Geography Curriculum Map

Location	Place	Human and physical geography (including processes)	Geographical fieldwork and skills

Key skills categories				
Map skills	Fieldwork	Location and direction	Geographical understanding	Geographical enquiry

	Autumn		Spring		Summer	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Reception						
KS1	Our local area	Fieldwork study: my school	UK – seasides and weather	UK and London	Hot and cold places	UK and Africa (Kenya- study)
LKS2	Our local area – local surveying	Settlements	UK – rivers and water cycle	UK – local and UK landscapes – land use study	Europe – country study (Greece)	Global study – climate, tropics
UKS2	Our local area – OS maps, surveying	Distribution of natural resources (farming and water focus)	UK – rivers and mountains (process study)	Volcanoes and earthquakes	Biomes – Amazon Rainforest	North America study

Geography Curriculum Map

<table>
<tr><th>CYCLE A</th><th></th><th>Retrieval</th><th>Knowledge</th><th colspan="2">Skills</th><th>Outcomes</th><th>Vocabulary</th><th>Linked texts</th></tr>
<tr>
<td>KS1</td>
<td>Autumn</td>
<td>Knowledge of our school – Reception

Key Qs:
What are the main parts of our school?
Where is our school?
How do you travel to school?
What do you see on your journey to school?</td>
<td><u>NC objectives:</u>
• use basic geographical vocabulary to refer to key human and physical features
• use simple fieldwork and observational skills to study the key human and physical features of their surrounding environment

<u>Our local area</u>
<table>
<tr><th><u>Y1</u></th><th><u>Y2</u></th></tr>
<tr><td>I know where I live and I can say the name of my village or town.
I know the name of my school.</td><td>I know that Middleham and Spennithorne are villages in North Yorkshire.
I know how my school is part of my local area and community.</td></tr>
<tr><td>I know some human features in my local area, like houses, roads, shops, farms and the playground.</td><td>I know important human features in my local area, such as Middleham Castle, Metcalfe’s Farm, Leyburn town centre, the market square and the church.
I know that human features are made by people.</td></tr>
<tr><td>I know some physical features in my local area, like hills, fields and rivers.</td><td>I know key physical features in my local area, such as the River Ure, Penn Hill and Spennithorne Beck.
I know that physical features are natural.</td></tr>
<tr><td></td><td>I know the difference between human features (made by people) and physical features (natural), and I can give examples from where I live.</td></tr>
</table>
</td>
<td>Y1 skills
<u>Map skills</u>
I can use a simple map to find places I know, such as my school or my village.
I can draw a simple map and use basic symbols (e.g., tree, house, road).

<u>Fieldwork</u>
I can make observations about my local area, such as noticing buildings, roads, fields and playgrounds.
I can talk about what I see on a short walk near my school.

<u>Location and direction</u>
I can use positional language such as left, right, near and far to describe where things are.
I can follow simple directions around my classroom or school.

<u>Geographical understanding</u>
I can use simple geographical words like hill, river, field, road, house and shop to describe my local area.
I can say whether something is natural or made by people.</td>
<td>Y2 skills
<u>Map skills</u>
I can use a map to locate Leyburn, Middleham, Spennithorne and nearby rivers (River Ure, River Cover, River Swale).
I can create simple maps with a key and symbols to show important features.
<u>Fieldwork</u>
I can make observations during a walking tour of Spennithorne or Middleham, recording what I see using notes, tallies or photos.
I can describe what I found out from my fieldwork.
<u>Location and direction</u>
I can use simple compass directions (North, South, East, West) to describe the location of features.
I can describe where places are in relation to each other using positional and compass language.

<u>Geographical understanding</u>
I can use geographical vocabulary to describe my local area, including village, town, river, hill, valley, farm, market square and castle.
I can explain the difference between human and physical features using examples from Middleham, Spennithorne and Leyburn.</td>
<td>Develop a series of maps of classroom/school grounds.
Follow maps using compass directions, e.g. link to orienteering in PE
Map the local area including: Middleham, Spennithorne, Leyburn, Bedale, Northallerton.
Study and label aerial photographs of the local area, identifying key human and physical features (including nearby rivers – LKS2 link)</td>
<td>town, village, river, farm, house, shop, valley</td>
<td>Martha Maps It Out
The Marvellous Moon Map
Maps</td>
</tr>
</table>

Geography Curriculum Map

	Spring	**Link to Science in autumn term – seasonal changes**	**NC objectives:** • **name and locate the 4 countries and capital cities of the United Kingdom and its surrounding seas** • **identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles** • **use basic geographical vocabulary to refer to:** • **key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather** • **key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop** Y1 **I know that the United Kingdom (UK) is made up of four countries:** England, Scotland, Wales and Northern Ireland. **I know that the UK is surrounded by seas** and that the seaside is where the land meets the sea. **I know that seaside locations have physical features,** such as beaches, cliffs and the sea, and **human features,** such as shops, houses and harbours. **I know that the UK has four seasons**: spring, summer, autumn and winter. **I know that the weather in the UK can change daily** and can be sunny, rainy, windy, cloudy, hot or cold. Y2 **I know that the UK is made up of England, Scotland, Wales and Northern Ireland**, and I can locate these countries on a map. **I know that the UK is surrounded by the North Sea, Irish Sea, English Channel and Atlantic Ocean,** and I can locate these on a map. **I know that seaside locations have different physical features,** such as sandy beaches, rocky coasts and cliffs, and human features, such as ports, harbours and shops. **I know that the UK experiences seasonal weather patterns**, with generally warmer weather in summer and colder weather in	Y1 Map skills I can use a simple map, atlas or globe to identify the UK and its four countries. Location and direction I can use simple locational language, such as near, far, left and right, to describe the position of seaside features. Geographical understanding I can identify and describe physical and human features of a seaside location using basic geographical vocabulary. Fieldwork I can observe and record daily weather using simple symbols and a weather chart.	Y2 Map skills I can use maps, atlases and globes to locate the four countries of the UK and its surrounding seas. Location and direction I can use simple compass directions (North, South, East and West) to describe the location of countries, seas and seaside features. Geographical understanding I can compare the physical and human features of two seaside locations, identifying similarities and differences. Geographical enquiry and fieldwork I can collect, record and compare weather observations to identify daily and seasonal patterns in the UK.	Explore the UK – 4 countries and capital cities. Cut and stick country labels – colour coded map Y1, Y2s label countries and capital cities, challenge – complete sentences e.g. England is south of Scotland. Recap 4 countries, capital cities – simple fact about each one to recall. Look at surrounding seas – note that UK is an island. Y1s complete colour coded land/sea map – label coastlines. Y2s label the surrounding seas on UK map. Look at North Yorkshire coastline – places they might be familiar with, e.g. Saltburn, Whitby. What might we spot at the seaside? Look at photographs of seaside towns (preferably Saltburn and Whitby) – what do you notice? Talk about human/physical features. Y1 label human/physical features around a seaside image. Y2s compare two seaside towns – photographs side by side, Venn diagram for physical and human features seen in each town. Link to science – seasonal changes. How does the weather change through the four seasons? Y1s sort images of different weather into the season. Y2s read table to find out what is the most typical weather for each season, or when it might snow etc. Create weather measuring tools, e.g. rain gauges (plastic bottles), wind socks (paper strips etc), use	United Kingdom England Wales Scotland Northern Ireland coast beach cliff harbour sea season weather, temperature	*The First Book of the Sea* *The Storm Whale* *Grandma Bird* *The Lighthouse Keeper's Lunch*

Geography Curriculum Map

				winter, although rain and wind can occur throughout the year. **I know that the weather can vary between different places in the UK** and that we can observe and record daily weather to identify patterns.			thermometers. Begin a weather diary – chart the weather every day for a week, Y1s use simple symbols for each day. Y2s take and record temperature, write short sentence. Compare weather in different parts of the country – what is the weather like at the seaside? Track temperature and wind speed in Saltburn for a week and compare to local area – is Saltburn windier than Spennithorne? Y1s could create UK weather map, using symbols and writing accompanying sentences, e.g. In England it is raining and windy. Y2s video weather forecast for Saltburn and Leyburn, comparing the two.		

Geography Curriculum Map

<table>
<tr>
<td></td>
<td>Summer</td>
<td>Maps, globes, atlases – Rec

Key Qs:
Where do we live?
Have you ever travelled to another country?
What are the four countries of the United Kingdom?
How can we use an atlas to help us learn about the world?</td>
<td><u>NC objectives:</u>
• name and locate the world's seven continents and five oceans
• know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
• use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage
• 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

<u>How are hot and cold places different?</u>
<table>
<tr><th>Y1</th><th>Y2</th></tr>
<tr><td>I know that the world is made up of large areas of land called continents and large areas of water called oceans.
I know that continents are big land masses and oceans are very large bodies of water.
I know that there are different continents and oceans on a world map, even if I don't know all their names yet.</td><td>I know the names of the seven continents: Europe, Asia, Africa, North America, South America, Antarctica and Oceania.
I know the names of the five oceans: Atlantic, Pacific, Indian, Arctic and Southern.
I know that continents are land masses and oceans are large bodies of water, and I can point them out on a world map or globe.</td></tr>
</table></td>
<td><u>Y1 skills</u>
<u>Location and direction</u>
I know that directions help us describe where things are.

<u>Map skills</u>
I can recognise that a map shows a place.
I can use a simple atlas or globe to find the United Kingdom and point to continents and oceans
I can talk about size using words like bigger and smaller.</td>
<td><u>Y2 skills</u>
<u>Location and direction</u>
I can use and follow simple compass directions: North, South, East and West.
I can describe where places or features are using positional and compass language.

<u>Map skills</u>
I can use a simple atlas to locate places, including the continents and oceans.
I can spatially map places, such as placing the continents correctly on a world map and recognising their relative positions
I can compare places using size vocabulary (bigger/smaller) confidently.</td>
<td>Label world maps with continents and oceans.
Learn key characteristics/physical features of core areas (The Americas -UKS2 link, Africa for region study) – create a grid of different continents with their key aspects in each (e.g. weather, landmarks, animals)
Useful continent song which covers some features:
FULL SONG: 'Continents and Oceans!' 🌍 ABCmouse Sing-Along Music Video | Preschool and Kindergarten

Locate hot and cold places including polar regions and the Equator – look at wildlife that live in hot/cold places – science link to animal study.

Compare and contrast local area with a small region of Egypt (LKS2 link – Ancient Egyptians) – look at human and physical features of each – sorting grids, could produce information leaflet/postcard about Egypt to show similarities and differences between UK and non-European country.</td>
<td>continent
ocean
world
atlas
Equator
North Pole
South Pole
temperature
climate</td>
<td>Miranda the Explorer Lost and Found</td>
</tr>
</table>

Geography Curriculum Map

<table>
<tr>
<td>LKS2</td>
<td>Autumn</td>
<td>Previous fieldwork experience KS1, drawing simple maps

Key Qs:
Can you identify key symbols on a map and their meaning?
Where do we live?
Which country do we live in?
What is near our school?
What is the difference between human and physical features?</td>
<td>
<u>NC objectives:</u>

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.
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
study key topographical features (including hills, mountains, coasts and rivers), and land-use patterns

<u>What is it like in Spennithorne and Middleham?</u>
<table>
<tr><th>Y3</th><th>Y4</th></tr>
<tr><td> I know that Middleham and Spennithorne are in North Yorkshire, in the north of England.
 I know how to find Middleham and Spennithorne on a map of the UK and on digital maps.</td><td>I know that Middleham and Spennithorne are part of a wider region called North Yorkshire.
I know how to describe their location using maps, digital tools and simple compass directions.</td></tr>
<tr><td> I know that physical features are natural, such as rivers, hills, fields and woodland.
 I know that the River Ure and the surrounding hills are important physical features of our area.</td><td>I know that physical features, such as rivers and hills, can affect how people live, travel and work.
 I know how to identify and describe physical features in the local area using maps and photographs.</td></tr>
<tr><td> I know that human features are made by people, such as houses, roads, shops, farms and castles.
 I know that land can be used in different ways, such as farming, housing, tourism and recreation.</td><td>I know that Middleham Castle is an important human feature that attracts visitors and supports tourism.
I know how to describe different types of land use in the local area and explain why they are located there.</td></tr>
</table>
</td>
<td>Y3
<u>Map skills</u>
Use common OS symbols and locate features using 4-figure grid references.
Interpret simple aerial photographs and create basic sketch maps showing key features.

<u>Fieldwork</u>
Observe and record features using tallies, notes and photographs.
Present findings using simple charts and annotated maps.

<u>Geographical understanding</u>
Explain simply how physical features (e.g., rivers, hills) influence human activity.
Describe basic land-use patterns in the local area.

<u>Location and direction</u>
Use simple compass directions (N, S, E, W) to describe where features are.
Describe the relative location of features using simple language.</td>
<td>Y4
<u>Map skills</u>
Use a wider range of OS symbols and apply 4-figure grid references accurately.
Interpret aerial photographs in more detail and create clear sketch maps with labels and a simple key.

<u>Fieldwork</u>
Record fieldwork data with increasing accuracy, using tallies, notes and photographs.

Present findings clearly, using charts, tables and annotated maps to show patterns.

<u>Geographical understanding</u>
Explain in more detail how physical features affect human activity (e.g., farming, transport, settlement).
Describe land-use patterns clearly, giving simple reasons for differences.

<u>Location and direction</u>
Use compass directions confidently to describe routes and locations.
Describe the relative location of features with increasing precision (e.g., north-east of, south-west of).</td>
<td>Locate Middleham and Spennithorne at different scales; use OS maps and Google Earth. Create a simple sketch map of the local area.
Identify key physical features – labelled sketch map of physical features, e.g. River Ure
Identify key human features – complete land-use map using colour-coding
Local walk – identify features on the walk, complete surveys to measure and record different aspects, (e.g. tallies to show traffic flow, pedestrian count etc), take photographs and annotate features, use compass to describe directions.
Present data from tally chart surveys about local area – class presentation
Consider the uses of the area – jobs, tourism, farming; could make a tourist leaflet for the area.
Compare to another part of the UK (city or coastal town) – sort jobs/tourist attractions in Venn diagram</td>
<td></td>
<td>Street Beneath Our Feet</td>
</tr>
</table>

Geography Curriculum Map

	Spring	Physical features in KS1 – previous local area study and countries/capital cities of the UK. Key Qs: What are the four countries of the UK? What is the capital city of England? Which country is North of England? What are the four compass directions? How many physical features can you name in our local area? How many human features can you name in our local area?	NC objectives: **-use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle** **-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.** Y3 **I know that the UK is divided into counties and regions**, and that different areas have physical features such as mountains, hills, rivers and coasts. **I know that some of the UK's major rivers include the River Thames, River Severn and River Trent**, and that rivers flow from their source towards their mouth. **I know that rivers have different features along their course**, including the source, channel, banks, tributaries and mouth. **I know that the water cycle is a continuous natural process in which water moves between the land, sea and atmosphere** through evaporation, condensation, **Y4** **I know that the UK has different geographical regions, counties and major cities**, and that these can be located using maps and compass directions. **I know that the UK's landscape includes mountain ranges, rivers and valleys,** and that these physical features influence where people live and how land is used. **I know that rivers change as they flow from source to mouth**, forming features such as meanders and floodplains through erosion and deposition. **I know that the water cycle is driven by energy from the Sun and gravity**, and that evaporation, condensation, precipitation and	Y3 **Map skills** I can use atlases and maps to locate major UK rivers, mountain ranges, counties and cities. **Location/direction** I can use the eight points of a compass to describe the location of geographical features in the UK. **Geographical understanding** I can identify and label the main features of a river and sequence the stages of the water cycle using geographical vocabulary. **Fieldwork** I can observe, sketch and record physical features of a local landscape, such as hills, valleys and rivers.	Y4 **Map skills** I can use maps and atlases independently to locate and compare physical and human features across different regions of the UK. **Location/direction** I can use eight-point compass directions and geographical vocabulary to describe the relative locations of rivers, mountains, cities and regions. **Geographical understanding** I can explain how rivers shape the landscape and how the processes of the water cycle are connected. **Geographical enquiry** I can use maps, photographs and geographical information to investigate how rivers influence settlements and land use, presenting findings using appropriate geographical vocabulary.	Explore maps, atlases, aerial photographs of the UK – identify counties, major cities, physical features hills/mountains/rivers. Y3s use atlas to label cities, counties, mountains, rivers in a chosen area. Y4s annotate two close-ups of areas of the UK (North and South?) labelling cities and identifying mountain ranges, rivers – compare. Use maps and atlases to identify major rivers in the UK, including Thames, Trent, Tyne, Severn. Include River Ure, Cover and Swale in local area. Y3s label major rivers and see if they can trace source and mouth for each one. Y4s follow the course of two rivers (Ure and Thames?) to annotate cities, landscapes it passes through. Explore the journey of rivers using videos etc. Primary Geography: Rivers - BBC Teach Identify key features of rivers – Y3 create a labelled river journey. Y4s create annotated river diagram with upper/middle/lower courses. Explore flooding rivers and impact – cause by humans Flooding rivers KS2 | Y3 Geography | Lesson Resources | Oak National Academy Water cycle – Y3 complete labelling on water cycle diagram, using word banks/sentence stems. Y4 complete annotated diagram of water cycle, including role of Sun and gravity.	county region source, mouth, tributary, erosion, evaporation, condensation	*The Rhythm of the Rain* *Song of a River (picture book)* *A River Marc Martin* *Ganesha Goes Green*

Geography Curriculum Map

			precipitation and collection.	collection continually move water around the Earth.			River uses near settlements – explore major rivers, e.g. Thames/Ouse in York – historically, why have people chosen to settle near rivers? Y3s create riverside settlement and label uses of water, Y4 complete enquiry question e.g. How has the River Ouse influenced the development and use of land in York? Use maps, aerial photographs to look at land use, buildings nearby, uses of river etc		

Geography Curriculum Map

<table>
<tr>
<td></td>
<td>Summer</td>
<td>Linked learning – Ancient Greeks

Previous study of continents, identifying and locating Europe KS1.

Key Qs:
What are the 7 continents of the world?
In which continent is the UK located?
Where is the Equator?
How many countries in Europe can you name?
How might the climate change depending on the Equator?</td>
<td>NC Objectives:
-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
-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

<table>
<tr><th>Y3</th><th>Y4</th></tr>
<tr>
<td>I know that Greece is a country in south-eastern Europe, its capital city is Athens, and it is surrounded by the Mediterranean, Aegean and Ionian Seas.
I know that Greece has a variety of physical geographical features, including mountains, islands, beaches and coastlines, which can be identified using maps and atlases.
I know that Greece has a warmer, drier climate than the United Kingdom, with hot summers and generally mild winters, which influences how people live.</td>
<td>I know that Greece has both human and physical geographical features, including cities, ports, tourist resorts, mountains and islands, which can be compared with those found in the United Kingdom.
I know that Greece's mountainous landscape, extensive coastline and Mediterranean climate influence where people live, how they travel and the jobs they do, including tourism, fishing and farming.
I know that a region of Greece, such as Crete, has geographical similarities and differences compared with a region of the United Kingdom, including climate, landscape, settlements and land use.</td>
</tr>
</table>
</td>
<td>Y3 skills
<u>Location and Direction</u>
- I can locate Greece on a map and identify its capital city and surrounding seas.

<u>Map Skills</u>
- I can use maps and atlases to find physical features of Greece, such as mountains, islands and coastlines.

<u>Geographical Understanding</u>
- I can describe similarities and differences between the climate and landscape of Greece and the UK.

<u>Geographical Enquiry</u>
- I can use maps, photographs and information to answer questions about Greece.</td>
<td>Y4 skills
<u>Location and Direction</u>
- I can use compass directions to describe where Greece is in relation to other countries and seas.

<u>Map Skills</u>
- I can use maps, keys and symbols to identify and compare features of Greece and the UK.

<u>Geographical Understanding</u>
- I can compare the human and physical features of Greece and the UK and explain how they affect people's lives.

<u>Geographical Enquiry</u>
- I can use maps, photographs and climate data to investigate similarities and differences between Greece and the UK.</td>
<td>Explore the continent of Europe using maps, atlases and globes. Identify key countries, Equator and Northern/Southern Hemisphere. Identify key countries including France, Germany, Russia, Poland, Spain etc. Where is Greece? Locate Greece and regions of Greece on maps and capital city. Y4s extend to use compass directions to describe its location in comparison to UK, neighbouring countries/surrounding seas.

Physical geography – use photographs, maps, atlases to identify physical features of Greece – Y3s focus on describing physical features, Y4s comparing with UK landscape.

What is the climate like in Greece? Compare climate to UK, look at climate maps, location of Greece, daily weather patterns for a week in both countries, interpret simple climate graphs. Y4s extend to charting rainfall in both countries for the week to show difference.

What is life like in Greece? Explore photographs of human features in Greece focussing on buildings, transport, villages, city life, harbours/ports and tourism – hotels etc. Y3s annotate the photographs and describe what they see, writing short paragraph on what life is like (could be presented as a postcard). Y4s complete cause/effect table, e.g. Physical feature = How does this affect life in Greece?</td>
<td>Climate
Mediterranean
Coastline
Island
Settlement
Tourism
Agriculture
Mountainous</td>
<td></td>
</tr>
</table>

Geography Curriculum Map

						Explain findings – how does the climate/landscape affect how people live? Direct comparison between region of UK and region of Greece, e.g. Crete – Y3 sorting between Crete/Greece focusing on climate, physical features, human features. Y4s extend to explaining why there are differences between them – explore trade links between Greece/UK/other areas of Europe. Bring learning together into an information leaflet – How is Greece similar to and different from the UK?		

Geography Curriculum Map

<table>
<tr>
<td>UKS2</td>
<td>Autumn</td>
<td>Map work KS2, KS1.
Local area studies, features of local area LKS2.

Key Qs:
Where do we live?
Do we live in a village, town, city?
What physical and human features do we know in our local area?
How can we use maps to locate places in our local area?
What industries can be found in our local area? Why might people come to our local area?</td>
<td>NC objectives:
• 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.
• identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns
<table><tr><td>I can use the eight points of a compass, symbols and keys to read maps of my local area, including simple Ordnance Survey maps.

I can identify human and physical features in the local area, such as land-use, rivers, hills and buildings, and explain how they shape the environment.

I can carry out basic fieldwork by observing and recording features using sketch maps, tallies or simple digital tools.</td><td>I can use four- and six-figure grid references confidently to locate places on Ordnance Survey maps of the local area and wider UK.

I can describe key topographical features (hills, mountains, coasts, rivers) and explain how land-use patterns have developed over time.

I can measure, record and present fieldwork data using a range of methods, including plans, graphs and digital technologies, to show human and physical features clearly.</td></tr></table></td>
<td>Y5 Skills
<u>Map Skills</u>
I can use the eight points of a compass, symbols and keys to read and interpret maps of the local area.

I can use simple Ordnance Survey maps to identify key features and follow routes.

<u>Location & Direction</u>
I can use four-figure grid references to locate places and features in the local area.

<u>Geographical Understanding</u>
I can identify and describe human and physical features (e.g., land-use, rivers, hills, buildings) and explain how they shape the local environment.

<u>Fieldwork</u>
I can observe and record features using sketch maps, tallies or simple digital tools.</td>
<td>Y6 Skills
<u>Map Skills</u>
I can use six-figure grid references confidently to locate precise points on Ordnance Survey maps.

I can interpret more complex OS symbols and use them to compare the local area with other parts of the UK.

<u>Location & Direction</u>
I can use compass directions and grid references together to describe movement, routes and spatial relationships.

<u>Geographical Understanding</u>
I can describe key topographical features (hills, mountains, coasts, rivers) and explain how land-use patterns have changed over time.

<u>Fieldwork & Enquiry</u>
I can measure, record and present fieldwork data using plans, graphs and digital technologies.

I can ask geographical questions, collect evidence and draw conclusions about human and physical features in the local area.</td>
<td>Chn identify their local area and local features using OS maps – annotating key areas/landmarks on the map and using tallies to identify how many features they can find, e.g. types of transport routes

Chn create sketch maps of their local area, and create presentation using large sugar paper and taking photographs of some local landmarks, linking them to that area on their sketch map (e.g. Middleham Castle, market place)

Create tables and charts showing land-use (Y6 showing change over time?)

Create a cross-section of topographical features – include labels – include features that they have mapped/identified over the unit. Y6 could create the cross-section with m above sea level grid down the side

Chn complete a route guide from one local landmark to another, showing specific grid references etc.

Complete geographical enquiry – e.g. How has land use changed in our town? How do physical features influence where we live in our area? What makes our local area unique?</td>
<td>Compass
Grid reference
Symbol
Key
Topography
Land-use
Human feature
Physical feature
Fieldwork
Enquiry</td>
<td>The Viewer
Shaun Tan
Town is by the Sea</td>
</tr>
</table>

Geography Curriculum Map

<table>
<tr>
<td></td>
<td>Spring</td>
<td>Rivers previously studied in LKS2.

Key Qs:
Can you name any local rivers?
Where does a river start?
Where does a river end?
Can you describe the journey of a river?
Can you name any mountains in the UK or the world?
How are rivers and mountains shown on maps/in atlases?</td>
<td>NC objectives:
-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
-physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

<table>
<tr><th>Y5</th><th>Y6</th></tr>
<tr><td>I know that rivers have three main stages (upper, middle and lower course) and that erosion, transportation and deposition shape the land as rivers flow from their source to their mouth.
I know that mountains are formed through physical processes, including the movement of tectonic plates, and that the UK has several mountain ranges, including the Pennines, Snowdonia (Eryri) and the Scottish Highlands.
I know that rivers and mountains are important physical features of the UK and can identify and locate examples, including the River Thames, River Severn, Ben Nevis and Scafell Pike.</td><td>I know that erosion, transportation and deposition shape river landscapes over time, creating features such as meanders, waterfalls, floodplains and oxbow lakes.
I know that different types of mountains are formed through geological processes, including folding, faulting and volcanic activity, and that weathering and erosion change mountain landscapes over time.
I know that natural processes, including rainfall, river erosion, flooding and weathering, continually change landscapes and can influence land use and settlements in the UK.</td></tr>
</table>
</td>
<td>Y5 skills
<u>Location and Direction</u>
- I can locate major rivers and mountain ranges in the UK using maps and atlases.

<u>Map Skills</u>
- I can use physical maps, contour lines and keys to identify rivers, mountains and changes in height.

<u>Geographical Understanding</u>
- I can describe how erosion, transportation and deposition shape rivers and how tectonic movements form mountains.

<u>Geographical Enquiry</u>
- I can use maps, photographs and diagrams to investigate how rivers and mountains are formed and change over time.</td>
<td>Y6 skills
<u>Location and Direction</u>
- I can use six-figure grid references to locate and describe the position of rivers, mountains and key landforms on Ordnance Survey maps.

<u>Map Skills</u>
- I can interpret contour lines, symbols and scale to compare the height, shape and features of different landscapes.

<u>Geographical Understanding</u>
- I can explain how physical processes, including erosion, deposition, tectonic activity and weathering, create and change river and mountain landscapes.

<u>Geographical Enquiry</u>
- I can analyse maps, photographs and geographical data to explain how physical processes change landscapes over time.</td>
<td>Explore locations of rivers/mountains in UK using maps – Y6 to focus on 6-figure grid references to locate major mountain ranges in UK. Y5s draw major rivers and mountain ranges on blank UK maps, colour code for land height etc.

Explore journey of a river source to mouth, exploring physical processes of erosion, transportation and deposition – Y5s create labelled diagram and brief explanation of the processes along its course. Y6s explain how the processes change in different parts of the river and how they create different landforms.

Investigate how erosion and deposition create different landforms – Y5s match river landforms to their names and explain how they were formed, Y6s take one landform, e.g. oxbow lake, and draw series of diagrams to explain how it was formed.

Explore mountain formation - tectonic plates. Use modelling clay/folded paper to demonstrate how they form and take photos, the explain process. Y6s look at different mountain formations, e.g. fold, fault-block and volcanic mountains – simple explanation for each one – draw diagram.

How can landscapes change over time? Look at the impact erosion and weathering can change river and mountain landscapes. Y5s photographs of weathered rocks, eroded</td>
<td>Erosion
Transportation
Deposition
Weathering
Tectonic plates
Meander
Floodplain
Contour lines</td>
<td>Amazing Rivers

Song of a River (chapter book)</td>
</tr>
</table>

Geography Curriculum Map

						valleys and riverbanks – compare before/after pics. Y6s create cause/effect diagram for how the changing landscape can affect land use or settlements, e.g. flooding, weathering, erosion. Create geographical enquiry into the River Ure – how has it changed over time? How has land use around it changed over time due to physical processes?		

Geography Curriculum Map

<table>
<tr>
<td></td>
<td>Summer</td>
<td>Previous study of climate zones, tropics, Equator in LKS2, continents and oceans in KS1.

Key Qs:
What are the seven continents and five oceans of the world?
Can you describe their locations with relation to the Equator, hemispheres and tropics?
Can you describe the differences in climate around the world?</td>
<td>NC objectives:
-physical geography, including: climate zones, biomes
-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
-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
<table>
<tr><th>Y5</th><th>Y6`</th></tr>
<tr>
<td>I know that the world is divided into different climate zones and biomes, including tropical rainforests, deserts, grasslands and tundra, each with different climates, plants and animals.

I know that the Amazon Rainforest is a tropical rainforest biome located in South America, mainly in Brazil, and has a hot, wet climate throughout the year.

I know that the Amazon Rainforest has distinctive physical features, including dense vegetation, the Amazon River and a wide variety of plants and animals, which can be compared with the physical geography of the UK.</td>
<td>I know that climate influences the location and characteristics of different biomes, and that the Amazon Rainforest's position near the Equator creates conditions that support its dense vegetation and biodiversity.

I know that the Amazon Rainforest is an important ecosystem that supports biodiversity, stores carbon and influences the water cycle, but is threatened by deforestation, farming and human activity.

I know that the human and physical geography of the Amazon Rainforest differs from a region of the UK, including climate, vegetation, settlements and land use, and that human activities can change</td>
</tr>
</table>
</td>
<td>Y5 skills
<u>Location and Direction</u>
- I can use maps and atlases to locate South America, the Amazon Rainforest, the Equator and major countries within the Amazon region.

<u>Map Skills</u>
- I can use climate and biome maps to identify and describe the location of different biomes around the world.

<u>Geographical Understanding</u>
- I can describe the climate, vegetation and physical features of the Amazon Rainforest and compare them with the UK.

<u>Geographical Enquiry</u>
- I can use maps, photographs and climate data to investigate the characteristics of the Amazon Rainforest.</td>
<td>Y6 skills
<u>Location and Direction</u>
- I can use latitude and longitude to describe the location of the Amazon Rainforest and explain its position in relation to the Equator.

<u>Map Skills</u>
- I can interpret climate maps, biome maps and geographical data to explain the distribution of tropical rainforests.

<u>Geographical Understanding</u>
- I can explain how climate influences the Amazon Rainforest and how human activities affect its environment.

<u>Geographical Enquiry</u>
- I can analyse maps, photographs and geographical data to investigate deforestation and compare the Amazon Rainforest with a region of the UK.</td>
<td>Explore world biomes and locate on world maps. Y5s label and colour world biome map and match photographs of biomes to climate/vegetation characteristics. Y6s compare world climate and biome maps, identifying patterns in where the biomes are located depending on climate, rainfall etc – label own biome map.

Focus on rainforests – difference between tropical and temperate.
Tropical and temperate rainforests KS2 | Y5 Geography | Lesson Resources | Oak National Academy

Locate Amazon Rainforest on world map – core facts about location. Which countries does it cover? Identify major cities, countries, rivers etc. Y6s use latitude/longitude and explain position in relation to Equator. Include climate in core facts about Amazon.

Explore physical features of the Amazon, creating labelled diagrams and explanations of the four parts of rainforest (flap book with pictures)
Features of the Amazon rainforest KS2 | Y5 Geography | Lesson Resources | Oak National Academy

Explore food produced in Amazon Rainforest, how climate impacts what is grown and how it is exported around the world.
Foods from tropical rainforests KS2 | Y5 Geography | Lesson</td>
<td>Biome
Climate zone
Equator
Tropical
Biodiversity
Vegetation
Deforestation
Transpiration</td>
<td>The Explorer

The Great Kapok Tree

Journey to the River Sea</td>
</tr>
</table>

Geography Curriculum Map

				these environments over time.			Resources | Oak National Academy Brazil nut production KS2 | Y5 Geography | Lesson Resources | Oak National Academy Explore people of the Amazon Rainforest – comparison to life in the UK. People of the Amazon rainforest KS2 | Y5 Geography | Lesson Resources | Oak National Academy CROSS-CURRICULAR LINK WITH ENGLISH – DEBATE SURROUNDING DEFORESTATION Debating the future of the Amazon rainforest KS2 | Y5 Geography | Lesson Resources | Oak National Academy		

Contextual safeguarding	**SEND adaptations**	**Enrichment opportunities**
Autumn Road safety, water safety, safety on and around farms, machinery, animals.	**Autumn** Widgits Pre-teach vocabulary Visual supports – photographs, labels Simplified maps – fewer symbols, larger scale Scaffolding to support drawing own maps Labelled compass provided Key word banks – dual coded	**Autumn** Local walk Orienteering Local visitors from the community, e.g. PCSO, dentist etc Cross-curricular links – English, fact file about local area

Geography Curriculum Map

Spring Water safety	**Spring** Widgits – vocabulary Aerial photographs, labelled feature photographs Model water cycles for reference Colour-coded maps with rivers, roads etc. Tracing paper to map out river journeys Sentence stems and core vocabulary provided – word banks Photocopied large scale maps from atlas – colour coded continents, oceans etc.	**Spring** River walk Rivers Trust
Summer Online safety – conducting research Respect for different cultures and communities	**Summer** Pre-teach vocabulary – widgits provided Worked examples (e.g. labelled diagrams, processes part-complete) Colour-coded world maps – continents, biomes, climate shading Sentence stems and core vocabulary provided Large scale maps – atlas, OS maps with larger grid area, fewer squares Photograph sorting activities – Venn diagrams	**Summer** Global Celebration Week – bring learning about different parts of the world together

Geography Curriculum Map

<table>
<tr><th>CYCLE B</th><th></th><th>Retrieval</th><th>Knowledge</th><th colspan="2">Skills</th><th>Outcomes</th><th>Vocabulary</th><th>Linked texts</th></tr>
<tr>
<td>KS1</td>
<td>Autumn</td>
<td>Understanding of where we go to school, getting to school, parts of our school from Rec.

Key Qs:
What is the name of our school?
Where is our school located?
Who works in our school?
Where do you have your lessons?
Where do you eat lunch?
Where do you play?
How do you get from your classroom to the school field?</td>
<td>NC objectives:
-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
-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

<table>
<tr><th>Y1</th><th>Y2</th></tr>
<tr>
<td>I know that my school and its grounds have human features (such as buildings, playgrounds and fences) and physical features (such as trees, grass and hills).
I know that maps and aerial photographs show places from above and can help us recognise familiar features of our school.
I know that simple maps use pictures and symbols to represent real places and features.</td>
<td>I know that fieldwork involves observing and recording the human and physical features of a place, such as our school and its surrounding environment.
I know that aerial photographs and plans show the layout of places from above and can be used to identify landmarks and features around our school.
I know that maps use symbols and a key to represent features, helping us understand the location and layout of our school grounds.</td>
</tr>
</table>
</td>
<td>Y1 skills
<u>Map Skills</u>
- I can use aerial photographs and simple maps to recognise familiar places and features in my school.

<u>Fieldwork</u>
- I can observe and identify human and physical features in my school grounds.

<u>Geographical Understanding</u>
- I can describe features of my school and explain whether they are human or physical.

<u>Location and Direction</u>
- I can use simple positional language, such as near, far, next to and behind, to describe where features are in my school.</td>
<td>Y2 skills
<u>Map Skills</u>
- I can draw a simple map of my school grounds using symbols and a key.

<u>Fieldwork</u>
- I can observe and record human and physical features of my school and its surrounding area.

<u>Geographical Understanding</u>
- I can compare different areas of my school grounds and describe their human and physical features.

<u>Location and Direction</u>
- I can use compass directions (north, south, east and west) to describe the location of features around my school.</td>
<td>Unit suggested lessons:
Local area: where do we go to school? KS1 | Y1 Geography | Lesson Resources | Oak National Academy

Explore the school – identify buildings, outside locations – could link to orienteering activities or treasure hunt through the school labelling rooms on a map.

Locate the school on a map – Google maps, identify the playing field, school building, car park, roads around etc. Study aerial photographs of the school – identify key features based on what we found out last lesson.

Find out about the jobs people do in school – ask questions about their jobs.

Locational language – describe position of rooms/parts of our school – create directions – could create a simple map of a route through school.

Fieldwork – look for signs of autumn in the school grounds; forest area, garden, collect items in envelopes and create collage or make checklist of how many things you find (Y2?)</td>
<td>Fieldwork
Observe
Aerial photograph
Map
Symbol
Key
Landmark
Direction</td>
<td>What the Ladybird Heard (map link)</td>
</tr>
</table>

Geography Curriculum Map

<table>
<tr>
<td></td>
<td>Spring</td>
<td>Transport studied in Reception, knowledge of parts of the world.

Key Qs:
How many types of transport can you name?
How can we travel around our local area?
How would we travel to places that are further away, e.g. London?
Where do we live?
What is our nearest town?</td>
<td><u>NC objectives:</u>
• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
• use world maps, atlases and globes to identify the United Kingdom and its countries
• key human features, including: city
• use simple compass directions (North, South, East and West)

<u>UK and London</u>
<table>
<tr><td>Y1</td><td>Y2</td></tr>
<tr><td>I know that the UK is made up of four countries.
I know that London is a capital city.
I know that the UK is surrounded by sea.</td><td>I know the names of the four countries of the UK: England, Scotland, Wales and Northern Ireland.
I know the capital cities of the UK: London, Edinburgh, Cardiff and Belfast.
I know the names of the seas around the UK: the North Sea, English Channel, Atlantic Ocean and Irish Sea.</td></tr>
<tr><td>I know that people live in different size places, like cities, towns and villages.
I know that some features are made by people (human) and some are natural (physical).</td><td>I know that people live in different size places, such as cities, towns and villages, and I can give examples.
I know some human and physical features of London, such as the River Thames (physical) and Buckingham Palace or the Shard (human).</td></tr>
</table>
</td>
<td>Y3
<u>Map skills</u>
I can recognise that a map shows a place.
I can use a simple world map, atlas or globe to find the United Kingdom.
I can use words like bigger and smaller to talk about places on a map.

<u>Location and direction</u>
I can use positional language such as left, right, near and far.
I can follow simple directions around my classroom or school.

<u>Geographical enquiry</u>
I can ask simple questions about places, such as “What can I see here?”
I can make observations using pictures, maps or what I see on a short walk.</td>
<td>Y4
<u>Map skills</u>
I can use a world map, atlas or globe to locate the United Kingdom and its four countries.
I can use maps to find places in the UK, such as Leyburn, Middleham, Spennithorne, and rivers like the Ure, Cover and Swale.
I can use size vocabulary confidently (bigger/smaller) when comparing places or features.

<u>Location and direction</u>
I can use and follow simple compass directions: North, South, East and West.
I can describe where places or features are using positional and compass language.

<u>Geographical enquiry</u>
I can investigate places in the UK by asking questions and making observations.
I can use simple sources, such as maps, photographs and weather forecasts, to find out about places like London or weather patterns in the UK.
I can describe what I have found out using my own words.</td>
<td>Label UK maps with countries, capital cities and surrounding seas – describe location to each other using compass directions

Identify characteristics of the four countries, including flags, position in UK, customs/traditions, famous landmarks, human/physical features. Create a fact page for a chosen country of the UK – Y2s could sort symbols/flags/key information into a box for each country.

Introduce study of London – locate it on a map. Look at physical and human features of London – identify River Thames, important buildings (Big Ben etc)

Investigate and learn about city life through a study of London – photographs, stories, a ‘day in the life’ – look at transport, famous buildings, tourism (things to do).

Compare and contrast Leyburn and London – town/city, including transport (link to EYFS), landmarks, rivers.</td>
<td>United Kingdom
England
Wales
Scotland
Northern Ireland
physical features
human features
compass
location
city
town
village</td>
<td>Katie Morag in London

A Walk in London

London flap book</td>
</tr>
</table>

Geography Curriculum Map

<table>
<tr>
<td></td>
<td>Summer</td>
<td>Study of hot/cold places around the world, Rec/KS1.
Animals living in different areas – habitats, science link etc.

Key Qs:
Where do we live?
What country do we live in?
Have you ever visited another country?
Are all countries like the UK?
How can we travel around the world?
Have you heard of any other countries in the world? Have you visited other countries around the world?
How can maps help us find places around the world?</td>
<td>NC objectives:
-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
-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
-name and locate the world's 7 continents and 5 oceans

<table>
<tr><th>Y1</th><th>Y2</th></tr>
<tr>
<td>I know that the United Kingdom is in Europe and Kenya is in Africa, and both countries can be located on a world map or globe.
I know that the world has seven continents and five oceans, and I can name them.
I know that the UK and Kenya have different physical features, including landscapes, weather and wildlife.</td>
<td>I know that the world has seven continents and five oceans, and I can name and locate them on a world map or globe.
I know that the United Kingdom is made up of four countries (England, Scotland, Wales and Northern Ireland), while Kenya is a country in East Africa.
I know that the UK and Kenya have different human and physical features, including settlements, buildings, landscapes and climate, which can be compared.
I know that a small area of the UK and a small area of Kenya have geographical similarities and differences, including how people live, the environment around them and how the land is used.</td>
</tr>
</table>
</td>
<td>Y1 skills
Location and Direction
- I can locate the UK and Kenya on a world map and identify the continents they are in.

Map Skills
- I can use maps, atlases and globes to identify continents and oceans.

Geographical Understanding
- I can identify human and physical features of the UK and Kenya.

Geographical Enquiry
- I can use photographs and maps to describe what places in the UK and Kenya are like.</td>
<td>Y2 skills
Location and Direction
- I can name and locate the seven continents and five oceans on a world map.

Map Skills
- I can use maps, atlases and globes to locate the UK and Kenya and identify their geographical features.

Geographical Understanding
- I can compare the human and physical features of a small area of the UK (local area) and a small area of Kenya.

Geographical Enquiry
- I can use photographs, maps and geographical information to explain similarities and differences between the UK and Kenya.</td>
<td>Explore the seven continents and five oceans – locate and label on maps. Can you remember one key feature about each one?
FULL SONG: 'Continents and Oceans!' 🌍 ABCmouse Sing-Along Music Video | Preschool and Kindergarten
Identify UK and Kenya on the world map. What do you notice about Kenya's location to the Equator?

Look closer at location of Kenya and climate – what do we think the climate is like in Kenya and how does it differ to UK? Could look at weather for a week in each country (could be combined with next lesson for physical features)

Use satellite images and photographs to identify physical features of Kenya – sort between Kenya/UK and identify similarities/differences.
Y2s extend to a cityscape picture comparison with Dales and note human features as well as physical.

Explore wildlife living in Kenya and learn about the Big Five and safari in Kenya – could compare Dales National Park with National Parks in Kenya – write fact file on one of the Big Five.

Explore the lives of people in Kenya – look at the Masai tribe, photographs, traditions. Could create a 'day in the life' of a child in Kenya – school life, food eaten. Comparison to the life of a child in UK.
Kenya | National Geographic Kids</td>
<td>Continent
Ocean
Europe
Africa
United Kingdom
Kenya
Country
Equator
Climate
Landscape
Compare</td>
<td>Masai and I

Handa's Surprise

Mama Panya's Pancakes</td>
</tr>
</table>

Geography Curriculum Map

<table>
<tr>
<td>LKS2</td>
<td>Autumn</td>
<td>Knowledge of local area, towns/villages – city comparison study looking at London in KS1.

Key Qs:
Where do we live?
Do we live in a town, village or city?
What might you find in a city?
What physical features are in our local area?
What might you find in a village?
How can maps help us find features/places?</td>
<td>NC objectives:
-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
-human geography, including: types of settlement and land use, economic activity including trade links,
-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

<table>
<tr><th>Y3</th><th>Y4</th></tr>
<tr><td>I know that settlements are places where people live and that there are different types of settlements, including hamlets, villages, towns and cities.
I know that settlements have different human and physical features, including buildings, roads, rivers and green spaces, which can be identified using maps and photographs.
I know that people choose to settle in different places because of factors such as access to water, transport, jobs and suitable land.</td><td>I know that settlements vary in size, population and function, and that land is used for different purposes, including housing, farming, industry and recreation.
I know that settlements develop and change over time because of factors such as transport links, employment opportunities, trade and population growth.
I know that maps, aerial photographs and fieldwork can be used to investigate the human and physical features of our local area and identify patterns in land use.</td></tr>
</table>
</td>
<td>Y3 skills
<u>Map Skills</u>
- I can use maps, atlases and aerial photographs to identify different types of settlements and their features.

<u>Fieldwork</u>
- I can observe and record human and physical features of settlements in my local area.

<u>Geographical Understanding</u>
- I can describe different types of settlements and explain why people choose to live in certain places.

<u>Geographical Enquiry</u>
- I can use maps, photographs and observations to investigate how land is used in my local area.</td>
<td>Y4 skills
<u>Map Skills</u>
- I can use OS maps, digital maps and keys to identify and compare settlement patterns and land use.

<u>Fieldwork</u>
- I can collect, record and present information about my local area using sketch maps, tally charts and graphs.

<u>Geographical Understanding</u>
- I can explain how settlements develop and change over time because of transport, trade and employment.

<u>Geographical Enquiry</u>
- I can analyse maps, photographs and fieldwork data to identify patterns in settlement and land use.</td>
<td>Activity suggestions
<u>Settlements: where do people live and why? KS2 | Y3 Geography | Lesson Resources | Oak National Academy</u>

Explore different types of settlement – look at key features, Y3s sorting into headings/Y4s simple sentences/diagrams

Explore maps/atlases OS maps (Y4?) to locate villages, towns and cities, starting in local area. Identify other major cities including London, Birmingham, Leeds, Manchester.

Explore features of local settlements – e.g. Spennithorne (village), Middleham/Leyburn (town), York (city) – how are they different and are there any similar human/physical features?

Investigate how settlements change over time – land use, consider why people choose certain locations for settlements and factors for growth of settlements.

Study how our local area has changed over time – historical maps compared to current maps, and how land use has changed (building of all new houses in our area?)

Design a new settlement – consider what people need now and in the future.</td>
<td>Settlement
Hamlet
Village
Town
City
Land use
Urban
Rural</td>
<td>A Street through Time

Window
Jeannie Baker

Belonging
Jeannie Baker</td>
</tr>
</table>

Geography Curriculum Map

<table>
<tr>
<td></td>
<td>Spring</td>
<td>Settlements in last unit, UK countries in KS1, farming in Rec/KS1.

Key Qs:
What are the four countries of the United Kingdom?
What are some key physical features of our local area?
What different settlements can you name? Can you give examples nearby?
What might have impacted people's decisions to build settlements?
How can settlements change over time?</td>
<td>NC objectives:
-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
-describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
-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
<table>
<tr><th>Y3</th><th>Y4</th></tr>
<tr>
<td>I know that the United Kingdom is made up of four countries and has different geographical regions, counties and major cities, which can be located using maps and atlases.
I know that the UK has a variety of physical landscapes, including mountains, hills, rivers, valleys and coastlines, which can be identified on physical maps.
I know that land in the UK is used for different purposes, including farming, housing, industry and recreation, and that these are examples of human geography.</td>
<td>I know that different regions of the UK have distinctive human and physical features, including landscapes, settlements, climate and patterns of land use.
I know that physical features and natural resources, including rivers, fertile land and minerals, influence how land is used and where people live and work.
I know that landscapes and land use in the UK have changed over time due to human activities, including farming, urban development, industry and transport.</td>
</tr>
</table>
</td>
<td>Y3 skills
Location and Direction
- I can use maps and atlases to locate the countries, major cities and counties of the UK.

Map Skills
- I can use physical and digital maps to identify different landscapes, including mountains, rivers and coastlines.

Geographical Understanding
- I can identify and describe different types of land use in the UK, including farming, housing and industry.

Geographical Enquiry
- I can use maps, photographs and geographical information to investigate the features of different UK regions.</td>
<td>Y4 skills
Location and Direction
- I can locate and compare different regions of the UK using maps, atlases and digital mapping.

Map Skills
- I can use map keys, symbols and contour lines to identify and compare physical features and land-use patterns.

Geographical Understanding
- I can explain how physical features and natural resources influence land use and settlements in different parts of the UK.

Geographical Enquiry
- I can use maps, photographs and geographical data to investigate how landscapes and land use in the UK have changed over time.</td>
<td>Suggested activities from both:
Land use: how diverse are local and UK landscapes? KS2 | Y3 Geography | Lesson Resources | Oak National Academy
The UK: who are we? KS2 | Y4 Geography | Lesson Resources | Oak National Academy

Explore a variety of maps of the UK – identify major cities, villages/towns in local area, building on previous settlement study – look at counties (should already know North Yorkshire). On maps, identify physical features of the UK and diverse landscape, e.g. rivers, valleys, mountains, coastlines etc. Produce colour-coded maps, Y4 look at grid references/OS maps/symbols for different physical features.

Use maps and aerial photographs to explore land use in the local area – focus in on farming in our local area – what types of farming? Invite local farmers in?

Farming comparison across the UK – different types of farming in different areas of the UK.

Discuss how changes in land use (building on local area study in settlements last unit) affect wildlife.

Human geography study – look at population of UK, migration, reasons for people moving and how this affects settlements/land use over time.</td>
<td>Landscape
Land use
Region
County
Topography
Agriculture
Natural resources
Urbanisation</td>
<td>The Street Beneath My Feet</td>
</tr>
</table>

Geography Curriculum Map

	Summer	Continents and oceans of the world KS1 Key Qs What are the seven continents and five oceans of the world? Where is the Equator? Can you name a hot part of the world? Can you name a cold part of the world? What affects whether a place is hot or cold? What is the climate like in the UK?	NC objectives: **-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)** **-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 and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle** **Y3** **I know that the world is divided into different climate zones**, including tropical, temperate and polar, which have different patterns of temperature and rainfall. **I know that the Equator divides the Earth into the Northern and Southern Hemispheres**, and places near the Equator are generally warmer than places near the poles. **I know that different countries and regions around the world experience different climates**, which influence their natural environments, including the plants and animals found there. **Y4** **I know that latitude affects climate,** with places closer to the Equator generally experiencing warmer temperatures and places closer to the poles experiencing colder temperatures. **I know that the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles**, and the Equator are important lines of latitude that help us locate and understand different climate zones. **I know that climate influences the characteristics of different environments,** including vegetation and biomes, and that countries in Europe, North America and South America can have different climate zones.	Y3 skills **Location and Direction** - I can locate the Equator, Northern Hemisphere and Southern Hemisphere on maps and globes. **Map Skills** - I can use maps, atlases and globes to identify and locate the world's main climate zones. **Geographical Understanding** - I can describe the differences in temperature and rainfall between tropical, temperate and polar climates. **Geographical Enquiry** - I can use photographs, maps and simple climate data to investigate and compare the climates of different places.	Y4 skills **Location and Direction** - I can locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, and Equator on maps and globes. **Map Skills** - I can interpret climate maps and use latitude to identify and compare climate zones in different parts of the world. **Geographical Understanding** - I can explain how latitude influences climate and how different climates affect vegetation and natural environments. **Geographical Enquiry** - I can interpret and compare climate graphs showing temperature and rainfall to identify patterns and explain differences between places.	Suggested activities: Climate zones: what are they and why do they matter? KS2 | Y3 Geography | Lesson Resources | Oak National Academy Explore what 'climate' means and how the Earth's position to the sun affects this. Map key climate zones with relation to Tropics, Equator etc. Introduce latitude to compare climate zones, and longitude (using Prime/Greenwich Meridian as reference line) to compare time zones – look up what time it is in different parts of the world. Use climate graphs to find out about differences/similarities between different climate zones – interpret data. Explore differences between climate zones and biomes. Animal adaptations – look at a range of different biomes around the world and how animals have adapted over time to live there. Climate change – explore the impact of sudden changes in climate on population/wildlife etc. Link to courageous advocacy – what small changes could we make to impact climate change?	Climate Climate zone Equator Hemisphere Latitude Longitude Tropical Temperate Polar	*Lost and Found* *Pugs of the Frozen North*

Geography Curriculum Map

<table>
<tr>
<td>UKS2</td>
<td>Autumn</td>
<td>Materials (science link) previously studied LKS2 and KS1. Food production in other parts of the world.

Key Qs:
Where do we get our energy from?
How is food made around the world?
Where do we get our food from? Is it all sourced locally?</td>
<td>NC objectives:
-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

<table>
<tr><th>Y5</th><th>Y6</th></tr>
<tr><td>I know that natural resources are materials found in the environment, including water, food, minerals and energy sources, which people use in everyday life.
I know that natural resources are distributed unevenly around the world, with different countries and regions having access to different resources.
I know that some natural resources are renewable, while others are non-renewable, and that people use these resources for energy, food production and manufacturing.</td><td>I know that the availability and distribution of natural resources influence how people live, work and develop communities in different parts of the world.
I know that extracting and using natural resources can have positive and negative impacts on people, economies and the environment.
I know that managing natural resources sustainably is important to prevent shortages, reduce environmental damage and protect resources for future generations.</td></tr>
</table>
</td>
<td>Y5 skills
Location and Direction
- I can use maps and atlases to locate countries and regions where important natural resources, including water, minerals and energy sources, are found.

Map Skills
- I can interpret maps and geographical data to identify patterns in the distribution of natural resources around the world.

Geographical Understanding
- I can describe how natural resources are used and distinguish between renewable and non-renewable resources.

Geographical Enquiry
- I can use maps, photographs and geographical information to investigate how natural resources are obtained and used in different countries.</td>
<td>Y6 skills
Location and Direction
- I can locate and compare regions of the world with different levels of access to natural resources.

Map Skills
- I can interpret and compare thematic maps and geographical data to explain patterns and differences in resource distribution.

Geographical Understanding
- I can explain how the availability and use of natural resources affect people and the environment, including the importance of sustainability.

Geographical Enquiry
- I can investigate the environmental and social impacts of resource extraction and use evidence to evaluate ways of managing resources sustainably.</td>
<td>Suggested activities
Natural resources: what are they, where are they found, why are they important? KS2 | Y5 Geography | Lesson Resources | Oak National Academy

Introduce and explore natural resources – what are they? How are they used?

Identify renewable and non-renewable energy sources – understand the difference between them and their uses (sorting activity?)

Look at food production – link to local area (farming – sustainability). Consider global impact, production/trade etc.

Explore economic minerals – map where they can be found, how we use them.

Explore wood and uses - where found/maps – different uses in different parts of the world.

Explore water – uses, threats to availability/distribution</td>
<td>Natural resources
Renewable
Non-renewable
Fossil fuels
Minerals
Extraction
Distribution
Sustainability</td>
<td>What a Waste

A Planet Full of Plastic</td>
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Geography Curriculum Map

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<td>Spring</td>
<td>Prior learning- regions of the UK, climate zones, mountain formation, differing landscapes and continents/oceans

Key Qs:
Can you name some physical features of the world?
Can you name the seven continents and five oceans of the world?
How might the landscape/physical environment affect where people build settlements?
How can an atlas help us identify mountains and other physical features?</td>
<td>NC objectives:
-describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

<table>
<tr><th>Y5</th><th>Y6</th></tr>
<tr><td>I know that the Earth's crust is divided into tectonic plates that move slowly, and that most volcanoes and earthquakes occur near plate boundaries.
I know that volcanoes form when magma rises to the Earth's surface, and that volcanic eruptions can produce lava, ash and gases.
I know that earthquakes occur when tectonic plates suddenly move, releasing energy that causes the ground to shake.</td><td>I know that different types of plate boundaries (constructive, destructive and conservative) cause different geological activity, including volcanic eruptions and earthquakes.
I know that volcanic eruptions and earthquakes can have significant impacts on people, settlements and the environment, including both short-term and long-term effects.
I know that people living in areas at risk of volcanoes and earthquakes use monitoring, prediction and preparation strategies to reduce the dangers posed by these natural hazards.</td></tr>
</table>
</td>
<td>Y5 skills
Location and Direction
- I can use maps and atlases to locate major volcanoes, earthquake zones and tectonic plate boundaries around the world.

Map Skills
- I can interpret physical and tectonic maps to identify patterns in the locations of volcanoes and earthquakes.

Geographical Understanding
- I can describe how tectonic plate movement causes volcanoes and earthquakes.

Geographical Enquiry
- I can use maps, diagrams and geographical information to investigate the causes and effects of volcanic eruptions and earthquakes.</td>
<td>Y6 skills
Location and Direction
- I can locate and compare regions affected by volcanic eruptions and earthquakes, explaining their relationship to tectonic plate boundaries.

Map Skills
- I can interpret and compare tectonic maps and geographical data to explain patterns of volcanic and earthquake activity.

Geographical Understanding
- I can explain how different plate boundaries cause geological activity and analyse the impacts on people and the environment.

Geographical Enquiry
- I can investigate real examples of volcanic eruptions and earthquakes, using evidence to evaluate their impacts and the effectiveness of risk-reduction strategies.</td>
<td>Suggested activities
Earthquakes: how do they change the world? KS2 | Y6 Geography | Lesson Resources | Oak National Academy
Volcanoes and their features KS2 | Y4 Geography | Lesson Resources | Oak National Academy
Living near volcanoes KS2 | Y4 Geography | Lesson Resources | Oak National Academy
The impact of eruptions: Eyjafjallajökull, Iceland KS2 | Y4 Geography | Lesson Resources | Oak National Academy

Explore what causes earthquakes, how they are measured and map earthquake zones.

Look at impact of earthquakes around the world, focussing on Honshu, Japan – tsunamis.

Response and preparation for earthquakes – look at how different countries around the world can prepare and respond to earthquakes. Identify patterns in earthquakes around the world and predict likely impact.

Explore formation of volcanoes (based on prior learning of mountains) and features of volcanoes – spot on maps, identify patterns in locations.

Investigate impact of volcanic eruptions and strategies used to reduce dangers posed.</td>
<td>Tectonic plates
Plate boundary
Volcano
Earthquake
Magma
Lava
Eruption
Seismic activity</td>
<td>Escape from Pompeii

The Pebble in my Pocket</td>
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Geography Curriculum Map

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<td>Summer</td>
<td>Continents and oceans of the world, climate zones, physical geography – changing landscapes, trade, economics around the world

Key Qs
What is the difference between physical and human features?
Can you name three types of land use?
How can settlements change and develop over time?
Can you name a country from each continent?</td>
<td>NC objectives:
-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
-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

<table>
<tr><th>Y5</th><th>Y6</th></tr>
<tr><td>I know that North America is a continent made up of 23 independent countries, including Canada, the United States and Mexico, and that its countries and major cities can be located using maps and atlases.
I know that North America has a variety of physical features, including mountain ranges, rivers, lakes and different climate zones, which create contrasting landscapes across the continent.
I know that different regions of North America have distinctive human geographical features, including settlements, population patterns and land use, which can be compared with those of a region in the UK.</td><td>I know that the physical geography of North America, including climate, relief and natural resources, influences where people live and how land is used.
I know that different regions of North America have contrasting human and physical characteristics, and that these differences influence people's lifestyles, economic activities and settlements.
I know that a region of North America can be compared with a region of the UK to explain geographical similarities and differences, including how physical and human features are connected.</td></tr>
</table>
</td>
<td>Y5 skills
Location and Direction
- I can use maps, atlases and globes to locate North America, its countries, major cities and geographical regions.

Map Skills
- I can use physical, political and digital maps to identify and describe North America's key physical and human features.

Geographical Understanding
- I can describe the similarities and differences between the landscapes, settlements and land use of a region in North America and a region in the UK.

Geographical Enquiry
- I can use maps, photographs and geographical information to investigate the human and physical characteristics of different North American regions.</td>
<td>Y6 skills
Location and Direction
- I can accurately locate and compare different regions of North America using maps, atlases and digital mapping.

Map Skills
- I can interpret and compare thematic maps and geographical data to identify patterns in climate, population and land use across North America.

Geographical Understanding
- I can explain how physical features, climate and natural resources influence settlements, economic activities and lifestyles in North America, making comparisons with the UK.

Geographical Enquiry
- I can use evidence from maps, photographs and geographical data to analyse similarities and differences between a region of North America and a region of the UK, drawing geographical conclusions.</td>
<td>Suggested outcomes
North and South America: how diverse are their places and landscapes? KS2 | Y5 Geography | Lesson Resources | Oak National Academy

Where is North America? - BBC Bitesize

Environmental geography: focus on North and South America KS2 | Y6 Geography | Lesson Resources | Oak National Academy

Explore world geography- locate continents, Equator, Tropics etc, locate North America and countries within North America. Surrounding seas – create/label maps.

Explore physical features of North America – landmarks, mountain ranges, bodies of water, coastline etc – label physical features/colour code on maps.

Look at climate data from different regions of North America, recording differences in temperature and rainfall. Recap latitude from LKS2, and discuss time zone difference using longitude.

How do people live in North America?
Investigate settlements, buildings and land uses in urban and rural parts of North America.

How does North America compare with the UK?
Complete a comparison explaining geographical</td>
<td>Continent
Region
Latitude
Longitude
Climate
Landscape
Settlement
Population density</td>
<td>A River Ran Wild

This is New York</td>
</tr>
</table>

Geography Curriculum Map

						similarities and differences between the two regions.		

Contextual Safeguarding	**SEND adaptations**	**Enrichment**
Local area – fieldwork, road safety, water safety, farming (machinery, animals) Online safety – conducting research	Pre-teach vocabulary – widgits Visuals – dual coding in lesson slides Large-scale maps – colour coded Photocopied sections of atlas pages Sentence stems Word banks Worked examples – partially completed diagrams, labels provided.	**Autumn** Local walk – spotting human and physical features People who help us **Spring** School visit – farming industry, racing community visits **Summer** Global week – celebration of learning