



**Geography  
Curriculum at Our  
Lady of the Rosary  
Primary School**

# Progress

In the revised 2019 Education Inspection Framework and the 2021 Handbook progress is redefined as:

**‘pupils knowing more and remembering more’**

# Sequencing learning for SEND pupils

Expectation that deep consideration has been given to the needs of pupils with SEND and that learning is being sequenced appropriately for them

## Key Performance indicators

- On the whole, pupils with SEND follow the same content as their peers
- There is effective support provided, through differentiation or support, to allow SEND pupils to access the content for their year group
- Intervention is well organised and flexible enough to allow support to be available, when needed
- The progress made by SEND pupils, as measured by their ability to **know more and remember more**, is positive
- SEND pupils can talk with some authority about the learning they have experienced
- There is enough flexibility in the planning to allow some SEND pupils to take more time over certain aspects of learning that has interested them
- If need be, more time is taken to link the new learning to their prior learning in an attempt to engage SEND pupils more rapidly

# Long Term Overview

Geography Curriculum Design Y1-6		Core Units		
		Autumn Curriculum theme 1	Spring Curriculum theme 2	
Upper KS2	Y6	Biomes	North America	
	Y5	Settlements and land use	Natural Resources	
Lower KS2	Y4	Journey of a river	Coasts	
	Y3	My Place in the World: UK	Volcanoes and Earthquakes	
KS1	Y2	Planet Earth	Handa's African Adventure	
	Y1	Peterlee the Place to be!	Paddington visits London	Ice Explorers

# Why study geography?



*DfE, 2013*

“A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.”

**Inspire in pupils a curiosity about the world and its people**

**Knowledge about diverse places, people, resources and natural and human environments**

**Enduring awareness, responsibility and tolerance for the world around us**

**Creating global citizens**

# What is geography?



“Geography puts the understanding of social and physical processes **within the context of place** - recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them.”

*RGS, 2015*

Geography is a cross discipline subject; borrowing from many other subjects such as English, science, maths and history. This has led to some confusion as to how to develop an effective geography curriculum.

**What separates geography from other subjects is PLACE. We put the learning in the context of a specific location.**

# Geography Overview

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p><b>Locality</b> What is my local area like?</p>	<p><b>Planet Earth</b> Can I locate continents, oceans and England on a World map?</p>	<p><b>Where is my place in the world?</b>  Do I understand how and why the UK is a diverse place?</p>	<p><b>Rivers</b>  Can I describe and explain the water cycle?  Can I identify and describe river characteristics and processes?</p>	<p><b>Settle Down</b>  Can I identify and describe different types of settlements?</p>	<p><b>Biomes</b>  Can I explain why different areas of the world have different climates and features?</p>
	<p><b>Paddington Bear travels around England.</b>  Can I compare England to Peru?</p>	<p><b>Handa's African Adventure</b>  Are all environments in all countries the same? Can I compare the UK to Kenya?</p>	<p><b>Volcanoes and earthquakes</b>  Can I describe the features of volcanoes and earthquakes?</p>	<p><b>Coasts</b>  Can I identify and explain the processes of erosion, weathering and transportation along the coastline</p>	<p><b>Why are natural resources so important?</b>  Can I explain how renewable energy benefits the environment?</p>	<p><b>North America</b>  What are the geographical features?</p>

# Geographical Knowledge and Skills

## Locational Knowledge

EYFS	Year 1	Year 2	
	<ul style="list-style-type: none"> <li>• Know the names of the four countries that make up the UK</li> <li>• Know the names of the three main seas that surround the UK</li> <li>• Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</li> <li>• Know the name of the nearest town or city</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of and locate the seven continents of the world</li> <li>• Know the names of and locate the five oceans of the world</li> </ul>	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Know the names of and locate at least eight European countries</li> <li>• Know the difference between Great Britain, The British Isles and the United Kingdom</li> <li>• Know the names of and locate at least eight counties and at least six cities in England</li> <li>• Know the names of four countries from the southern and four from the northern hemisphere</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of and locate at least eight major capital cities across the world</li> <li>• Know where the main mountain regions are in the UK</li> <li>• Know, name and locate the main rivers in the UK</li> <li>• Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</li> <li>• Know what is meant by the term 'tropics'</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of a number of European capitals</li> <li>• Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of, and locate, a number of South or North American countries</li> <li>• Know about time zones and work out differences</li> </ul>



# Geographical Knowledge and Skills

Place Knowledge			
EYFS	Year 1	Year 2	
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Know features of hot and cold places in the world</li> <li>Know where the equator, North Pole and South Pole are on a globe</li> </ul>	<ul style="list-style-type: none"> <li>Know the main differences between a place in England and that of a small place in a non-European country</li> </ul>	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Know at least five differences between living in the UK and a Mediterranean country</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate that climate has an important part to play when considering how people live</li> </ul>		<ul style="list-style-type: none"> <li>Know key differences between living in the UK and in a country in either North or South America</li> <li>Recognise the physical conditions necessary for the creation of different biomes</li> </ul>

# Geographical Knowledge and Skills

## Human and Physical Geography

EYFS	Year 1	Year 2	
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Know which is the hottest and coldest season in the UK</li> <li>• Know and recognise main weather symbols</li> <li>• Know the main differences between city, town and village</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</li> <li>• Explain some of the advantages and disadvantages of living in a city or village.</li> </ul>	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Know what causes an earthquake</li> <li>• Label the different parts of a volcano</li> </ul>	<ul style="list-style-type: none"> <li>• Know and label the main features of a river</li> <li>• Know the name of and locate a number of the world's longest rivers</li> <li>• Know the names of a number of the world's highest mountains</li> <li>• Explain the features of a water cycle</li> <li>• Know why recycling is important</li> </ul>	<ul style="list-style-type: none"> <li>• Know what is meant by biomes and what are the features of a specific biome</li> <li>• Label layers of a rainforest and know what deforestation is</li> <li>• Understand about the term 'fair trade' and its implications on the lives of so many people</li> <li>• Recognise the positive and negative features of plastic</li> <li>• Know why ports are important for world trade</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of and locate some of the world's deserts</li> <li>• Have a good understanding about climate change and its potential impact on our lives</li> <li>• Know why industry is important to the world</li> <li>• Begin to appreciate the issues associated with Brexit</li> </ul>

# Geographical Knowledge and Skills

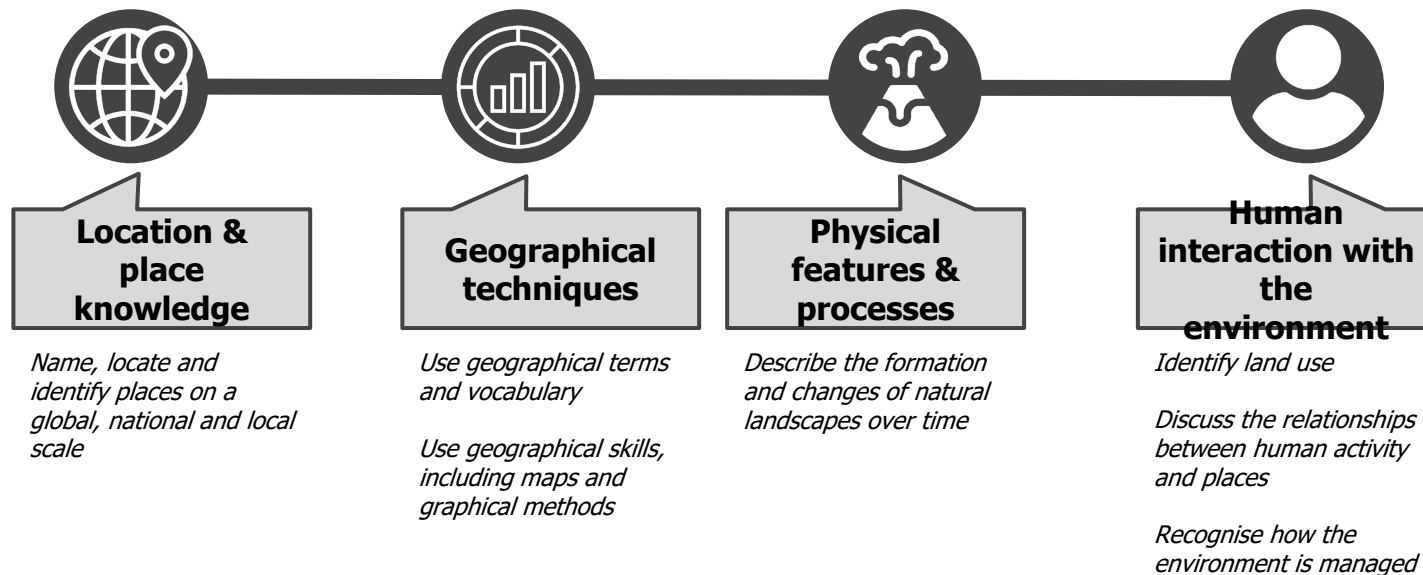
## Geographical Skills and Fieldwork

EYFS	Year 1	Year 2	
<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul>	<ul style="list-style-type: none"> <li>Know which is N, E, S and W on a compass</li> <li>Know their address, including postcode</li> <li>Know that all streets have a name, including post code</li> <li>Know how to follow a simple road map</li> <li>Talk about the features in their local environment.</li> </ul>	<ul style="list-style-type: none"> <li>Know and use the terminologies: left and right; below, next to</li> <li>Know the name of the nearest town or city and locate it on a map of the UK</li> <li>Locate a number of cities on a map of the UK</li> <li>Make a model, using road strips and toy buildings that shows features in an area</li> </ul>	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Use maps to locate European countries and capitals</li> <li>Use a globe to gain a better understanding about countries' location (USA and Russia, for example)</li> <li>Use maps to locate European countries and capitals</li> <li>Know and name the eight points of a compass</li> <li>Talk about the features in their local environment and compare it with another they know</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</li> <li>Talk about the main differences between a world map and a globe</li> <li>Distinguish between the Northern and Southern hemisphere on both a world map and a globe</li> <li>Know how to plan a journey within the UK, using a road map</li> <li>Make a model to show part of the local area, e.g. parks, shopping precinct, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use graphs to record features such as temperature or rainfall across the world</li> <li>Use appropriate special language when giving directions</li> <li>Know most of the symbols used on a UK road map, including status of roads</li> <li>Know some of the main features of a satnav</li> </ul>	<ul style="list-style-type: none"> <li>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</li> <li>Know how to use digimaps</li> <li>Be familiar with topographical maps and know about contours, etc</li> <li>Know what most of the ordnance survey symbols stand for</li> <li>Know how to use six-figure grid references</li> </ul>

# Threshold concepts

## So what makes geography unique?

We may study similar topics to other subjects but there are 4 key elements, which combined, no other subject does...

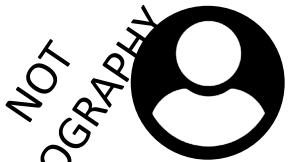


# Threshold concepts



An effective geography curriculum must cover all 4 of these elements

An effective geography lesson should cover at least 3 of these elements



**English /  
History**

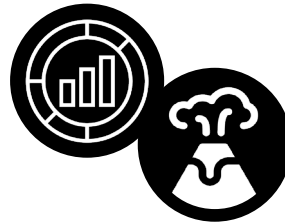
WEAK  
GEOGRAPHY  
Y



**Science**



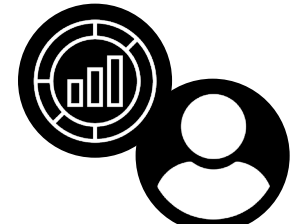
**Weak  
content**



**Geology**



**Weak skills**



**Sociology**

# Long-term overview for GEOGRAPHY

YEAR 1

**What is my locality like?**

Know Peterlee is a town.

Know Peterlee is in England.

Know some human and physical features of Peterlee.

Follow a simple map and compare with its aerial view.

Draw a map and label using symbols.

**Location and Place Knowledge**

**Geographical techniques**

**Physical features and processes**

**Human interaction with the environment.**

Locate England on a map.  
Locate Peterlee on a map of England

Ariel view of the school  
Photographs - labelling  
Following a map and key  
Drawing and labelling own simple map.  
Vocabulary: near/far and right/left to describe where places are?

Study the human and physical geography of Peterlee  
Use basic geographical vocabulary to refer to key physical features:  
Dene, beach, sea, weather  
key human features:  
Town, houses, shops, factories, schools

Land use in Peterlee

# Long-term overview for GEOGRAPHY

## YEAR 1

### Where is Peru in comparison to the UK?

Locate Peru, the UK and the four countries of the UK

Know some famous landmarks of the capital city, London and recognise features of a city.

Know how the capital city of England is similar to and different from the capital city of Peru

Know the difference between a countryside and town.

Know some key physical and human features of England

#### Location and Place Knowledge

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### Geographical techniques

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

#### Physical features and processes

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

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

#### Human interaction with the environment.

Land use  
Pollution  
Towns and countryside

# Long-term overview for GEOGRAPHY

**YEAR 2**

## What is Planet Earth Like?

Know what a continent is and can locate and identify continents on a world map.

Know what an ocean is and can locate and identify the 5 oceans.

Know what the northern and southern hemispheres are.

Know some key physical and human features of the world.

Describe the characteristics of the four countries within the United Kingdom.

Locational Knowledge	Geographical techniques	Human and physical geography	Human interaction with the environment.
Locate the world's continents, concentrating on their key physical and human characteristics. Name and locate counties and cities of the United Kingdom, Identify the position and significance of Northern Hemisphere and Southern Hemisphere	Interpret maps and diagrams.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	Recognise the impact of Human and Physical Geography in some of our continents and oceans.



# Long-term overview for GEOGRAPHY

## YEAR 2

**Are the environments in all countries the same?**

**Understand** and **explain** that Kenya is a country which is part of the continent of Africa.

**Describe** the physical geography of Kenya within Africa.

**Give reasons** why animals live in certain environments considering the physical geography of places.

**Describe** the daily and seasonal weather patterns from the United Kingdom and Africa in relation to the equator.

**Explain** why there might be similarities and differences in the land use in Africa and the United Kingdom.

Location and Place Knowledge	Geographical techniques	Physical features and processes	Human interaction with the environment.
Name and locate the continent of Africa. 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 <b>geographical terms</b> and <b>vocabulary</b> , demonstrate <b>geographical skills</b> , including <b>maps</b> and <b>graphical methods</b>	Types of <b>environment</b> and <b>land use</b> . How <b>climate</b> and <b>weather patterns</b> have affected the <b>environment</b>	Identify <b>land use</b> , discuss the <b>relationships</b> between <b>human activity</b> and <b>places</b> recognise how different elements of the <b>environment</b> are man-made

# Long-term overview for GEOGRAPHY

YEAR 3

## Where is my place in the world?

Link flags, symbols, saints and landmarks to the 4 nations of the UK

Explain the term population density

**Describe and explain reasons for** the differences between rural and urban areas

**Know what migration is. Explain why people migrate.**

**Explain** the positive and negative effects of tourism.

**Know what weather and climate mean. Describe** the weather patterns for different parts of the UK

Location and Place Knowledge	Geographical techniques	Physical features and processes	Human interaction with the environment.
<p>UK location in the world Location of home nations and capital cities Location of counties, including our local area Physical and human characteristics of London</p>	<p>Interpret a range of sources of geographical information, including maps, diagrams, digital mapping</p> <p>Use the eight points of a compass.</p> <p>Communicate information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</p> <p>Ask and answer questions using a range of methods to describe features studied.</p>	<p>Weather and climate Patterns of climate in the UK Physical landscapes of the UK</p>	<p>Types of settlements and land use</p> <p>Economic activity</p> <p>Migration</p> <p>Tourism</p>

# Long-term overview for GEOGRAPHY

YEAR 3

Can I describe the features of volcanoes and earthquakes?

Know what a volcano is. I can explain why and where we get volcanoes

Know what happens when a volcano erupts.

Know some of the effects of volcanic eruptions.

Know what an earthquake is and can describe its features.

Explain the effect of earthquakes on people and the economy

Know measures that can be put in place to prepare for an earthquake or volcano eruption

Location and place Knowledge	Geographical techniques	Physical features and processes	Human interaction with the environment.
Global distribution of volcanoes and earthquakes. Location of famous volcanoes of the world Investigating why Haiti and Japan had different impacts from an earthquake. Investigating how places predict, prepare and prevent tectonic hazards	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs  Communicate information in a variety of ways, including through maps and writing at length  Ask and answer questions using a range of methods to describe features studied.	Physical features of earthquakes and volcanoes Identify past and present physical features. Differences between settlements.	Effects of volcanoes on people and the environment. Effects of earthquakes on people, the environment and the economy.

# Long-term overview for GEOGRAPHY

YEAR 4

## Can I describe the journey of a river?

Know what the water cycle is and can describe and explain the water cycle using scientific terminology

Describe the features of a river

Describe the effects flooding has on the local community taking into account what their local river is used for and the impact this has upon local residents

Explain how a local river has changed over time.

Location and place Knowledge	Geographical techniques	Physical features and processes	Human interaction with the environment.
<b>Name, locate</b> and <b>identify key rivers</b> on a <b>global, national</b> and <b>local</b> scale; particularly focusing on the Tyne, Wear and Tees	Interpret a range of sources of geographical information, including maps, diagrams, aerial photographs Communicate information in a variety of ways, including through maps and writing at length Ask and answer questions using a range of methods to describe features studied.	Identify and describe river characteristics and processes. Gain an understanding of the three stages of a river and how they differ.	Identify land use, and economic activity along a river. Discuss the relationships between human activity and how this has changed overtime.

# Long-term overview for GEOGRAPHY

YEAR 4

## How does the sea shape the land?

Know what erosion means and how it alters our coastlines.

Understand what effect weathering has on our coasts.

Know how caves, arches, stacks and stumps are formed.

Know how beaches are formed through longshore drift.

Explain the impact of tourism on local communities.

Location and place Knowledge	Geographical techniques	Physical features and processes	Human interaction with the environment.
<p><b>Name, locate and identify oceans and seas</b> on a <b>global, national and local</b> scale; particularly focusing on the Sunderland and Tyneside coastline</p>	<p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs</p> <p>Communicate information in a variety of ways, including through maps and writing at length</p> <p>Ask and answer questions using a range of methods to describe features studied.</p>	<p>Identify and describe coastal <b>characteristics</b> and <b>processes</b>.</p> <p>Develop an understanding of the processes of erosion, weathering and transportation along the coastline.</p>	<p>Identify <b>land use</b>, and <b>human activity</b> along a river. <b>Discuss</b> the <b>impacts</b> of coastal erosion and sea level rise and management techniques to respond to this</p>

# Long-term overview for GEOGRAPHY

YEAR 5

## Are all settlements the same?

Know what 'settlement' means.

Identify different types of settlements, commenting on the physical and human features of each.

Know how settlements have changed over time.

Compare local settlements with another part of the world (Shenzhen in China)

Location and place Knowledge	Geographical techniques	Physical features and processes	Human interaction with the environment.
<p>Local area (Hebburn, South Shields, Peterlee, Sunderland) Shenzhen (Asia) Understand geographical similarities and differences through the studying of human and physical geography. Investigate land-use patterns and understand how some of these aspects have changed over time.</p>	<p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs Communicate information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</p> <p>Ask and answer questions using a range of methods to describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.</p>	<p>Physical features of hamlets, villages, towns and cities.</p> <p>Identify past and present physical features</p> <p>Differences between settlements</p>	<p>Types of settlements and land use Economic activity</p>

# Long-term overview for GEOGRAPHY

YEAR 5

## Why are natural resources so important?

I know what 'natural resources' means.

I can identify different types of resources (water, energy, food), commenting on the physical and human features of each.

I can compare how uses and distribution of resources varies around the world and is often wealth dependent.

I can explain the finite nature of some resources and the significance of looking at alternative ways of managing resources

Location and place Knowledge	Geographical techniques	Physical features and processes	Human interaction with the environment.
Understand geographical similarities and differences through the studying of human and physical geography. Investigate consumption patterns globally and understand why there are variations.	Interpret a range of sources of geographical information, including maps, diagrams, aerial photographs Communicate information in a variety of ways, including through maps and writing at length Ask and answer questions using a range of methods to describe features studied.	The formation of resources. How location can determine access to resources. Identify the physical reasons for why we have a world of 'haves' and 'have nots'.	Uses of resources Access to resources The impacts of using resources.

# Long-term overview for GEOGRAPHY

YEAR 6

## What and where are biomes?

Know what 'biome' means and why different areas on earth have different climates and features.

Know what the words *longitude* and *latitude* mean and will be able to describe the climates in different areas using geographical language

Know what is meant by deforestation and its impact on the rainforest both from a physical and human point of view.

Explain how flora and fauna have adapted in 2 contrasting biomes.

Know how we can use the rainforest sustainably.

Location and place Knowledge	Geographical techniques	Physical features and processes	Human interaction with the environment.
Tropical Rainforest: South America Temperate Deciduous Forest: UK Southern/Northern hemispheres Equator Climates in different areas of the planet Flora and fauna found in different biomes	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs Communicate information in a variety of ways, including through maps, numerical and quantitative skills and writing at length Ask and answer questions using a range of methods to describe features studied. 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, graphs and digital technologies.	Physical features tropical rainforests (South America) and temperate deciduous forests (UK)  Differences between a rainforest and a temperate deciduous forest	Human use of the rainforest Economic activity (goods and services) Trade Deforestation Sustainable management



# Long-term overview for GEOGRAPHY

YEAR 6

## What are the geographical features of North America?

Know different features of the USA including both physical and human landscapes, as well as the interactions between them, such as food and farming.

Describe the distribution of key physical landscapes and the formation of the Grand Canyon

Describe patterns of population distribution and density in the USA

Explain some causes, impacts and responses to Hurricanes and Wildfires.

Explain the impact of farming on the environment

Explain how the settlement of New York city has changed over time.

Location and place Knowledge	Geographical techniques	Physical features and processes	Human interaction with the environment.
Locate North America and the USA  Locate states, features and settlements of USA	Interpret a range of sources of geographical information, including maps, diagrams, aerial photographs Communicate information in a variety of ways, including through maps and writing at length Ask and answer questions using a range of methods to describe features studied.	Formation of a canyon and processes of erosion. Causes and impacts of a hurricane. Causes and impacts of wildfires.	Population distribution and density Food and farming Settlement changes of time. Climate change.

# Geography: Key Stage 1

Locational Knowledge		Place Knowledge	Human and Physical Geography		Skills and Fieldwork
<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:                             <ul style="list-style-type: none"> <li>beach, cliff, coast, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes</li> <li>Use simple compass directions</li> <li>Use aerial photos, construct simple maps</li> <li>Undertake simple fieldwork within school locality</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Know the names of the four countries that make up the UK and name the three main seas that surround the UK</li> <li>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</li> </ul>	<ul style="list-style-type: none"> <li>Know features of hot and cold places in the world</li> <li>Know where the equator, North Pole and South Pole are on a globe</li> </ul>	<ul style="list-style-type: none"> <li>Know which is the hottest and coldest season in the UK</li> <li>Know and recognise main weather symbols</li> <li>Know the main differences between city, town and village</li> </ul>	<ul style="list-style-type: none"> <li>Know which is N, E, S and W on a compass</li> <li>Know their address, including postcode</li> </ul>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Know the names of and locate the seven continents of the world</li> <li>Know the names of and locate the five oceans of the world</li> </ul>	<ul style="list-style-type: none"> <li>Know the main differences between a place in England and that of a small place in a non-European country</li> </ul>	<ul style="list-style-type: none"> <li>Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</li> <li>Explain some of the advantages and disadvantages of living in a city or village.</li> </ul>	<ul style="list-style-type: none"> <li>Know and use the terminologies: left and right; below, next to</li> </ul>	

# Geography: Key Stage 2

## Locational Knowledge

	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Know the names of and locate at least eight European countries</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of and locate at least eight counties and at least six cities in England</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of four countries from the southern and four from the northern hemisphere</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Know the names of and locate at least eight major capital cities across the world</li> </ul>	<ul style="list-style-type: none"> <li>Know where the main mountain regions are in the UK</li> <li>Know, name and locate the main rivers in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map Know what is meant by the term 'tropics'</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Know the names of a number of European capitals</li> </ul>	<p>Local area (South Shields, Peterlee, Sunderland) Shenzhen (Asia)</p> <p>Understand geographical similarities and differences through the studying of human and physical geography. Investigate land-use patterns and understand how some of these aspects have changed over time.</p>	
<b>Year 6</b>	<p>Know the names of, and locate, a number of South or North American countries</p>		<ul style="list-style-type: none"> <li>Know about time zones and work out differences</li> </ul>

# Geography: Key Stage 2

Place Knowledge		Human and Physical Geography	
<ul style="list-style-type: none"> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Know at least five differences between living in the UK and a Mediterranean country</li> </ul>	<ul style="list-style-type: none"> <li>Know what causes an earthquake</li> <li>Label the different parts of a volcano</li> </ul>	
Year 4		<ul style="list-style-type: none"> <li>Know and label the main features of a river</li> <li>Know the name of and locate a number of the world's longest rivers</li> <li>Know the names of a number of the world's highest mountains</li> <li>Explain the features of a water cycle</li> </ul>	<ul style="list-style-type: none"> <li>Know why most cities are located by a river</li> </ul>
Year 5			<ul style="list-style-type: none"> <li>Know why industrial areas and ports are important</li> <li>Know main human and physical differences between developed and third world countries</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Know key differences between living in the UK and in a country in either North or South America</li> </ul>	<ul style="list-style-type: none"> <li>Know what is meant by biomes and what are the features of a specific biome</li> <li>Label layers of a rainforest and know what deforestation is</li> <li>Know the names of and locate some of the world's deserts</li> </ul>	

# Geography: Key Stage 2

## Geographical skills and fieldwork

	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Use maps to locate European countries and capitals.</li> </ul>	<ul style="list-style-type: none"> <li>Know and name the eight points of a compass</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</li> </ul>	<ul style="list-style-type: none"> <li>Know how to plan a journey within the UK, using a road map</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</li> </ul>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Know how to use graphs to record features such as temperature or rainfall across the world</li> </ul>	<ul style="list-style-type: none"> <li>Know what most of the ordnance survey symbols stand for</li> <li>Know how to use six-figure grid references</li> </ul>