

Curriculum – Key Skills - Geography

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge					
<p>The UK</p> <p>Name 4 countries and capitals of the UK. Name the surrounding seas Understand what a capital city is</p> <p>Global North and South Poles Equator</p> <p><i>Note: Take into account our locality. When talking about somewhere new, show where it is in relation to the UK/Norfolk/Norwich.</i></p>	<p>The UK</p> <p>Recap 4 countries and capitals of the UK The world Name 7 continents and 5 oceans 4 compass points (N, S, E, W)</p> <p><i>Note: Take into account our locality. When talking about somewhere new, show where it is in relation to the UK/Norfolk/Norwich.</i></p>	<p>The World</p> <p>Lines of Latitude and Longitude (Equator, Antarctic, Arctic Circle, Tropics Cancer & Capricorn)</p> <p>Climate Zones (polar, temperate, desert, Mediterranean, tropical, mountainous)</p> <p>Main countries of the world and their capital cities (Canada, USA, Mexico, Brazil, Argentina, UK, Russia, India, Kenya, South Africa, China Japan, Australia, New Zealand)</p> <p><i>Note: Take into account our locality. When talking about somewhere new, show where it is in relation to the UK/Norfolk/Norwich.</i></p>	<p>The UK</p> <p>12 key regions (Scotland, North East, North West, Yorkshire and the Humber, East Midlands, Wales, West Midlands, South West, South East, London, East of England, Northern Ireland)</p> <p>UK (Britain, Great Britain, The British Isles)</p> <p>Capital cities of UK (Belfast, Edinburgh, Cardiff, London) Mountains of the UK (The Grampian mountains, The Lake District, The Pennines, Snowdonia) UK land use (Urban and rural areas, forestry, farming and industry)</p> <p><i>Note: Take into account our locality. When talking about somewhere new, show where it is in relation to the UK/Norfolk/Norwich.</i></p>	<p>The World</p> <p>Recap lines of latitude and longitude and how this affects time zones. (Greenwich Mean time, meridians, midday, midnight)</p> <p><i>Note: Take into account our locality. When talking about somewhere new, show where it is in relation to the UK/Norfolk/Norwich.</i></p>	<p>The UK</p> <p>Counties and council areas Key urban economic activity Key rural economic activity County studies: Wales, Midlands, East and North of England 8 Compass points</p> <p><i>Note: Take into account our locality. When talking about somewhere new, show where it is in relation to the UK/Norfolk/Norwich.</i></p>
Place Knowledge: Compare and Contrast					
<p>Compare countryside to a city</p> <p>Compare cities/towns/areas in the UK e.g. city versus countryside</p>	<p>Norfolk compared to non EU country</p> <p>Compare Norfolk to a contrasting non-EU region 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>European Study</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region or area in a European country</p>	<p>North America Study</p> <p>Locate the world's countries, using maps to focus on North America and concentrating on their key physical and human characteristics, countries, and major cities.</p>	<p>South America: Rainforest Study</p> <p>Locate the world's countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics.</p>	<p>Local area study: Change of Land use over time – Norfolk – mapping skills</p> <p>Comparison of 1970 and 2018 Norfolk</p>
Human and Physical: Local and Global Scales					
<p>People who live in hot and cold countries – what do they wear? Houses? What do people wear in the North Pole? Features of hot and cold places The seasons and how weather affect people.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom. Compare this to another county.</p>	<p>Natural Resources (coal, oil, gas, fossil fuels, renewable and non-renewable, wind, hydro-electric, biomass) Food and farming</p> <p>Rivers (rain water, source, tributaries, mouth, erosion, deposition, sediment, meanders, delta) Rivers of the UK (The river Severn, The river Wensum) Coastal Regions of the UK (beach, cave, arch, stack, bay, headland)</p>	<p>Types of settlements (Hamlets, villages, towns, cities and conurbations) The earth's structure (crust, mantle, outer core, inner core, magma, layers)</p>	<p>Climates (Temperate, mountainous, Mediterranean, Polar, Desert, Tropical) Biomes Forest (Tropical, deciduous, coniferous) Grassland (Savanna and temperate) Tundra Vegetation belts (Arctic and Alpine) Changes to land use over time (Primary, secondary and tertiary economic activity, services, industry, tourism and finance) Plate Tectonics (Plate boundaries, oceanic and continental plate, mid-Atlantic ridge, fold mountains) Volcanoes and earthquakes Mount Etna, Haiti, Japan (Lava, Richter scale) The Nepal Earthquake</p>	<p>Trade and economic activity (Primary, secondary and tertiary activities, finance, manufacturing)</p> <p>Case Study: World on your Feet (planning and Year 6 activity suggestions including activities focused on fair trade) The water cycle (evaporation, condensing, surface run-off, precipitation, transpiration, infiltration)</p>
Geographical Skills: Enquiry and Investigation					
<p>Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. Observe and describe daily weather patterns. Identify and recognise different seasons and the patterns. Use simple fieldwork</p>	<p>Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</p> <p>Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</p>	<p>Observe, record, and name geographical features in their local environments.</p>	<p>Observe, record, and name geographical features in their local environments.</p>	<p>Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</p>	<p>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</p>
Geographical Skills: Sources and Information					
<p>Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps.</p>	<p>Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Use the four-simple compass directions (N, S, E, W) as well as locational and directional language when describing features and routes.</p>	<p>Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps. Locate features using two-figure grid references.</p>	<p>Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</p>	<p>Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Locate features using six-figure grid references.</p>	<p>Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</p>