees. (up to chn what rainforest animals they want to focus on.) Explain why the forest is important. Home too many animals. Rainforests also help to maintain the world's water cycle by adding water to the atmosphere through the process of transpiration which creates clouds. By absorbing carbon dioxide and releasing the oxygen that we depend on for our survival. Explain what is happening to the forest. Deforestation. Trees being cut down and it is estimated that an area the size of a football pitch is destroyed every second.		

History based topic		Topic: Ancient Egyptians	Term: Summer	Year: 3
Foundations of previous learning: Use variety of world atlases and maps. Identify key topographical features on a range of maps (including hills, mountains, coasts and rivers). Name and locate sites the United Kingdom, and their identifying human and physical characteristics to explain why stone age man would have settled there. Describe evidence for the Stone Age- how do we know? North Sea settlements, archaeology.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
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	Use 8 figure compasses, and letter/number coordinates to identify features & places of Egypt on a map.	Source and path of the River Nile. Name some features of the river. Study the importance of the River Nile and economic value to Egypt. What crops are grown along the river? What happens when it floods? Know what a shaduf is.	Dam Basin Bed Flood plain Fresh/salt water Irrigation Meander Mouth Oxbow lake Sediment Tributary Valley Up/downstream Transportation Silt Basin Bed Bank Aswan Dam	
	Locate places in Egypt using a range of maps including OS & digital.	Understand how some aspects have changed over time- Aswan Dam. Importance of rivers for human geography e.g. River Skerne – Darlington.		
	Identify some features of the River Nile and important landmarks.			
	Assessment of Skills	Assessment of Knowledge		
	Find the following places on a map... What are the coordinates of these places? Name three important landmarks.	What do these terms mean? River basin - an area of land drained by a river and its tributaries Source - a place where the river begins its journey Mouth - the place where a river enters a lake, larger river, or the ocean Tributary - a small river or stream that joins a larger river. How long is the River Nile? The Nile River flows over 6,600 kilometers (4,100 miles) until emptying into the Mediterranean Sea Where is the source of the Nile? Lake Victoria Why is the Nile so important in Egypt? The Nile provided Egypt with fertile soil and water for irrigation, as well as a means of transporting materials for building projects which enabled cities to be built. What is the Aswan Dam? It is a dam that is built over the River Nile.		

History based topic		Topic: Ancient Greece	Term: Autumn	Year: 4
Foundations of previous learning: Use 8 figure compasses, and letter/number coordinates to identify features & places of Egypt on a map. Name oceans and continents. Describe early humans Name and locate sites the United Kingdom, and their identifying human and physical characteristics to explain why stone age man would have settled there. Describe evidence for the Stone Age- how do we know? North Sea settlements, archaeology.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
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.	Locate Europe/Greece on a large scale map or globe. Identify islands of Greece. Recognise and use map symbols, including completion of a key. Begin to use coordinates to locate islands.	Locate the world's countries, using maps to focus on Europe & Greece. Identify key physical and human characteristics of major cities of modern Greece. <ul style="list-style-type: none"> • Types of settlement and land use, • Economic activity including trade links, • The distribution of natural resources including energy, food, minerals and water. Type of buildings and architecture. Compare maps of Ancient Greece to Greece today.	State Parthenon Acropolis Empire Doric Marathon	
	Assessment of Skills	Assessment of Knowledge		
	Locate Greece on a world map.	Why did settlers first live in Greece? Started colonies because they needed more farmland to raise enough crops/cattle to feed their people. Greece is 80% mountainous and only 20% farmland, so there was a shortage of good land. The mountains and seas provided natural divides between colonies. How many islands make up Greece? Up to 6, 000 but only 227 are inhabited. The largest islands are, Crete, Euboea, Lesbos, Rhodes, Chios. Which sea surrounds Greece? Mediterranean, Ionian, Aegean. What is the capital city of Greece? Athens		

		Topic: Brazil	Term: Spring	Year: 4
Foundations of previous learning: Use positional and directional language to find areas on a map e.g. 8 figure compasses, and letter/number coordinates to identify features & places on a map. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>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 in North or South America.</p> <p>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>Use the 8 points of a compass, 4- and 6-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.</p> <p>Study North and South America, concentrating on their environmental regions, human characteristics, countries, and major cities.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Ask geographical questions and research answers.</p> <p>Use a simple database to present findings for weather/temperature patterns.</p> <p>Consider how photos provide useful evidence to study a location.</p> <p>Use 8 figure compass and four figure grid references to identify location and features of Spain on a map.</p> <p>Recognise and use OS map symbols, including completion of a key.</p>	<p>To know Prime/Greenwich Meridian and time zones (including day and night). Identify Brazil in the time zone.</p> <p>Locate Brazil and its position in South America.</p> <p>Study the climate in Brazil.</p> <p>Identify key physical and human characteristics (types of settlement and land use) of major cities in Brazil</p> <p>Know the economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	Landmark Climate Time zone	Population Weather Temperature South America Settlement Rio De Janeiro Brasilia South America Slums Favelas Culture Trade
	Assessment of Skills	Assessment of Knowledge		
	<p>Use a map to locate Brazil.</p> <p>Use 8 figure and four figure grid reference to identify features of Brazil on a map.</p>	<p>Can you describe the climate in Brazil? The climate of Brazil varies from north to south, although it is largely tropical as most of Brazil lies in the tropics. The world's largest rainforest, the Amazon Rainforest, is located in the north of Brazil. Here, the climate is humid and sticky. The interior of Brazil is hot and dry.</p> <p>Can you name some features of Brazil? Brazilian Rainforest, hills, mountains, plains and highlands, Sugarloaf Mountain.</p> <p>Can you name any other major cities in Brazil? Sao Paulo, Rio de Janeiro, Brasilia, Salvador</p> <p>What is the capital city? Brasilia</p> <p>What is Brazil's main export? Soy beans, coffee, sugar, rice, oils (petroleum, iron)</p>		

History based topic		Topic: Roman Empire	Term: Summer	Year: 4
Foundations of previous learning: Use 8 figure compasses, and letter/number coordinates to identify features & places on a map. Name oceans and continents. Name and locate sites the United Kingdom, and their identifying human and physical characteristics to explain why stone age man would have settled there. Describe evidence for the stone age- how do we know? North Sea settlements, archaeology.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
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. Use the 8 points of a compass, 4- and 6-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.	Locate Italy/Europe/Roman Empire on a large scale map or globe. Use 8 figure compass and four figure grid references to identify location and features of countries of the Roman empire or Roman origin places in Britain on a map.	Name and Identify the countries of the Roman empire. Identify places in Britain on a map that have Roman place names and settlements (York, Binchester). Understand what place names mean. Identify Hadrian's Wall.	Ordinance Hadrian Rome Binchester Empire Picts Celts Roman road Camber Highway Turret Milecastle Fort Turret Amphitheatre.	
	Assessment of Skills Locate Italy and Rome on a map. Locate Roman origin places in Britain on a map.	Assessment of Knowledge Can you name some of the Roman settlements in Britain? Anything ending in 'chester' 'caster' 'cester' Londinium - London. Isurium - Aldborough. Aquae Arnemetiae - Buxton. Eboracum - York. Deva - Chester. Lindum Colonia - Lincoln. Camulodunum - Colchester. Isca Dumnoniorum - Exeter. Explain what place names mean? Some were named after individuals and some were named due to the function of the place itself. Ceaster (chester, caster) Lancaster, Manchester, - A Roman station or walled town in Old English Colonia (coln) Lincoln – A settlement Pons (pont) Pontefract – a bridge Portus (port) a harbour – Portsmouth Strata (strat – street) a Roman road, Chester Le Street		

History based topic		Topic: Invaders and Settlers	Term: Autumn	Year: 5
Foundations of previous learning: Explain when the Stone Age was- identify on a timeline. Explain how tools helped development of settlements Name and locate sites the United Kingdom, and their identifying human and physical characteristics to explain why Stone Age man would have settled there. Describe evidence for the Stone Age- how do we know? North Sea settlements, archaeology.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4- and 6-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.	Begin to use 6 figure grid references to locate Saxon & Viking place names/settlements. Use and recognise OS map symbols.	Locate the countries, using maps to focus on Europe (including the location of Russia) to identify where the invaders came from. To know origins of place names originating from Anglo Saxon and Viking period and how they compare to today (Darlington, Stockton, York and Skerne) Town/local study	Denmark Invasion Wessex Settlers Danelaw Denmark Angles Jutes Frisians Norway Monastery	
	Assessment of Skills I can locate places and give 6 figure references to tell people where a place is. I can recognise simple OS symbols based on a map of Darlington.	Assessment of Knowledge Where did the Vikings come from? The journey they took. The Vikings came from Norway, Sweden and Denmark. These three countries are known collectively as Scandinavia. Where did the Vikings settle in the UK? They mostly settled in the Danelaw, to the north and east of England. Some Norwegian Vikings or 'Norse' sailed to Scotland. They made settlements in the north, and on the Shetland and Orkney Islands. Vikings also settled on the Isle of Man and often raided Wales, but few made homes there. Name places that are Viking/Anglo-Saxon in origin. Barrow-in-Furness – meaning wood (barrow) Birmingham – meaning village (ham) Oxford – meaning river (ford)Buckingham – meaning enclosed in the bend of a river (hamm) Counties: Essex (East Saxons) Sussex (South Saxons) Middlesex (Middle Saxons) Wessex (West Saxons) The Angles settled in Anglia Can you give examples of place names that are Viking in origin and are local to Darlington? Gateshead – Head of the She Goat Newcastle – first castle built by William the Conqueror's son in 1080 Durham – the hill island Middlesbrough – means middle manor or middle fortified place	Valhalla Britons Land of Ice and Fire Sweden	

History based topic		Topic: The Tudors	Term: Spring	Year: 5
Foundations of previous learning: To know why settlements were established in specific areas. Identify key topographical features on a range of maps (including hills, mountains, coasts and rivers). Understand how some of these aspects have changed over time and why settlements developed.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
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).	Understand lines of longitude and latitude in relation to Tudor explorers.	Compare historical/ modern day maps - and how they have changed from Tudor times.	Francis Drake Golden Hind Longitude Latitude Oceans- Atlantic Pacific,	
	Assessment of Skills Children can identify the tropic of cancer, tropic of Capricorn and the equator. Children can describe the position of countries based on lines of latitude and longitude	Assessment of Knowledge How do Tudor maps of the world differ to today? Parts of the world had not yet been discovered during the Tudors time so the map as we know it today was not complete. Parts of America had not yet been explored so the map had sections without places on it. London was not developed as it is today. The city was concentrated around the river for incoming goods but London had not yet been influenced by the Industrial Revolution of the Victorian era. Can you name a Tudor explorer and where they journeyed to? Sir Francis Drake He was the first Englishman to sail around the world. He was known for being a brave and brilliant sailor. He led a number of victorious sea battles against the Spanish, which helped England become an important sea power Sir Walter Raleigh He was an adventurer and an explorer, born in Devon. He was also a particular favourite of the Queen. He led an expedition to the New World (Americas), where he claimed North Carolina and Virginia for her and England. Raleigh is often recognised for bringing tobacco and potatoes to England, but they were already known through the Spanish. He did make smoking popular though.		

		Topic: Rivers	Term: Summer	Year: 5
Foundations of previous learning: Investigate origin of Darlington. Why it began as a town (Skerne). Name and locate Darlington and neighbouring towns associated with the train (case study: Darlington, Stockton, Middlesbrough & London). Source and path of the River Nile. Name some features of the river. Study the importance of the River Nile and economic value to Egypt.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
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. 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.	Visit key points along the river & Teesmouth Field Centre. Use a database to interrogate/amend information collected. Sketch Transporter bridge and key features of the river. Use sketches as evidence in an investigation. Annotate sketches to describe and explain geographical processes and patterns. Use 6 figure grid references to locate features of the river.	Source and route of the River Tees through the Tees valley. Know the features of rivers and identify through maps and photos. Study the development of significant towns along the river such as Darlington, Stockton and Middlesbrough. <ul style="list-style-type: none"> types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals and water 	Erosion Stream Source Tide Sediment Tributaries Meander Basin Reservoir Dam Canal Estuary Silt Mouth Salt water Stream Tributary Upstream Mudflats Delta Current	
	Assessment of Skills Children will use 6 figure grid references to locate towns and features of the River Tees. Children will carry out fieldwork at Teesmouth Field Centre.	Assessment of Knowledge Describe the journey of the River Tees from source (Cow Green Reservoir) to the mouth (North Sea). The river Tees begins at its source in the Pennines. It then flows down High Force, past Barnard Castle, past Darlington, through to Yarm and Stockton and finally onto Middlesbrough where it meets the mouth of the North Sea. How was High Force formed? High Force is one of Britain's great waterfalls. It is in Teesdale, County Durham. It was created by erosion when a river went through the rock and did not erode the hard upper layer of igneous rock, but eroded the bottom layer of soft limestone, a sedimentary rock. It is one of the biggest waterfalls in the UK. What are the key features of the River Tees? It contains; V shaped valleys and interlocking spurs, waterfalls, floodplains and levees, meanders and ox bow lakes and an estuary at Tees mouth. It also provides an example of how river basins can be managed against flooding. Why was the River Tees so important to the area? The River Tees was really important during the Industrial Revolution, particularly for the shipping of coal from the Durham Coalfields and also for the steel industries that later developed around Middlesbrough. The move to loading coal on bigger ships in Middlesbrough was the economic driver for the development not only of the town of Middlesbrough itself but also of the railway between Stockton and Darlington. This is where George Stephenson developed his railway engine "Locomotion" and this railway was the first steam railway to carry passengers, as well as industrial materials. The Stockton and Darlington Railway was founded after an initial shareholders' meeting in a room in a public house in Yarm on Tees.	Bed Oxbow lake Flood plain Waterfall Pollution Irrigation	

History based topic	Topic: Britain At War	Term: Autumn	Year: 6
Foundations of previous learning: Use positional and directional language to find areas on a map e.g. 8 figure compasses, and letter/number coordinates to identify features & places on a map. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Name and locate counties and cities of the United Kingdom. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use atlases to find the locations of key countries during the war and data related such as population, distance from UK and France. Use atlases to find the country flags of the allies and axis in the war. Use 8 figure compass and 6 figure grid reference accurately to pinpoint key cities targeted during the war. Use lines of longitude and latitude on maps to be specific to find key locations.	Locate the world’s countries and major cities involved in the WW1 and WW2, using maps to focus on allies and axis. Identify historical sites linked to both wars e.g. Normandy landings or Dunkirk.	Longitude Latitude Grid Reference Compass Dunkirk Normandy Secondary resource Atlas Country Flag Data Statistics Population Location Axis Allies
	Assessment of Skills	Assessment of Knowledge	
	Children can find specific data related to key countries during the war. Children confidently use atlases and 6 figure grid references. Children understand and can use the terms longitude and latitude.	Which key cities were affected because the war? Why were particular areas targeted during the war? (WW2) Key UK cities which were affected in World War 2 were Newcastle, Manchester, Hull, Sheffield, Nottingham, Liverpool, London and Plymouth. The most heavily bombed cities outside London were Liverpool and Birmingham. These cities were targeted due to their location (close to the coast), their population and the significance to Great Britain, for example London being the capital city.	

History-based topic		Topic: Early Islam	Term: Spring	Year: 6
Foundations of previous learning: Use positional and directional language to find areas on a map. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Understand similarities and differences through the study of physical geography.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To know types of settlement and land use, economic activity including trade links and fair trade. To understand the distribution of natural resources including energy, food, minerals and water. 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 Islamic countries on a variety of maps. Compare maps with aerial photographs. Use atlases to find out other information (e.g. temperature, climate change, country statistics such as population.) Use 8 figure compasses and use 6 figure grid references to locate specific town and cities in Saudi Arabia.	To understand how and why people settled in Islamic countries (Saudi Arabia). To know where and why Ibn Battuta travelled. To find key similarities and differences between Saudi Arabia and England including population, birth and death rates, weather differences, topographical differences, housing, schools and jobs.	Asia Settlement Saudi Arabia Islamic Ibn Battuta Topographical Culture Trade Diversity Compare Contrast Population Statistics	
	Assessment of Skills	Assessment of Knowledge		
	Children can locate Islamic countries on various maps. Children can compare maps to aerial photographs and can see how these photographs have changed over time.	Explain where and why Ibn Battuta travelled. Travelled for Hajj (pilgrimage to Mecca). The journey should have taken 16 months but took him 24 years. He travelled from Tangier, Morocco to the Middle East. Then, he sailed down the Red Sea to Mecca. He then spent the month of Ramadan in Damascus then joined a group and travelled to Medina. After four days, he continued to Mecca. Ibn Battuta decided to continue his journey to the north-east of India. He spent six years in Hansi in India and then moved onto China. He visited cities such as Beijing. He then took a detour to the Maldives but left after nine months as he was unhappy with how women in the Maldives were allowed to dress. In 1348, he returned to Damascus. On his way home, he made one last detour to Sardinia and he finally returned to Tangier Morocco in 1349. Explain why people in settled in Islamic countries (Saudi Arabia). The spread of Islam spans about 1,400 years. Muslim conquests following Muhammad's death led to the creation of the caliphates, occupying a vast geographical area; conversion to Islam was boosted by Arab Muslim forces conquering vast territories and building imperial structures over time. Most of the significant expansion occurred during the reign of the Rashidun from 632 to 661 CE, which was the reign of the first four successors of Muhammad. These early caliphates, coupled with Muslim economics and trading, the Islamic Golden Age, and the age of the Islamic gunpowder empires, resulted in Islam's spread outwards from Mecca towards the Indian, Atlantic, and Pacific Oceans and the creation of the Muslim world. Trade played an important role in the spread of Islam in several parts of the world, especially Indian traders in Southeast Asia. Name key differences between Saudi Arabia and England. Saudi Arabia is about 9 times bigger than United Kingdom. Both countries are kingdoms, however the UK is headed by a queen the Kingdom of Saudi Arabia is headed by king Abdullah. They have different educational systems. As a country, Saudi Arabia is richer than England, as England makes 18.7% less money. In Saudi Arabia, the average life expectancy is 76 years (75 years for men, 78 years for women) as of 2020. In United Kingdom, that number is 81 years (79 years for men, 84 years for women) as of 2020. England are having 19% fewer children compared to Saudi Arabia. In Saudi Arabia, there are approximately 14.7 babies per 1,000 people as of 2020. In United Kingdom, there are 11.9 babies per 1,000 people as of 2020. In England someone can see 4.7 times more coastline as Saudi Arabia has a total of 2,640 km of coastline. In United Kingdom, that number is 12,429 km.		

		Topic: Across the Atlantic	Term: Summer	Year: 6
Foundations of previous learning: Use positional and directional language to find areas on a map. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Study North and South America, concentrating on their environmental regions, human characteristics, countries, and major cities. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Locate North American Slave Trade States and Underground Railroad points on a variety of maps. Compare maps with aerial photographs and older 19 th century maps. Use atlases to find out other information (e.g. temperature, climate change) in relation to working on plantations. Use 8 figure compasses and use 6 figure grid references to locate specific locations of the Slave Trade Triangle in England, Africa and America.	To locate the states which were in favour of the slave trade and to see the North/South divide in the country. To know what the climate conditions were like for slaves working on plantations. To know the three main locations of the Slave Trade Triangle and why these locations were important. To know about the process of volcanoes and earthquakes which are common natural disasters in America.	Plantations Trans-Atlantic Colonies America Africa Europe Auction Human Rights Profit Empire Climate Location England	
	Assessment of Skills	Assessment of Knowledge		
	Children can locate the states which used slavery in the 19 th century and can locate these on a map. To know specific locations of the three main parts of the Slave Trade Triangle.	To know what it was like for the slaves to work in the climate of the southern states of America. The soil was very difficult to grow crops in, so slaves did the work. The work was difficult but profitable, so landowners utilized slaves to do the work. African societies exported more slaves in colder years. Lower temperatures reduced mortality and raised agricultural yields, lowering slave supply costs. The South needed the slave population to grow labour-intensive tobacco, cotton, and rice. The North needed the slave population to manufacture industrial goods in factories. Unsanitary conditions, inadequate nutrition and unrelenting hard labour made slaves highly susceptible to disease. Illnesses were generally not treated adequately, and slaves were often forced to work even when sick. To know how the three main locations of the Slave Trade Triangle helped it to operate and what happened at each point. From the 1500s, the 'Triangular Trade' is a name given to the three main voyages of the transatlantic slave trade. - British enslavers sailed from ports such as Glasgow, Liverpool and Bristol to West Africa. There, enslaved West African people were exchanged for trade goods such as guns, cloth, iron and beer. - These enslaved people were then taken across the Atlantic to be sold in the West Indies and North America. This journey is known as the Middle Passage. It is estimated that 2 million enslaved people died during this journey, due to the horrific conditions on the ships. - British enslavers then sold the enslaved people in the West Indies and North America. They brought a cargo of tobacco, rice and other goods back to England to sell.		

Subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- 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:
- 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

Geographical skills and fieldwork

- 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

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

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
- 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)

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 in North or South America

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
 - 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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.

COMMUNITY PRIMARY
SCHOOL

GEOGRAPHY

Ideas for modifying this curriculum to meet the needs of all children

- For children with visual impairments, resources such as maps will need to be enlarged.
- Simplified resources, e.g. less detailed atlas by be used.
- Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- As with all children, make the curriculum as real and relevant as possible. Where visits or guest speakers are not possible, use of visual opportunities should be made, e.g. virtual tours and similar resources online.

General

- Use of additional adult when possible.
- Differentiated outcomes and tasks.
- Simpler versions of text/resources.
- Pre-teaching vocabulary, vocabulary maps/word banks.
- Mixed ability groupings/paired work/peer support.
- Writing frame/structured activities.
- Task targets/clear success criteria.
- Visual stimuli/hooks- turn abstract in to concrete.
- Awareness of sensory needs, e.g access to fiddle toy, wobble cushion, ear defender.
- Work station/boxes.
- Incentives – reward time for completing tasks.
- Extra time to complete tasks.
- Emotional support with taking risks and feeling successful.