

Cassop Primary School & Nursery



Curriculum Plan - Geography

Year group	Autumn	Spring	Summer
1 and 2 Cycle A	<p>Topic: Geography on my doorstep – including villages Question – What is in and around Cassop School?</p> <p>Progression of skills Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features Use and construct basic symbols in a key Use basic observational skills Carry out a small survey of the local area/school Draw simple features Ask and respond to basic geographical questions eg How do you travel to school? Ask a familiar person prepared questions Use a pro-forma to collect data e.g. tally survey use basic geographical vocabulary to refer to: à key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, e.g. town, village, factory, farm, house, office, shop</p>	<p>Topic: Locational knowledge Question – Where in the World are we?</p> <p>Progression of skills Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas Know the globe is a representation of the world Locate and name on a world map and globe the seven continents and five oceans. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features Add labels onto a sketch map, map or photograph of features Name the 4 seasons</p> <p>Skills from NC Locational Knowledge Pupils should be taught to: name and locate the world's seven continents and five oceans;</p>	<p>Topic: China Focus on small village in China and contrast London/Beijing Let's take a trip to China</p> <p>Progression of skills Compare places in the UK with a place outside of the UK. (China) Observing similarities and differences to places as well as people. Use key vocabulary to demonstrate knowledge and understanding in this unit:, London, , compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Beijing Use world maps to identify the UK/China in its position in the world. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Skills from NC Place Knowledge Pupils should be taught 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- China</p>

	<p>Skills from NC</p> <p>Place Knowledge</p> <p>Pupils should be taught to: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>Human and Physical Geography</p> <p>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.</p> <p>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;</p> <p>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;</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Human and Physical Geography</p> <p>Pupils should be taught to: 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;</p> <p>Geographical Skills and Fieldwork</p> <p>Pupils should be taught to: 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;</p> <p>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;</p>	<p>Geographical Skills and Fieldwork</p> <p>Pupils should be taught to: 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;</p> <p>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;</p>
Year group	Autumn	Spring	Summer
1 and 2 Cycle B	<p>Topic: Geography on my doorstep- school and weather.</p> <p>Question – What is my place like?</p> <p>Progression of skills identify seasonal and daily weather patterns in the United Kingdom Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	<p>Topic: Introduces pupils to work on a global scale (see DCC Geography planning for support)</p> <p>Question – Why is my world wonderful? 'It's a wonderful world' David Attenborough mini film as stimulus or alternative plus Google world</p> <p>Progression of skills Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas Know the globe is a representation of the world Locate and name on a world map and globe the seven continents and five oceans.</p>	<p>Topic: Contrasting Localities – The focus of this unit is only on a small coastal area of the UK and similarly a small area of a contrasting Non-European country. This is the knowledge scope outlined in the NC as being required at this stage. See DCC Geography planning for support</p> <p>Question – What might we see on a holiday?</p> <p>Progression of skills Compare places in the UK with a place outside of the UK. (Kenya) Observing similarities and differences to places as well as people. Use key vocabulary to demonstrate knowledge and understanding in this unit; Human feature: town, city, house, farm, shop, road Physical</p>

	<p>Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features Use and construct basic symbols in a key Use basic observational skills Draw a simple map of the classroom Observe and explore the school grounds Draw simple features Ask and respond to basic geographical questions eg How do you travel to school? Ask a familiar person prepared questions</p> <p>Skills from NC Place Knowledge Pupils should be taught to: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Human and Physical Geography Pupils should be taught to: identify seasonal and daily weather patterns in the United Kingdom Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features Add labels onto a sketch map, map or photograph of features Name the 4 seasons</p> <p>Skills from NC Locational Knowledge Pupils should be taught to: name and locate the world's seven continents and five oceans; Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Human and Physical Geography Pupils should be taught to: 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; Geographical Skills and Fieldwork Pupils should be taught to: 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 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;</p>	<p>feature: beach, sea, cliff, hill, vegetation, river, ocean World Continent Location Africa, Kenya, Masai Mara Use world maps to identify the UK/Kenya in its position in the world. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use world maps to identify the UK/Kenya in its position in the world. Use simple compass directions (North, South, East, West) identify of Africa, the equator and the location of Kenya on a map and some of its key features Vegetation found in Kenya</p> <p>Skills from NC Place Knowledge Pupils should be taught 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- Kenya Geographical Skills and Fieldwork Pupils should be taught to: 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 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;</p>
Year group	Autumn	Spring	Summer

<p>3,4,5 and 6 Cycle A</p>	<p>**Topic: Maps and Mapping (Continuous Strand) Include locational Knowledge Question: Why are maps so important to a geographer? Progression of Skills (3 / 4) <u>Using maps</u> Follow a route on a map with some accuracy Locate places using a range of maps including OS & digital Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map <i>Follow a route on a large scale map</i> <i>Locate places on a range of maps (variety of scales)</i> <i>Identify features on an aerial photograph, digital or computer map</i> <i>Begin to use 8 figure compass and four figure grid references to identify features on a map</i></p> <p><u>Map knowledge</u> Locate the UK on a variety of different scale maps Name & locate the counties and cities of the UK <i>Locate Europe on a large scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities</i></p> <p><u>Making maps</u> Try to make a map of a short route experiences, with features in current order Create a simple scale drawing Use standard symbols, and understand the importance of a key <i>Recognise and use OS map symbols, including completion of a key and understanding why it is important</i> <i>Draw a sketch map from a high viewpoint</i> (5/6) (as above plus) <u>Using maps</u> Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature) Find and recognise places on maps of different scales</p>	<p>Topic: Italy Focus on one region – Campania and Volcanoes Question: Why does Italy shake and roar? Progression of Skills (3 / 4) Explore more of the world (develop from KS1), understand how the world has zones and the significance of those zones. Locating places and features accurately on maps Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe Name and locate counties and cities of the United Kingdom, Explain how physical features have formed, why they are significant and how they can change. Focus on volcanoes and associated vocabulary. Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, Collect, analyse, with support, and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. Interpret, with support, a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). (5/6) (as above plus) Explain how physical features have formed, why they are significant and how they can change. Deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Develop their analytical skills by comparing areas of the UK with areas outside of the UK. Develop a deeper knowledge of diverse places, people, resources, natural, and human environments. Make links to places outside of the UK and where they live. Begin to conduct independent research, asking and answering questions. Skills for N.C Knowledge of locations, places and their features: The location of Italy – identify and describe it and its</p>	<p>Topic: Alaska Focus on minerals/time zones and climate Question –What is it like to live and work in Alaska? Progression of skills (3 /4) 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 describe and understand key aspects of: physical geography, including: climate zones, biomes 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; Explore extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. (5/6) (as above plus) Develop analytical skills by comparing areas of the UK with areas outside of the UK. Develop a deeper knowledge of diverse places, people, resources, natural, and human environments. Make links to places outside of the UK and where they live. Begin to conduct independent research, asking and answering questions. Use key vocabulary to demonstrate knowledge and understanding in this unit: environmental disaster, settlement, resources, services, goods, tourism, positive, negative, economic, social, environmental. Skills for N.C. Knowledge of locations, places and their features, human and physical processes and key terminology Knowledge of the key physical and</p>
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	<p>Use 8 figure compasses, begin to use 6 figure grid references.</p> <p>Follow a short route on a OS map Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps</p> <p><u>Map knowledge</u> Locate the world's countries, focus on North & South America Identify the position and significance of lines of longitude & latitude Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</p> <p><u>Making Maps</u> Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly Draw plans of increasing complexity Begin to use and recognise atlas symbols</p> <p>Skills for N.C:- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> · use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world · use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>regional key physical and human characteristics using maps of Europe and country maps, key features of places. Understanding of similarities and differences, interaction of people, processes and places: Understand geographical similarities and differences through the study of a region in a European country (area around Naples). Physical and Human Geography: describe and understand aspects of physical geography including rivers, mountains, volcanoes and earthquakes. Describe and understand types of human settlement and land use. Working like a geographer, use of geographical information from different types of maps, atlases and other information sources: gather information, pose geographical questions, add labels to photographs, consider how photographs provide useful evidence, locate the position of a photo on a map, use of NSEW</p>	<p>human characteristics of a region of North America, world countries and cities. Knowledge of the effects of settlement. Understanding of similarities and differences, interaction of people, processes and places Understand geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom and a region within North or South America. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Working like a geographer: use of geographical information from maps, atlases, globes. Use of different types of maps, graphs and information. Use of GIS for mapping and weather information.</p>
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Year group	Autumn	Spring	Summer
<p>3,4,5 and 6 Cycle B</p>	<p>Topic: Maps and Mapping (Continuous Strand) Include locational Knowledge</p> <p><u>Question: Why are maps so important to a geographer?</u> Progression of Skills (3 / 4) <u>Using maps</u> Follow a route on a map with some accuracy Locate places using a range of maps including OS & digital Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map Follow a route on a large scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p><u>Map knowledge</u> Locate the UK on a variety of different scale maps Name & locate the counties and cities of the UK Locate Europe on a large scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities</p> <p><u>Making maps</u> Try to make a map of a short route experiences, with features in current order Create a simple scale drawing Use standard symbols, and understand the importance of a key Recognise and use OS map symbols, including completion of a key and understanding why it is important Draw a sketch map from a high viewpoint (5/6) (as above plus) <u>Using maps</u> Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature)</p>	<p>Topic: Australia Focus climate/biomes/water cycle and natural resources. <u>Question – Australia: how has its landscape shaped its past and future?</u> Progression of Skills (3/4) Ask geographical questions, for example, 'What is this landscape like?', 'What do I think about it?' Use appropriate geographical vocabulary, for example, rainfall, climate, Tropic of Capricorn etc... Use atlases and globes, and maps and plans at a range of scales, for example, using contents, keys, grids. Use secondary sources of information, including aerial photographs, for example, stories, information texts, the internet, satellite images, photographs, videos and artefacts. Describe where places are, for example, in which region/country the places are, whether they are near rivers or hills, what the nearest towns or cities are. Develop an understanding of the difference between physical and human geography. Use more precise vocabulary, explaining the processes of physical and human geography and their significance. Can describe (Simply) the formation of Rivers and use vocab meander, tributary, erosion, deposition (5/6) as above plus Use more precise vocabulary, explaining the processes of physical formation of features Record knowledge and understanding in a variety of ways. Devise, ask and answer more complex questions Construct and organise response by selecting and organising relevant geographical data</p> <p>Skills from NC Geographical knowledge of locations, places and their features, human and physical processes and key terminology: physical geography at global scale including climate zones, biomes and and vegetation belts, and the water cycle; Local knowledge – Longitude and Latitude, Equator, Time zones. Understanding of similarities and</p>	<p>Topic: Region of UK Tourism/landscape formation</p> <p><u>Question – Why was the Lake District designated a National park?</u> Progression of skills (3 /4) Children study the physical geography of a region of the UK Children have an understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. eg peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental. They begin to understand the impact of humans on the earth. Describe and understand key aspects of mountains Human geography, including: types of settlement and land use; Develop map skills. Identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features. (5/6) as above plus Communicate locations through grid references and coordinates. Explain what makes a good map symbol and why. Collect, analyse, and communicate a range of data. Explain how the Earth's features at different scales are shaped, interconnected and change over time. Deepen understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. Explore human geography and the impact humans have on the world. Focus on tourism, and the negative and positive impacts</p>

	<p>Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references. Follow a short route on a OS map Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps</p> <p><u>Map knowledge</u> Locate the world's countries, focus on North & South America Identify the position and significance of lines of longitude & latitude Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</p> <p><u>Making Maps</u> Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly Draw plans of increasing complexity Begin to use and recognise atlas symbols</p> <p>Skills for N.C.:· use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> · use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world · use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</p>	<p>differences, interaction of people, processes and places: Interaction of climate with landscape and development. Role of climate in vegetation Working like a geographer, use of geographical information from maps, atlases, globes: Use of world maps and globes to locate fantastic places via lines of longitude and latitude, use of photographs. Atlas use – with index and clear location markings. Geographical communication: Annotation and description of photograph.</p>	<p>Discuss managed landscapes and planning issues of a National Park.</p> <p>Skills from NC Knowledge of locations, places, their features human and physical, processes and key terminology: pupils will develop their knowledge of human and physical geography by looking in depth at one region of the UK – The Lake District 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; Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Describe and understand key aspects of: - physical geography, including: rivers, mountains, and the water cycle; - human geography, including: types of settlement and land use, - focus on tourism Working like a geographer: using geographical information from OS maps, information texts, photographs and fieldwork: use of fieldwork and geographical skills- pupils will be developing their field work knowledge via new methods of collection and undertaking fieldwork beyond the local area.</p>
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	Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).		
Year group	Autumn	Spring	Summer
3 ,4,5 and 6 Cycle C	<p>Topic: Maps and Mapping (Continuous Strand) Include NC Locational Knowledge</p> <p>Question: Why are maps so important to a geographer? Progression of Skills (3 / 4) <u>Using maps</u> Follow a route on a map with some accuracy Locate places using a range of maps including OS & digital Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map Follow a route on a large scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p><u>Map knowledge</u> Locate the UK on a variety of different scale maps Name & locate the counties and cities of the UK Locate Europe on a large scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities</p> <p><u>Making maps</u> Try to make a map of a short route experiences, with features in current order Create a simple scale drawing Use standard symbols, and understand the importance of a key Recognise and use OS map symbols, including completion of a key and understanding why it is important Draw a sketch map from a high viewpoint (5/6) (as above plus)</p>	<p>Topic: India Focus Human and physical geography</p> <p>Question – How diverse is India? Progression of Skills (3/4) Ask geographical questions, for example, 'What is this landscape like?', 'What do I think about it?' Use appropriate geographical vocabulary, for example, rainfall, climate, Tropic of Capricorn etc... Use atlases and globes, and maps and plans at a range of scales, for example, using contents, keys, grids. Use secondary sources of information, including aerial photographs, for example, stories, information texts, the internet, satellite images, photographs, videos and artefacts. Describe where places are, for example, in which region/country the places are, whether they are near rivers or hills, what the nearest towns or cities are. Children have an understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. Can describe (Simply) the formation of Rivers and use vocab meander, tributary, erosion, deposition (5/6) as above plus use more precise vocabulary, explaining the processes of physical formation of rivers Use vocabulary to describe land use, subsistence, large scale, commercial, agriculture and vocabulary associated with exploitation. Know about fair trade</p> <p>Skills from the NC Human and Physical Geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural</p>	<p>Topic: Rainforests – vegetation belts. biomes, habitats, challenges to land use.</p> <p>Question: Why is the future of the rainforest important to me? Progression of Skills (3/ 4) Ask geographical questions, for example, 'What is this landscape like?', 'What do I think about it?' Use appropriate geographical vocabulary, for example, rainfall, climate, Tropic of Capricorn etc... Use atlases and globes, and maps and plans at a range of scales, for example, using contents, keys, grids. Use secondary sources of information, including aerial photographs, for example, stories, information texts, the internet, satellite images, photographs, videos and artefacts. Describe where places are, for example, in which region/country the places are, whether they are near rivers or hills, what the nearest towns or cities are. Identify how and why places change, for example, through deforestation, conservation projects, and how they may change in the future, for example, through an influx of tourists. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, and the water cycle; As above and (5/6) Record knowledge and understanding in a variety of ways. -devise, ask and answer more complex questions -construct and organise response by selecting and organising relevant geographical data Use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p>

	<p>Using maps Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature) Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references. Follow a short route on a OS map Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps</p> <p>Map knowledge Locate the world's countries, focus on North & South America Identify the position and significance of lines of longitude & latitude Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</p> <p>Making Maps Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly Draw plans of increasing complexity Begin to use and recognise atlas symbols</p> <p>Skills for N.C.: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> · use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world · use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including 	<p>resources including energy, food, minerals and water. Geographical Skills and Fieldwork Pupils should be taught to: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; Locational Knowledge 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). Working like a geographer, use of geographical information from maps, atlases, globes: Use of world maps and globes to locate fantastic places via lines of longitude and latitude, use of photographs. Atlas use – with index and clear location markings. Geographical communication: Annotation and description of photograph.</p>	<p>Skills from NC Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. Human and Physical Geography describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts - 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. Locational Knowledge 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). land-use patterns; and understand how some of these aspects have changed over time; Working like a geographer, Use of geographical information from maps, atlases, globes: Use of world maps and globes to locate fantastic places via lines of longitude and latitude, use of photographs. Atlas use – with index and clear location markings. Geographical communication: Annotation and description of photograph.</p>
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	<p>sketch maps, plans and graphs, and digital technologies</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>		
Year group	Autumn	Spring	Summer
<p>3.4.5.and 6 Cycle D</p>	<p>Topic: Maps and Mapping (Continuous Strand) Include NC Locational Knowledge Question: Why are maps so important to a geographer ?</p> <p>Progression of Skills (3 / 4) <u>Using maps</u> Follow a route on a map with some accuracy Locate places using a range of maps including OS & digital Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map Follow a route on a large scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p><u>Map knowledge</u> Locate the UK on a variety of different scale maps Name & locate the counties and cities of the UK Locate Europe on a large scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities</p> <p><u>Making maps</u> Try to make a map of a short route experiences, with features in current order Create a simple scale drawing Use standard symbols, and understand the importance of a key Recognise and use OS map symbols, including</p>	<p>Topic: California Focus on Earthquakes, Economic activity(Gold Rush) and settlement Question: Why is California known as the Golden State?</p> <p>Progression of skills (3 /4) Children can understand geographical similarities and differences through the study of human and physical geography of a region of North America. explore similarities and differences, comparing the human geography of a region of the UK and a region of North America; Children have an understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They begin to understand the impact of humans on the earth. Describe and understand key aspects of earthquakes Human geography, including: types of settlement and land use; Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features. (5/6) as above plus Communicate locations through grid references and coordinates. They can explain what makes a good map symbol and why. Children will become confident in collecting, analysing, and communicating a range of data. Explain how the Earth's features at different scales are shaped, interconnected and change over time.</p>	<p>Topic: St Lucia Question: St Lucia – the cost of tourism?</p> <p>Progression of skills (3/4) Children have an understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They beginning to understand the impact of humans on the earth. describe and understand key aspects of earthquakes human geography, including: types of settlement and land use; Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features. Ask geographical questions Locate position of a photo on a map (5/6) as above plus Communicate locations through grid references and coordinates. They can explain what makes a good map symbol and why. Children will become confident in collecting, analysing, and communicating a range of data.</p>

	<p>completion of a key and understanding why it is important Draw a sketch map from a high viewpoint (5/6) (as above plus) <u>Using maps</u> Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature) Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references. Follow a short route on a OS map Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps</p> <p><u>Map knowledge</u> Locate the world's countries, focus on North & South America Identify the position and significance of lines of longitude & latitude Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</p> <p><u>Making Maps</u> Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly Draw plans of increasing complexity Begin to use and recognise atlas symbols</p> <p>Skills for N.C:</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied · use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their 	<p>Deepen understanding of the difference between physical and human geography. Explain the terminology of both aspects of geography with a range of examples. Explore human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world.</p> <p>Skills from the NC Place Knowledge understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. 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; Human and Physical Geography Pupils should be taught to: describe and understand key aspects of: - physical geography, including: climate zones, volcanoes and earthquakes, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They can exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Use photographic evidence in their investigations Evaluate the usefulness of the images</p> <p>Skills from the NC Human and Physical Geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, volcanoes 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 Pupils should be taught to: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; Locational Knowledge 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). Working like a geographer, use of geographical information from maps, atlases, globes: Use of world maps and globes to locate fantastic places via lines of longitude and latitude, use of photographs. Atlas use – with index and clear location markings. Geographical communication: Annotation and description of photograph.</p>
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	<p>knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> · 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 		
	<p>** Progression of skills needs to be tracked carefully throughout Autumn term To ensure progression</p>	<p>Consideration to working and thinking like a Geographer and integration of geographical fieldwork is crucial, particularly at KS2.</p>	