

## Geography Long Term Coverage Map

<b>EYFS Development Matters Subject Content</b>	<p><b>Purpose of study</b> A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.</p> <p><b>Aims</b> The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>➤ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>➤ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>➤ are competent in the geographical skills needed to: <ul style="list-style-type: none"> <li>➤ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>➤ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>➤ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</li> </ul> </li> </ul>		
<b>Early Learning Goal</b>	<ul style="list-style-type: none"> <li>● Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>● They talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>● They make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul>		
<b>KS1 National Curriculum Subject Content</b>	<b>KS2 National Curriculum Subject Content</b>		
<p><b>Pupils should be taught:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>● name and locate the world’s 7 continents and 5 oceans</li> <li>● name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>● understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>● identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>● use basic geographical vocabulary to refer to:</li> <li>● key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>● key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● 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</li> <li>● 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</li> </ul>		<p><b>Pupils should be taught:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>● locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>● name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>● 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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>● understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>● describe and understand key aspects of:</li> <li>● physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>● human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>● 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</li> <li>● 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</li> </ul>	

## Geography Key Concepts

These key concepts are the 'big ideas' which run as threads through the curriculum. The same key concepts are explored and revisited in each unit of work in every year group. This enables pupils to build on prior knowledge, deepen their contextual knowledge and always working towards the bigger picture of achievement at the end of each year group or phase.

### Investigate Space and Location

Looking at points, features or regions in an absolute/or relative term and the relationships and patterns that connect them. This includes locating countries, key physical and human features on a map, global or aerial photos.

### Investigating Patterns and Change

Describing and understanding key geographical features of physical and human geography, using geographical vocabulary. For example, looking at weather patterns, volcanoes, the water cycle, land use, types of settlement, climate/biomes.

### Investigating Scale and Size

The 'zoom' lens that allows us to view places from global and local levels. Examples – a local study is the area in which people live their everyday lives. In contrast, a geographical region is generally a large area of land with distinguishing geographical, ecological, cultural and/or political characteristics that set it apart from other areas that may exist within one country or over several.

### Investigating Sustainability

What is it like there? What happens there? Why is it changing? This involves looking at both human and physical geographical features and how they change over time. Also comparing two different areas or locations (countries).

### Aspirations for the Future

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future.

**Climatologist**  
**Environmental consultant**  
**Marine Biologist**  
**Commercial/residential surveyor**  
**Geographical information systems officer**  
**Planning and development surveyor**  
**Cartographer**  
**Secondary school teacher**  
**Country and Town planner**  
**Travel agent**

Year Group	Autumn 2	Spring 2	Summer 2
Year 1	<b>Where do I live (Our School and our area)</b>	<b>Wonderful Weather</b>	<b>Our Country</b>
	<p><b>NC: (Locational)</b> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>NC: (Human and Physical)</b> Use basic geographical vocabulary to refer to: -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>NC: (Geographical skills)</b> 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><b>NC: (Geographical skills)</b> 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><b>NC: (Geographical skills)</b> 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><b>NC: (Locational)</b> Name and locate the world's seven continents and the five oceans</p> <p><b>NC: (Locational)</b> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>NC: (Human and Physical)</b> Use basic geographical vocabulary to refer to: -Key physical features including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather.</p> <p><b>NC: (Geographical skills)</b> 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><b>NC: (Locational)</b> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>NC: (Place knowledge)</b> 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</p> <p><b>NC: (Human and Physical)</b> Use basic geographical vocabulary to refer to: -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>NC: (Geographical skills)</b> 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><b>NC: (Geographical skills)</b> 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>
Key Concepts	<p><b>Investigating Space and location-</b> Use maps and plan a route Begin to recognise familiar places in their local area</p> <p><b>Investigating Patterns and Change</b> Make simple observations about the geography of the classroom and school (some using description)</p> <p><b>Investigating scale and size</b> Use simple fieldwork skills to study the geography of the school</p> <p><b>Investigating Sustainability</b> Ask simple geographical questions Use aerial photographs to recognise basic human and physical features Make comparisons between features of different places</p>	<p><b>Investigating Space and location</b> Use world maps and globes to identify the UK and begin to locate other countries. Locate hot and cold countries of the world.</p> <p><b>Investigating Patterns and Change</b> Name weather types in the UK. Identify daily changes in weather. Make comparisons between different types of weather Identify seasonal changes across a year. Use basic subject specific vocabulary. Ask simple geographical questions.</p> <p><b>Investigating scale and size</b> Use world maps and globes to identify a range of countries, the Equator and the North and South Poles.</p> <p><b>Investigating Sustainability</b> Explain some dangers of the weather. Make comparisons between different places studied. Make simple observations about the weather in the UK.</p>	<p><b>Investigating Space and location</b> Use world maps and globes to begin to locate some continents and countries Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks.</p> <p><b>Investigating Patterns and Change</b> Describe human and physical features of the capital city London. Make simple observations about the geography of London compared to another capital city (Brasilla)</p> <p><b>Investigating scale and size</b> Name the four countries of the UK, capital cities and surrounding seas.</p> <p><b>Investigating Sustainability</b> Ask simple geographical questions Use aerial photographs to recognise basic human and physical features.</p>
Geographic Enquiry	<ul style="list-style-type: none"> <li>➤ Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>➤ Use information books/pictures as sources of information.</li> <li>➤ Investigate their surroundings</li> <li>➤ Make observations about where things are e.g. within school or local area</li> </ul>		

Year Group	Autumn 2	Spring 2	Summer 2
Year 2	<p><b>The Wonderful World</b></p> <p><b>NC: (Human and Physical)</b> 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><b>NC: (Human and Physical)</b> Use basic geographical vocabulary to refer to: -Key physical features including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather. -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>NC: (Geographical skills)</b> 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><b>NC: (Geographical skills)</b> 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><b>Magical Mapping</b></p> <p><b>NC: (Locational)</b> Name and locate the world’s seven continents and the five oceans</p> <p><b>NC: (Locational)</b> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>NC: (Human and Physical)</b> Use basic geographical vocabulary to refer to: -Key physical features including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather. -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>NC: (Geographical skills)</b> 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><b>NC: (Geographical skills)</b> 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><b>NC: (Geographical skills)</b> 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><b>NC: (Geographical skills)</b> 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><b>Safari Time</b></p> <p><b>NC: (Locational)</b> Name and locate the world’s seven continents and the five oceans</p> <p><b>NC: (Place knowledge)</b> 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</p> <p><b>NC: (Human and Physical)</b> Use basic geographical vocabulary to refer to: -Key physical features including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather. -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>NC: (Geographical skills)</b> 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><b>NC: (Geographical skills)</b> 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><b>NC: (Geographical skills)</b> 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>
Key Concepts	<p><b>Investigating Space and location</b> Use an atlas to accurately locate the continents and oceans of the world. Locate hot and cold areas of the world. Use and follow simple compass directions (NESW).</p> <p><b>Investigating Patterns and Change</b> Use aerial photographs and satellite images to recognise basic human and physical features Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary. Compare and contrast the human and physical features of the main continents of the world.</p> <p><b>Investigating scale and size</b> Understand that the world is spherical.</p> <p><b>Investigating Sustainability</b> To ask geographical questions– Where is it? What is this place like? How near/far is it?</p>	<p><b>Investigating Space and location</b> Use an atlas to locate the four countries of the UK, capital cities and other key places. Use an atlas to locate the seven continents of the world and the five major oceans of the world. Name different types of maps and key features of maps</p> <p><b>Investigating Patterns and Change</b> Use aerial photographs to ‘view from above’ and recognise basic human and physical features</p> <p><b>Investigating scale and size</b> Draw a simple sketch map of the school and local area. Plan a simple route around the local area using key vocabulary. Plan a route using key vocabulary, positional and directional language.</p> <p><b>Investigating Sustainability</b> To ask geographical questions – Where is it? What is this place like? How near/far is it?</p>	<p><b>Investigating Space and location</b> Draw a map of Kenya and locate the capital city, some main cities and oceans. Use an atlas/globe to locate accurately places and landmarks in Kenya. Explain where Kenya is located in the world and find Kenya on a world map or globe.</p> <p><b>Investigating Patterns and Change</b> Understand what some aspects of Kenyan life are like. Identify the features of a national park and begin to explain the difference to a game reserve. Describe some differences and similarities between Kenya and the UK.</p> <p><b>Investigating scale and size</b> Draw a map of a national park and begin to consider the location of key features.</p> <p><b>Investigating Sustainability</b> To ask geographical questions – Where is it? What is this place like? How near/far is it? Identify animals that live in Kenya and begin to explain the concept of ‘endangered species’. Begin to understand the importance of tourism to Kenya.</p>
Geographic Enquiry	<ul style="list-style-type: none"> <li>➤ Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>➤ Use books, stories, maps, pictures/photos and internet as sources of information.</li> <li>➤ Investigate their surroundings</li> <li>➤ Make appropriate observations about why things happen.</li> <li>➤ Make simple comparisons between features of different places.</li> </ul>		

Year Group	Autumn 2	Spring 2	Summer 2
Year 3	<p><b>Using Land</b></p> <p><b>NC: (Human and Physical)</b> Describe and understand key aspects of: physical geography, including: -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 <b>NC: (Geographical Skills)</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>NC: (Geographical Skills)</b> 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>	<p><b>Extreme Earth - Volcanoes</b></p> <p><b>NC: (Locational Knowledge)</b> 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 <b>NC: (Locational Knowledge)</b> 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) <b>NC: (Place Knowledge)</b> 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) <b>NC: (Human and Physical)</b> 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 <b>NC: (Geographical Skills)</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>NC: (Geographical Skills)</b> 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</p>	<p><b>United Kingdom</b></p> <p><b>NC: (Locational Knowledge)</b> 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 <b>NC: (Locational Knowledge)</b> 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) <b>NC: (Geographical Skills)</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>NC: (Geographical Skills)</b> 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</p>
Key Concepts	<p><b>Investigating Space and location</b> Identify the features of a sketch map. Identify important landmarks in the local area. <b>Investigating Patterns and Change</b> List ways we use land in the UK. Describe an area as urban or rural. List different types of rural spaces. <b>Investigating scale and size</b> Explain the purpose of a sketch map. Explain the purpose of symbols on a map. <b>Investigating Sustainability</b> Explain what most rural land is used for in the UK. Compare two maps. Explain why an area is suited to crop or livestock farming - how farming has changed since 1950.</p>	<p><b>Investigating Space and location</b> Identify where volcanoes are found using a map <b>Investigating Patterns and Change</b> Describe the make-up (layers) of the Earth by looking at the physical features Explain how a volcano is made by talking about physical features <b>Investigating scale and size</b> Use specific vocabulary, extinct, dormant and active when describing volcanoes and how a volcano changes over a period of time <b>Investigating Sustainability</b> Explain the risks and benefits of living near a volcano</p>	<p><b>Investigating Space and location</b> Locate and label countries that make up the UK on a map and name the capital cities Name the seas surrounding the UK and UK's main rivers <b>Investigating Patterns and Change</b> Describe some ways that London has changed since AD 43 Identify similarities and differences between their daily routine and that of a child from another historical period. <b>Investigating scale and size</b> Name counties local to their area Use a legend to find areas of higher ground on a map <b>Investigating Sustainability</b> Describe how the UK population has changed over time Identify where some immigrants to the UK came from</p>
Geographical Enquiry	<ul style="list-style-type: none"> <li>➤ Begin to ask/initiate geographical questions.</li> <li>➤ Use books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>➤ Investigate places and themes at more than one scale</li> <li>➤ Begin to collect and record evidence</li> <li>➤ Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</li> </ul>		

Year Group	Autumn 2	Spring 2	Summer 2
Key Concepts	<b>What is it like in? (Sheffield)</b>	<b>Around the World</b>	<b>Water and Rivers</b>
	<p><b>NC: (Locational Knowledge)</b> Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed.</p> <p><b>NC: (Locational Knowledge)</b> Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p><b>NC: (Place knowledge)</b> Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;</p> <p><b>NC: (Place knowledge)</b> Explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;</p> <p><b>NC: (Place knowledge)</b> Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;</p>	<p><b>NC: (Locational Knowledge)</b> 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</p> <p><b>NC: (Locational Knowledge)</b> 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><b>NC: (Geographical Skills)</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>NC: (Geographical Skills)</b> 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</p>	<p><b>NC: (Locational Knowledge)</b> 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</p> <p><b>NC: (Locational Knowledge)</b> 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</p> <p><b>NC: (Human and Physical)</b> 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</p> <p><b>NC: (Geographical Skills)</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Threshold Concepts	<p><b>Investigating Space and location</b> Locate Sheffield and their school on a map; Identify physical features of Sheffield using a map; Identify human features of Sheffield using a map;</p> <p><b>Investigating Patterns and Change</b> Identify similarities and differences between the physical geography of Sheffield and that of where they live. Name different types of land use;</p> <p><b>Investigating scale and size</b> Describe the landscape of Sheffield City Centre; Tell you what planning is needed for a trip in the UK.</p> <p><b>Investigating Sustainability</b> Give some similarities and differences between the landscape near Sheffield and where they live;</p>	<p><b>Investigating Space and location</b> 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><b>Investigating Patterns and Change</b> Identify similarities between the UK and the tropics. Describe the climate in the tropics</p> <p><b>Investigating scale and size</b> Look at, name, locate and describe countries near the Equator</p> <p><b>Investigating Sustainability</b> Identify similarities between the UK and the tropics. Understand the need for time zones</p>	<p><b>Investigating Space and location</b> Locate rivers using maps/atlas Naming rivers on a map.</p> <p><b>Investigating Patterns and Change</b> Explain the water cycle Use technical language to describe parts of a river Look at key locations Compare features of different rivers</p> <p><b>Investigating scale and size</b> Compare length of rivers</p> <p><b>Investigating Sustainability</b> Future impact of rivers Future impact of pollution</p>
Geographic Enquiry	<ul style="list-style-type: none"> <li>➤ Ask and respond to questions and offer their own ideas.</li> <li>➤ Extend to satellite images, aerial photographs</li> <li>➤ Investigate places and themes at more than one scale</li> <li>➤ Collect and record evidence with some aid</li> <li>➤ Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.</li> </ul>		

Year Group	Autumn 2	Spring 2	Summer 2
Year 5	<p><b>Marvellous Maps</b></p> <p><b>NC: (Locational Knowledge)</b> 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</p> <p><b>NC: (Locational Knowledge)</b> 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</p> <p><b>NC: (Geographical Skills)</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>NC: (Geographical Skills)</b> 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</p>	<p><b>Mountains</b></p> <p><b>NC: (Locational Knowledge)</b> 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</p> <p><b>NC: (Locational Knowledge)</b> 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</p> <p><b>NC: (Human and Physical)</b> 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</p> <p><b>NC: (Geographical Skills)</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Enough for Everyone</b></p> <p><b>NC: (Locational Knowledge)</b> 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</p> <p><b>NC: (Human and Physical)</b> Describe and understand key aspects of: physical geography, including: -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><b>NC: (Geographical Skills)</b> 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>
Key Concepts	<p><b>Investigating Space and location</b> Use an index to find a place on a map. Give co-ordinates by going across first and then up. Find a location from four-figure co-ordinates (and six figure). Give six-figure co-ordinates for a location. Find differences between maps of the same location.</p> <p><b>Investigating Patterns and Change</b> Suggest what the differences they have seen might tell them about why a place has changed.</p> <p><b>Investigating scale and size</b> Give co-ordinates by going across first and then up. Find a location from four-figure co-ordinates (and six figure). Give six-figure co-ordinates for a location.</p> <p><b>Investigating Sustainability</b> Describe how things have changed and the effects of change</p>	<p><b>Investigating Space and location</b> Identify a valley and the summit, foot and slope of a mountain. Use the index in an atlas to find mountains. Identify the country a mountain range is found in.</p> <p><b>Investigating Patterns and Change</b> Describe how tectonic plates move together to create fold mountains. Describe how lava flow creates volcanic mountains. Describe how pressure from magma under the Earth's surface creates dome mountains. Explain the differences between a weather forecast and climate. Identify similarities between mountain climates.</p> <p><b>Investigating scale and size</b> Draw a mountain range including the key features and point out higher ground. Identify and describe a plateau.</p> <p><b>Investigating Sustainability</b> Describe some of the negative effects of tourism on an area. Identify who is responsible for limiting the damage tourism can cause.</p>	<p><b>Investigating Space and location</b> Identify the major environmental issues (global warming, deforestation, reducing carbon footprint, recycling, green-house effect, extreme weather, etc.) Do they effect just people in East Ham? UK? Or are they global? What does that mean?</p> <p><b>Investigating Patterns and Change</b> Identify important features of a settlement site. Identify environmental changes and patterns</p> <p><b>Investigating scale and size</b> Use digital maps to calculate the distance between two places. Describe how human needs have changed over time. Explain some renewable methods of power generation. Describe the impact renewable sources have on UK electricity production.</p> <p><b>Investigating Sustainability</b> How sustainable are you? How can we be more sustainable?</p>
Geographical Enquiry	<ul style="list-style-type: none"> <li>➤ Ask and respond to questions and offer their own ideas.</li> <li>➤ Extend to satellite images, aerial photographs</li> <li>➤ Investigate places and themes at more than one scale</li> <li>➤ Collect and record evidence with some aid</li> <li>➤ Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.</li> </ul>		

Year Group	Autumn 2	Spring 2	Summer 2
Year 6	<p><b>Rainforests (Amazing Americas)</b></p> <p><b>NC: (Locational Knowledge)</b> 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</p> <p><b>NC: (Place Knowledge)</b> 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)</p> <p><b>NC: (Human and Physical)</b> Describe and understand key aspects of: physical geography, including: -Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>NC: (Geographical Skills)</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>NC: (Geographical Skills)</b> 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</p>	<p><b>Our Changing World</b></p> <p><b>NC: (Locational Knowledge)</b> 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</p> <p><b>NC: (Locational Knowledge)</b> 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</p> <p><b>NC: (Human and Physical)</b> Describe and understand key aspects of: physical geography, including: -Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><b>Trading</b></p> <p><b>NC: (Locational Knowledge)</b> 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</p> <p><b>NC: (Place Knowledge)</b> 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)</p> <p><b>NC: (Human and Physical)</b> Describe and understand key aspects of: physical geography, including: -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><b>NC: (Geographical Skills)</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Key Concepts	<p><b>Investigating Space and location</b> To locate the rainforests and to explore the relationship of them with the Equator. Develop geographical knowledge and vocabulary linked to rainforests Locate main world tropical rainforest regions</p> <p><b>Investigating Patterns and Change</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Investigate how places can change over time Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p><b>Investigating scale and size</b> Explain that coordinates pinpoint a geographical location Use coordinates to locate places on a map</p> <p><b>Investigating Sustainability</b> Explain and understand the impact of deforestation and climate change on the rest of the world. Explain what can be done about climate change and deforestation.</p>	<p><b>Investigating Space and location</b> Identify the location of some famous UK coastal features;</p> <p><b>Investigating Patterns and Change</b> Explain how coastal erosion happens and how erosion and deposition change the look of a coastline Describe how physical, chemical and biological weathering change rocks; Identify similarities in photographs of a landscape taken at different times; Describe some ways that weather can change the landscape; Describe some ways that human activity changes the landscape.</p> <p><b>Investigating scale and size</b> Look and explore the coastline and explain how the size of the coastline has changed over time</p> <p><b>Investigating Sustainability</b> Give reasons why a landscape might have changed over time</p>	<p><b>Investigating Space and location</b> Use an atlas to find countries;</p> <p><b>Investigating Patterns and Change</b> Investigate where the products we buy come from Understand that all products have a supply chain Learn about goods that are exported and imported in the UK</p> <p><b>Investigating scale and size</b> Describe how goods can be the product of more than one country Describe how trade takes place today; is it fair?</p> <p><b>Effect of Brexit? (on trading)</b> <b>Investigating Sustainability</b> Understand what fair trade is and give some reasons why fair trade is important Explore how to become ethical consumers, Explain the term globalisation List some of the positive and negative effects of multinational companies on local trade Identify similarities and differences between trading today and different periods in history</p>
Geographical Enquiry	<ul style="list-style-type: none"> <li>➤ Suggest questions for investigating</li> <li>➤ Use primary and secondary sources of evidence in their investigations.</li> <li>➤ Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>➤ Collect and record evidence unaided</li> <li>➤ Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</li> </ul>		