Geography Curriculum Coverage: Key Stage One

Expected Vocabulary. NC Objectives. Intended activities. Prior knowledge – must be revisited before new content taught

Fieldwork/ outdoor learning opportunity Opportunities for English, Maths and the 10 Parkview skills

Year One	Curriculum Objective	Knowledge/Activity	Vocab
Pirates Locational Knowledge Human and Physical Geography	Name, locate and identify characteristics of the 4 countries and capital cities of the UK its surrounding seas **in the context of weather of the UK** To identify seasonal and daily weather patterns **in the context of the weather of the UK**. To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. To understand the human/physical geography of a cold area of the world **in the context of The Artic.**	Children learn about different types of weather in their immediate environment along with the four seasons. The children will then have the opportunity to build on this knowledge and get introduced to hot and cold areas of the world and the impact of weather types. Children will have opportunities to observe and record the weather, present their own weather forecasts and make valuable links with Science, Computing, Numeracy and Literacy from across the curriculum. English – Non-Chorological Report – Fact file about a pirate Maths - Geometry- properties of shape 2-D & 3-D Literate- Building up literacy skills to becoming confident communicators Literate	Weather, seasonal changes, weather symbols, maps, globes, Equator, North and South Pole, features
Our Local Area - Houses and Homes Human and Physical Geography Geographical skills and fieldwork	To recognise human & physical features **in the context of children's own locality.** To use simple fieldwork & observational skills to study the surrounding environment **in the context of children's own locality.** To understand basic geographical features: **houses (human features).** To develop knowledge about children's locality – **jobs (human features).** To use basic geographical vocabulary to refer to key human/physical features.	Children learn about their locality beyond the school gate, building on children's knowledge and understanding of their school environment. Children will explore their local area using first hand observation to enhance their locational awareness along with developing essential map and fieldwork skills. This will give children a greater insight into where they live. English – Persuasion – A leaflet to come to Derby Maths- Geometry – Position and direction	Local, landmark, housing type, geographical issue, environment, City, town, village, farm, house, aerial, plan, human feature, physical feature, symbols key

		Independence and self-awareness – Know who you are and where you have grown up Independent and self-aware Value – Value the area around you both human and physical features Valuing Communicator – Talk to people about the local area asking questions and thinking about answers Communicator	
Spring 1 no Geography			
Spring 2 no Geography			
Mexico Place Knowledge Geographical skills and Fieldwork	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country **in the context of Mexico.** To use world maps, atlases and globes to identify the countries studied at this key stage **in the context of Mexico.**	Children learn about the geography of Mexico by focusing on the main human and physical features of the country, extending children's knowledge of the world. Children will learn about the geographical similarities and differences between Mexico and the United Kingdom. Children build their map skills using atlases, world maps and globes more widely, along with using webcams, online mapping programmes and interpreting a range of information. English – Recount – Diary of a day of a child in Tocuro Maths – Measurement – distance of landmarks and key features Value – Value the world around us and where it has come from Valuing Team Player – To create a book incorporating everyone's ideas Team player	Capital city, main city, features, difference, similarity, culture, atlas, landmark, Continent, North America

Summer 2 no Geography			
Year Two	Curriculum Objective	Knowledge/Activity	Vocab
Autumn 1 no Geography			
Autumn 2 no Geography			
Magical Mapping Locational Knowledge Geographical skills and Fieldwork	To devise simple maps; and use and construct basic symbols in a key in the context of the school/local area To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map **in the context of the school environment.** To use atlases and globes to identify the UK and its countries in the context of using an atlas/ developing atlas skills. To name and locate the world's seven continents and five oceans **in the context of the developing atlas skills**. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features To 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 **in the context of aerial photographs.** To name and locate the world's seven continents and five oceans in the context of developing map skills.	Children will develop key map skills through a range of engaging geographical skill-based activities. Children will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit. English – Information writing about resources and environment of school Maths – Measurement – Area of rooms and spaces around school Value – Value the world around us by valuing different landmarks and features of different environments. Valuing	Compass, North, South, East, West, near, far, left, right, feature, route, distance, sketch map, symbols, aerial, continent, ocean
Spring 2 SATS no Geography			
What a wonderful world Locational Knowledge	Name and locate the world's 7 continents and 5 oceans; To use world maps, atlas and globes to identify the UK and its 4 countries, as well as the countries, continents and oceans at this key stage **in the context of the geography of the world,**	Children learn about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and children's own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical	Forest, hill, coast, mountain, valley, human feature, physical feature, continent, country, journey line, oceans,

Human and Physical Geography	**creating journey lines, a case study approach about Europe** To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and North and South Pole. To use aerial photographs to recognise landmarks and basic human and physical features. To use basic geographical vocabulary to refer to key physical and human features.	and creating their own journeys across the world. Children continue to build on their map skills developed in Year 1 using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks. English – Instructions – how to get from one location tot eh next around school Maths using timetable to plan journeys on public transport Challenge, Resilience – a challenge to plan a journey across the world and stick at it! Challenge Resilience	climate, features, North, South, East, West
Sensational Safari Locational Knowledge Place Knowledge Human and Physical Geography Geographical skills and fieldwork	To name and locate the world's seven continents and five oceans in the context of the North and South Pole To use world maps, atlases and globes to identify the countries studied at this key stage **in the context of Africa (Kenya)** To devise simple maps To 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 **in the context of Africa (Kenya, Maasai) and comparing an area of Kenya and Derby** To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map **in the context of national park/ safari maps.**	Children learn about the geography of Kenya through focusing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. Children will learn about the similarities and differences between Kenya and the UK along with continuing to develop their geographical skills through a variety of fun and interactive activities. English – Non Chronological Reports for particular animals Maths – Statistics for top speed of animals Curious – asking questions about different habitats/landscapes/cultures and think about how these are different to those in the UK. Curious Challenge enquiry into animals and their habitats, thinking about differences when comparing. Challenge	Africa, continent, tourism, species, compass, physical, human, national park, game reserve, animal migration, landmark

Geography Curriculum Coverage: Key Stage Two

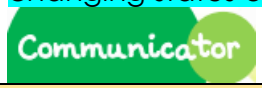
Expected Vocabulary. NC Objectives. Intended activities. Prior knowledge – must be revisited before new content taught

Fieldwork/ outdoor learning opportunity Opportunities for English, Maths and the 10 Parkview skills

Year Three	Curriculum Objective	Knowledge/Activity	Vocab
Autumn One no geography			
Autumn Two no geography			
Spring One no geography			
Spring 2 Rainforest Spring 2 Locational Knowledge Geographical Skills and Fieldwork Place Knowledge	To 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 **in the context of rainforests** To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **in the context of rainforests.** To 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) in **the context of rainforests** To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **in the context of a**	Children take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They compare Sherwood forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats. English - Persuasive writing to argue for conservation of habitat Maths - comparing area and changes caused through deforestation Valuing, children develop an appreciation of the role of rainforests in the earth's climate and the importance of protecting them. Valuing	Rainforest, equator, tropical climate, atlas, tropic of Cancer, tropic of Capricorn, forest floor, understory, canopy, emergent layer, species

	tropical climate, layers of a rainforest, rainforest inhabitants To 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 **by comparing the Amazon rainforest and Sherwood Forest** To 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 **in the context of rainforest conservation**		
Extreme Earth Summer 1 Human and Physical Geography	To describe and understand key aspects of physical geography **in the context of what is under the Earth's surface, volcanoes, earthquakes, tsunamis and tornados.**	Children learn about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment. English – discussion with partners and groups – Oracy Maths – Richter and Mercalli scales use to measure earthquake strength Curious – how do natural disasters occur and what effects the impact this has on populations and their environment and infrastructure? Curious	Topsoil, subsoil, bedrock, crust, mantle, outer core, inner core, magma Volcano, eruption, magma, main vent, crater, magma chamber Active, dormant, extinct Epicentre, shock wave, magnitude (power/ strength), Richter, Mercalli.
Land Use Summer 2	Name and locate countries and cities of the UK and their land use patterns. To describe and understand key aspects of human geography including land use **in**	Children will take a careful look at the places around them, and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural	Sketch map, aerial view, feature, annotation,

Locational Knowledge Human and Physical Geography Geographical Skills and Fieldwork	**the context of using and creating sketch maps, keys and legends, drawing a map, thinking about urban and rural areas** To 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 **in the context of drawing a sketch map.** Use maps and atlases to describe land use i**n the context of thinking about urban and rural areas and agriculture**	surveyors by considering where different types of farming activities occur within the UK Go onto the field and sketch school. Do virtual walk down Springwood Drive using Google maps, drawing buildings on their maps. Use maps and atlas to discover land usage. English- create map with a partner and use turn taking and decision-making language Maths – thinking about scale on maps and positions on the grid. Creative - children use their sketches of school to inspire artwork in different mediums Creative	landmark, distance, key, symbol, cartographer, land use, urban, rural, population, forestry, protected land, coastal, freshwater
Year Four	Curriculum Objective	Knowledge/Activity	Vocab
Autumn One no geography			
The Water Cycle Human and Physical Geography	Describe and understand the key aspects of the water cycle **in the context of learning about the changing states of matter, explaining the water cycle, learning about clouds and rain, the water treating process, flooding and water pollution** Links to Science – changing states of matter. To explain the three states of matter.	Complete KWL grid. Practical demonstration - show the children the balloon of water after it has been in the freezer. Cut away the balloon to reveal the ice. Clarify the terms liquid and solid. Ask the children if we can get the water back. How can we do it? Show the children a kettle of cold water as it boils. Use a metal tray to demonstrate was is happening. They can see the steam. Explain the term condensation. Teach the water cycle song. Draw the water cycle and explicitly teach the vocabulary – evaporation and condensation. Links to Science and states of matter. Complete worksheet on the water cycle to reinforce what happens and place the cycle in numerical order. English – creating a glossary of technical vocabulary associated with the water cycle Maths – use of thermometers to measure temperature and measuring liquid capacity	Evaporation, condensation, water vapour, steam, rain, precipitation, gas, melt, solid, liquid, cooling, boiling, freezing, flooding, bacteria, closed cycle.

		Communicator – oral presentation explaining the changing states of matter 	
Spring One no geography			
All Around the World: North or South? Locational Knowledge	To 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 **in the context of researching countries in different hemispheres, using co-ordinates to read maps, comparing polar regions to the UK, comparing the climate of the tropics with that of the UK, exploring countries on the Meridian Line, comparing times in different countries.**	Complete KWL grid. Review 4 main compass points and prior learning. Show children the globe and locate the UK. How would you describe the position? Explicit teach the term 'hemisphere' – half sphere. Now ask children again where is the UK? Northern or Southern Hemisphere? Show class world map – flat. Show the line separating the Northern and Southern Hemisphere. Explain it is called the Equator. Show faint white lines on maps. Explicitly teach latitude and longitude. Explicitly teach about the Poles, Arctic and Antarctic Circle. What animals might you see if you visit? What would the weather be like? Research hours of daylight and compare to other areas/countries. Locate the position of the Tropic of Cancer and Capricorn (link to previous map work). Research the weather, habitats, forests and rainforests. Share facts about Prime Meridian. Share these on the globe. English –Fact file of chosen area Maths – locate using grid references Challenge – new learning for the children 	Equator, Northern Hemisphere, Southern Hemisphere, latitude, longitude , coordinates, polar region, North and South Pole, Arctic Circle, Antarctic Circle, Antarctica, Tropic of Cancer and Capricorn, climate, the tropics, Prime and Greenwich Meridian, Greenwich Meantime
Summer One no Geography			
Somewhere to Settle: Types of Settlement and Land Use	To 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	Explain that many of the places people live today have existed for hundreds of years. They were created by Vikings for example – link back to Term A – The Vikings. Other places have been	Settlement, settler, site, need, shelter, food, defence, water, fuel, building

Human and Physical Geography Geographical Skills and Fieldwork	energy, food, minerals and water **in the context of the needs of early settlers, comparing land use in different settlements and designing a settlement.** To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **in the context of the origins of settlements.** To 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 **in the context of identifying links between settlements**.	built recently – think of Oakwood due to the growing population. What things might settlers have looked for when choosing a settlement? Look at Viking place names. How would you identify land use on a map? Can you see industrial areas? Residential areas? Research small, medium and large settlements. English – newspaper article reporting on land use changes over time Maths –perimeter Communicator – debate teams arguing for land use for an imaginary settlement 	materials, agriculture, transport, village, town, city, land use, retail, leisure, housing, business, industrial, link, journey, route, plan, retail, leisure, housing, business, industrial, key, symbol.
Year Five	Curriculum Objective	Knowledge/Activity	Vocab
Marvellous Maps Locational Knowledge Geographical Skills and Fieldwork	To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas To name and locate cities of the UK and their identifying human and physical characteristics **by using an atlas.** To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **by using the index and co-ordinates.** To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world **by identifying landmarks shown on an Ordnance Survey map** To use the eight points of a compass to build knowledge of the United Kingdom and the wider world **by describing routes on a map**.	Children will further explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time. English - Write instructions to travel from one location to another Maths Uses of co-ordinates Value – look at the variety in the UK both in terms of landmarks and landscapes. Look at how places have changed over time. 	Index, symbols, co-ordinates, compass, Northeast, Northwest, Southeast, Southwest,

	To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world **by finding features on a map.**	Communicator – verbal directions in group work. Clarity in instructions. 	
Autumn Two no Geography			
Spring One no Geography			
Spring Two no Geography			
France Locational Knowledge Place Knowledge Geographical Skills and Fieldwork	Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied **in the context of identifying France, identifying cities and regions of France** Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region of North or South America **in the context of France**	Children will locate France and different regions, explore the human and physical geography of specific regions (links to previous studies and comparisons with human and physical geography). Children will bring together their learning and create 3D landscape models, tourism information booklets, 3D landmark models and postcards to share what they have found out. English Studying a novel based in France and creating information booklet. Maths Compare currency and exchanging. Using scale to create models. Value – valuing the differences and similarities between cultures and people 	Continent, Europe, atlas, tourist destination, culture, climate, weather
Enough for Everyone Human and Physical Geography Locational Knowledge Geographical Skills and Fieldwork	To 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 **in the context of what settlers need, electricity generation and distribution, renewable and non-renewable energy sources, food miles, conserving food, water and energy supplies and comparing resource supplies in the UK and abroad.**	In Enough for Everyone, children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resource such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.	Settlers, electricity distribution, renewable energy, non-renewable energy, food miles, conservation, atlas, produce, food wastage, food shortage,

	To 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 **in the context of UK power stations.** To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **in the context of food miles.**	English - persuasive writing article to reduce carbon footprint Maths -measuring food miles, using addition and recording skills Self-aware – independent and self-aware. Thinking about their own impact on the planet with their carbon footprint. Independent and self-aware	CO2 levels, carbon footprint.
Year 6	Curriculum Objective	Knowledge/Activity	Vocab
Autumn One no Geography			
Our Changing World Locational Knowledge Human and Physical Geography Geographical skills and Fieldwork	To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **in the context of erosion and weathering, coastal features, looking at how landscapes change over time.** To 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 **in the context of coastal features, the changing make-up of the UK** To 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	Children will discover some of the many ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. Children will learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. Using an online database of photographs, children can explore how landscapes change. Children will have the chance to predict the future and look at which might change again in their lifetimes. English - labelling technical models with clarity and purpose thinking about audience Maths measuring coastal erosion in m and cm Curious questions - what will happen in the future and how can they impact it? Curious	Hills, mountains, coasts and rivers, weathering, erosion, deposition, coastline, landscape

	regions, key physical and human characteristics, countries, and major cities **in the context of the changing international borders of Europe.** To 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 **in the context of coastal features.**		
Spring One no Geography			
Spring Two SATS no Geography			
Amazing Americas Locational Knowledge Human and Physical Geography Geographical Skills and Fieldwork	To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied **in the context of North and South America.** To locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities **in the context of places in North and South America.** Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and time zones (including day and night) in **the context of identifying and describing a range of places across the Americas.** Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **in the context of comparing how weather and climate**	Children will first find out about the continents of North and South America, and the countries that form them. They will also look in more detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. There is the opportunity to carry out a detailed fieldwork study of the children's local area to help them to identify the similarities and differences between a region of the Americas and where they live. Children will also develop their map and atlas skills and practise reading and writing coordinates. They will learn about the ancient and new wonders of the world, specifically those of the Americas, and they will research a natural wonder of the Americas and create their own presentations to teach others what they learn. English Describing wonders of the world, persuasive travel leaflet Maths Reading and Writing coordinates Communicator - describing ideas to a group 	Landmass, equator, tropics, poles, coordinates, latitude, longitude

	across America is affected by geographical location. 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 **in the context of undertaking fieldwork to identify human and physical features of the local area**	Team player – battleship style games using coordinates based on clear discussions with a partner. Team player	
Trade and Economics Locational Knowledge Place Knowledge Human and Physical Geography Geographical skills and Fieldwork	To 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 **in the context of UK imports and exports and changing trade links** To 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 **in the context of UK imports and exports** To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **in the context of UK trade links** To 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 **in the context of exports from El Salvador**	Children find out about how goods and services are traded around the world (Y5 topic on resources). They will explore the UK's trade links today and, in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in a global market. English Speaking and Listening 'Dragon's Den' style pitch. Persuasive language. Maths exploring the mean when comparing how exports and imports have changed over time Value – how lucky we are to receive trade to and from our country. Valuing	Import, export, trade. Economy, globalisation, global supply chain, multinational company, fair trade, goods,