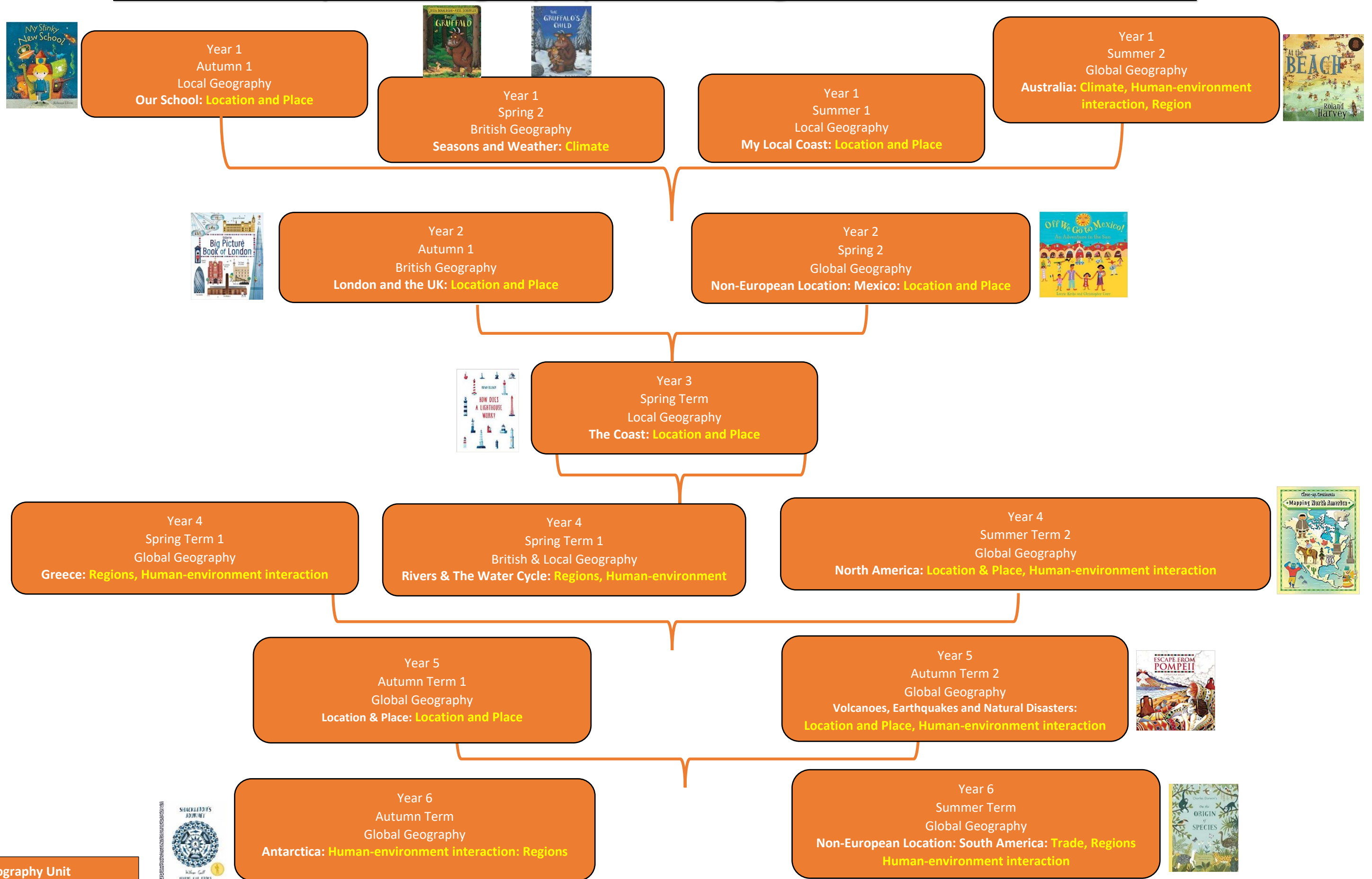


The Journey of Geography – Reading Enhanced Curriculum



- Geography Unit
- Geographical Theme

KEY: Current Year Geography Unit History Art D&T Science Reading Strategy						
Curriculum Overview Year 1						
Prior Year’s Curriculum Content		Year 1 Curriculum Content			Subsequent Year’s Curriculum Content	
		CROSS-CURRICULAR LINKS: Our School (Autumn 1): Drawing (Autumn 1) Seasons & Weather (Spring 1): Seasonal Changes & Plants (Spring 1), Drawing (Spring 1) Local Beach (Summer): Sculpture (Summer)			CROSS-CURRICULAR LINKS: Seasons & Weather (Spring 1): Plants (Y2)	
Location & Place (Human & Physical) ✓ To talk about different countries. ✓ To understand the effect of changing seasons on the natural world around them. ✓ To contrast different environments within local and national regions		Location & Place (Human & Physical) ✓ To use basic geographical vocabulary to refer to key physical features of their school. ✓ To use basic geographical vocabulary to refer to key human features of their school.			Location & Place (Human & Physical) Year 2 ✓ To name and locate the world’s seven continents - Africa, Antarctica, Asia, Oceania, Europe, North America, and South America. ✓ To name and locate the world’s five oceans - the Pacific Ocean, the Indian Ocean, the Atlantic Ocean, the Arctic Ocean and the Southern Ocean. ✓ To name the capital cities of the United Kingdom ✓ To identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. ✓ To use geographical vocabulary to refer to key physical features of London. To use geographical vocabulary to refer to key physical features of Mexico. ✓ To use geographical vocabulary to refer to key human features of London, including main landmarks. ✓ To use geographical vocabulary to refer to key human features of Mexico, including main landmarks.	
		✓ To name the four seasons and describe their typical seasonal and daily weather. ✓ To identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.				
		✓ To recognise what a beach is. ✓ To recognise that a coast is where the land meets the sea. ✓ To use basic geographical vocabulary to refer to key physical features of the beach and coast. ✓ To use basic geographical vocabulary to refer to key human features of the beach and coast.				
		✓ To name the world’s seven continents - Africa, Antarctica, Asia, Oceania, Europe, North America, and South America. ✓ To use basic geographical vocabulary to refer to key physical features of Victoria ✓ To use basic geographical vocabulary to refer to key human features of Victoria.				
Vocabulary ✓ city ✓ field ✓ grass ✓ house ✓ path ✓ road ✓ sand ✓ seasons (spring, summer, winter & autumn) ✓ weather		Vocabulary ✓ chair ✓ door ✓ entrance ✓ fence ✓ grass ✓ human feature ✓ physical feature ✓ playground ✓ soil ✓ tree ✓ wall	Vocabulary ✓ blizzard ✓ Earth ✓ North Pole ✓ seasons (spring, summer, winter & autumn) ✓ South Pole ✓ weather	Vocabulary ✓ beach ✓ beach hut ✓ cave ✓ coast ✓ flags ✓ harbour ✓ lifeguard station ✓ lighthouse ✓ pebbles ✓ pier ✓ rocks ✓ rock pools ✓ sand ✓ sea ✓ seaweed ✓ shells ✓ spit	Vocabulary ✓ Continents (Africa, Antarctica, Asia, Oceania, Europe, North America, and South America) ✓ fishing ✓ food ✓ plastic pollution ✓ seafood ✓ seafood ✓ surfing ✓ snorkelling	Vocabulary ✓ attraction ✓ beach ✓ capital city ✓ city ✓ coastline ✓ compass points ✓ continent ✓ countryside ✓ desert ✓ landmark ✓ mountains ✓ ocean ✓ pyramid ✓ skyscraper

<p>Fieldwork</p> <ul style="list-style-type: none"> ✓ To observe the school environment and its grounds for features. ✓ To observe features in their immediate locality. 	<p>Fieldwork</p> <ul style="list-style-type: none"> ✓ To observe the school environment and its grounds for human and physical features. ✓ To observe human and physical features in their locality. ✓ To sketch physical and human features of their school. ✓ To sketch physical and human features in their locality. ✓ To add labels to field sketches of their locality. ✓ To use a camera in the field to record what is seen in their school. ✓ To use a camera in the field to record what is seen in their locality ✓ To use and understand words relating to working in the field: observe, environment, camera, photograph. 	<p>Fieldwork</p> <p>Year 2</p> <ul style="list-style-type: none"> ✓ To observe human and physical features at Cleethorpes beach. ✓ To collect data at Cleethorpes beach about what human features people prefer. ✓ To use and understand words relating to working in the field: collect data, survey, graph
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ school ✓ see ✓ grounds 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ camera ✓ environment ✓ observe ✓ photograph ✓ survey 	<p>Vocabulary</p>
<p>Making Comparisons</p> <ul style="list-style-type: none"> ✓ To compare where we live to where Handa lives. ✓ To describe the changes in the seasons. 	<p>Making Comparisons</p> <ul style="list-style-type: none"> ✓ To describe what is the same and what is different between where they live and Crabby Spit. ✓ To use words relating to weather to compare the four seasons. ✓ To say how some beaches are different. 	<p>Making Comparisons</p> <p>Year 2</p> <ul style="list-style-type: none"> ✓ To describe what is the same and what is different their locality and Mexico using some of the physical and human features that they have learnt. ✓ To state some similarities about the four countries of the United Kingdom.
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ cold ✓ hot ✓ Kenya 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ far ✓ near 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ countryside
<p>Geographical Sources</p> <ul style="list-style-type: none"> ✓ To draw information from a map so look at which city their school is located in. 	<p>Geographical Sources</p> <ul style="list-style-type: none"> ✓ To use a simple map for a route of the school. ✓ To use a simple map to identify the United Kingdom and Oceania. ✓ To know and recognise a map. ✓ To recognise the equator, the North Pole and the South Pole on a globe. ✓ To use locational and directional language to describe routes on a map of the school (left, right, past). ✓ To use locational and directional language to describe the location of features on a map (up, down, near, far). ✓ To devise a simple map of school. 	<p>Geographical Sources</p> <p>Year 2</p> <ul style="list-style-type: none"> ✓ To use maps and atlases to identify the United Kingdom as well as England, Scotland, Wales and Northern Ireland. ✓ To use globes and atlases to identify Mexico. ✓ To use atlases and globes to identify Africa, Antarctica, Asia, Oceania, Europe, North America, and South America. ✓ To use atlases and globes to identify the Pacific Ocean, the Indian Ocean, the Atlantic Ocean, the Arctic Ocean and the Southern Ocean. ✓ To know the difference between a map and a globe. ✓ To use aerial photographs and plan-perspectives to recognise London landmarks and geographical features. ✓ To use simple compass directions (North, South, East, West) and location and directional language to describe the location of features on a map of London. ✓ To devise a simple map of Mexico from a photograph. ✓ To construct basic symbols in a key.
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ map 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ down ✓ far ✓ forwards ✓ globe ✓ left ✓ map ✓ near ✓ past ✓ right ✓ route ✓ up 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ ariel photograph ✓ atlas ✓ east ✓ globe ✓ key ✓ north ✓ plan perspective ✓ south ✓ symbols ✓ west

<div>Enquiry</div> <div><div>✓ To ask geographical questions about the four seasons.</div><div>✓ To ask geographical questions about the features of Kenya.</div></div>	<div>Enquiry</div> <div><div>✓ To ask geographical questions about weather patterns.</div><div>✓ To ask geographical questions about the features of Crabby Spit.</div><div>✓ To say what they like about Crabby Spit compared to where they live.</div><div>✓ To observe and record information using sketches and memory maps.</div><div>✓ To carry out a small survey of the school.</div></div>	<div>Enquiry</div> <div><div>Year 2</div><div><div>✓ To ask and respond to geographical questions about London.</div><div>✓ To ask and respond to geographical questions about Mexico.</div><div>✓ To give their own views about Mexico, giving reasons.</div><div>✓ To observe and record information using sketches and diagrams.</div></div></div>
<div>Vocabulary</div> <div><div>✓ What..?</div><div>✓ Where..?</div></div>	<div>Vocabulary</div> <div><div>✓ What..?</div><div>✓ When..?</div><div>✓ Where..?</div><div>✓ Who..?</div></div>	<div>Vocabulary</div> <div><div>✓ Because...</div><div>✓ I think...</div><div>✓ If..?</div><div>✓ Why..?</div></div>

KEY: Current Year Geography Unit History Art D&T Science Reading Strategy				Curriculum Overview Year 2			
Prior Year's Curriculum Content				Year 2 Curriculum Content		Subsequent Year's Curriculum Content	
CROSS-CURRICULAR LINKS: London & the UK (Autumn 1): Seasonal Changes (Y1)				CROSS-CURRICULAR LINKS: London & the UK (Autumn 1): Sculpture (Autumn 1), Construction (Autumn 1) Mexico (Spring 2): Textiles and Food & Nutrition (Spring 2), Printing (Spring 2)		CROSS-CURRICULAR LINKS: London & the UK (Autumn 1): Democracy Through the Ages (Y5) Mexico (Spring 2): Mayans (Y4)	
Location & Place (Human & Physical) <ul style="list-style-type: none">✓ To use basic geographical vocabulary to refer to key physical features of their school.✓ To use basic geographical vocabulary to refer to key human features of their school.				Location & Place (Human & Physical) <ul style="list-style-type: none">✓ To name and locate the world's seven continents - Africa, Antarctica, Asia, Oceania, Europe, North America, and South America.✓ To name and locate the world's five oceans - the Pacific Ocean, the Indian Ocean, the Atlantic Ocean, the Arctic Ocean and the Southern Ocean.✓ To name the capital cities of the United Kingdom✓ To identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.✓ To use geographical vocabulary to refer to key physical features of London. To use geographical vocabulary to refer to key physical features of Mexico.✓ To use geographical vocabulary to refer to key human features of London, including main landmarks.✓ To use geographical vocabulary to refer to key human features of Mexico, including main landmarks.		Location & Place (Human & Physical) Year 3 <ul style="list-style-type: none">✓ To name and locate major cities in the United Kingdom.✓ To identify some of the physical features of the coastline along the East coast of the UK.✓ To describe and understand key aspects of human geography along coastal areas, including the purpose of lighthouses, land use and food.	
<ul style="list-style-type: none">✓ To name the four seasons and describe their typical seasonal and daily weather.✓ To identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.							
<ul style="list-style-type: none">✓ To recognise what a beach is.✓ To recognise that a coast is where the land meets the sea.✓ To use basic geographical vocabulary to refer to key physical features of the beach and coast.✓ To use basic geographical vocabulary to refer to key human features of the beach and coast.							
<ul style="list-style-type: none">✓ To name the world's seven continents - Africa, Antarctica, Asia, Oceania, Europe, North America, and South America.✓ To use basic geographical vocabulary to refer to key physical features of Victoria✓ To use basic geographical vocabulary to refer to key human features of Victoria.							
Vocabulary <ul style="list-style-type: none">✓ chair✓ door✓ entrance✓ fence✓ grass✓ human feature✓ physical feature✓ playground✓ soil✓ tree✓ wall	Vocabulary <ul style="list-style-type: none">✓ blizzard✓ Earth✓ North Pole✓ seasons (spring, summer, winter & autumn)✓ South Pole✓ weather	Vocabulary <ul style="list-style-type: none">✓ beach✓ beach hut✓ cave✓ coast✓ flags✓ harbour✓ lifeguard station✓ lighthouse✓ pebbles✓ pier✓ rocks✓ rock pools✓ sand✓ sea✓ seaweed✓ shells✓ spit	Vocabulary	Vocabulary <ul style="list-style-type: none">✓ attraction✓ beach✓ capital city✓ city✓ coastline✓ compass points✓ continent✓ countryside✓ desert✓ landmark✓ mountains✓ ocean✓ pyramid✓ skyscraper		Vocabulary <ul style="list-style-type: none">✓ backwash✓ bay✓ coastline✓ east✓ elevation✓ erosion✓ headland✓ land use✓ lighthouse✓ North✓ North East✓ North West✓ sea defence✓ swash✓ South✓ South East✓ South West✓ weathering✓ West	

<p>Fieldwork</p> <p>Year 1</p> <ul style="list-style-type: none"> ✓ To observe the school environment and its grounds for human and physical features. ✓ To observe human and physical features in their locality. ✓ To sketch physical and human features of their school. ✓ To sketch physical and human features in their locality. ✓ To add labels to field sketches of their locality. ✓ To use a camera in the field to record what is seen in their school. ✓ To use a camera in the field to record what is seen in their locality ✓ To use and understand words relating to working in the field: observe, environment, camera, photograph. 	<p>Fieldwork</p> <ul style="list-style-type: none"> ✓ To observe human and physical features at Cleethorpes beach. ✓ To collect data at Cleethorpes beach about what human features people prefer. ✓ To use and understand words relating to working in the field: collect data, survey, graph 	<p>Fieldwork</p> <p>Year 3</p> <ul style="list-style-type: none"> ✓ To use fieldwork to measure and record human and physical features at the coast. ✓ To use digital technology to record evidence in the field.
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ camera ✓ environment ✓ observe ✓ photograph ✓ survey 	<p>Vocabulary</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ digital technology ✓ field sketch ✓ fieldwork ✓ measure ✓ record ✓ scale drawing
<p>Making Comparisons</p> <p>Year 1</p> <ul style="list-style-type: none"> ✓ To describe what is the same and what is different between where they live and Crabby Spit. ✓ To use words relating to weather to compare the four seasons. ✓ To say how some beaches are different. . 	<p>Making Comparisons</p> <ul style="list-style-type: none"> ✓ To describe what is the same and what is different their locality and Mexico using some of the physical and human features that they have learnt. ✓ To state some similarities about the four countries of the United Kingdom. 	<p>Making Comparisons</p> <p>Year 3</p> <ul style="list-style-type: none"> ✓ To state similarities and differences due to coastal erosion along the coast line. ✓ To understand how land-use patterns along the coast have changed over time. ✓ To understand similarities and differences between different lighthouses as a result of changes in land-use.
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ far ✓ near 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ countryside 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ conclusions ✓ industry ✓ settlements
<p>Geographical Sources</p> <p>Year 1</p> <ul style="list-style-type: none"> ✓ To use a simple map for a route of the school. ✓ To use a simple map to identify the United Kingdom and Oceania. ✓ To know and recognise a map. ✓ To recognise the equator, the North Pole and the South Pole on a globe. ✓ To use locational and directional language to describe routes on a map of the school (left, right, past). ✓ To use locational and directional language to describe the location of features on a map (up, down, near, far). ✓ To devise a simple map of school. 	<p>Geographical Sources</p> <ul style="list-style-type: none"> ✓ To use maps and atlases to identify the United Kingdom as well as England, Scotland, Wales and Northern Ireland. ✓ To use globes and atlases to identify Mexico. ✓ To use atlases and globes to identify Africa, Antarctica, Asia, Oceania, Europe, North America, and South America. ✓ To use atlases and globes to identify the Pacific Ocean, the Indian Ocean, the Atlantic Ocean, the Arctic Ocean and the Southern Ocean. ✓ To know the difference between a map and a globe. ✓ To use aerial photographs and plan-perspectives to recognise London landmarks and geographical features. ✓ To use simple compass directions (North, South, East, West) and location and directional language to describe the location of features on a map of London. ✓ To devise a simple map of Mexico from a photograph. ✓ To construct basic symbols in a key. 	<p>Geographical Sources</p> <p>Year 3</p> <ul style="list-style-type: none"> ✓ To use maps to locate areas of coastal erosion. ✓ To use Ordnance Survey maps to build knowledge of the United Kingdom. ✓ To use Topographical maps to investigate coastal land-use patterns over time. ✓ To use the eight points of a compass. ✓ To create a simple scale drawing.
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ down ✓ far ✓ forwards ✓ globe ✓ left ✓ left ✓ map ✓ near ✓ past ✓ right ✓ right ✓ route ✓ up 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ ariel photograph ✓ atlas ✓ east ✓ globe ✓ key ✓ north ✓ plan perspective ✓ south ✓ symbols ✓ west 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ legend ✓ ordinance survey maps ✓ scale ✓ topographic maps

<div>Year 1</div> <div>Enquiry</div> <div><ul style="list-style-type: none">✓ To ask geographical questions about weather patterns.✓ To ask geographical questions about the features of Crabby Spit.✓ To say what they like about Crabby Spit compared to where they live.✓ To observe and record information using sketches and memory maps.✓ To carry out a small survey of the school.</div>	<div>Enquiry</div> <div><ul style="list-style-type: none">✓ To ask and respond to geographical questions about London.✓ To ask and respond to geographical questions about Mexico.✓ To give their own views about Mexico, giving reasons.✓ To observe and record information using sketches and diagrams.</div>	<div>Enquiry</div> <div>Year 3</div> <div><ul style="list-style-type: none">✓ To use map information to devise geographical questions about changes to a location over time.✓ To use different evidence to draw conclusions about how an environment has changed over time.✓ To collect and record evidence using scale drawings and field sketches.</div>
<div>Vocabulary</div> <div><ul style="list-style-type: none">✓ What..?✓ When..?✓ Where..?✓ Who..?</div>	<div>Vocabulary</div> <div><ul style="list-style-type: none">✓ Because...✓ I think...✓ If..?✓ Why..?</div>	<div>Vocabulary</div> <div><ul style="list-style-type: none">✓ Perhaps...✓ Possibly...✓ This is relevant because...</div>

KEY: Current Year Geography Unit History Art D&T Science Reading Strategy						
Curriculum Overview Year 3						
Prior Year’s Curriculum Content		Year 3 Curriculum Content		Subsequent Year’s Curriculum Content		
		CROSS-CURRICULAR LINKS: The Coast (Spring): Fishing Industry (Spring), Printing (Spring), Light (Spring), Electrical Components (Spring)				
Location & Place (Human & Physical)		Location & Place (Human & Physical)		Location & Place (Human & Physical)		
Year 2 <ul style="list-style-type: none">✓ To name and locate the world’s seven continents - Africa, Antarctica, Asia, Oceania, Europe, North America, and South America.✓ To name and locate the world’s five oceans - the Pacific Ocean, the Indian Ocean, the Atlantic Ocean, the Arctic Ocean and the Southern Ocean.✓ To name the capital cities of the United Kingdom✓ To identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.✓ To use geographical vocabulary to refer to key physical features of London. To use geographical vocabulary to refer to key physical features of Mexico.✓ To use geographical vocabulary to refer to key human features of London, including main landmarks.✓ To use geographical vocabulary to refer to key human features of Mexico, including main landmarks.		Year 3 <ul style="list-style-type: none">✓ To name and locate major cities in the United Kingdom.✓ To identify some of the physical features of the coastline along the East coast of the UK.✓ To describe and understand key aspects of human geography along coastal areas, including the purpose of lighthouses, land use and food.		Year 4 <ul style="list-style-type: none">✓ To name and locate the countries of Europe.✓ To identify the Northern Hemisphere, Southern Hemisphere and the Equator.✓ To identify and understand the main physical features of Greece, including the woodland biome and vegetation belts.✓ To describe and understand key aspects of human geography in Greece, including settlements and land use.		
				✓ To understand rivers and the water cycle.		
				<ul style="list-style-type: none">✓ To name and locate some countries in North America✓ To know the difference between a country and a state.✓ To understand how the physical and human features of a location leads to differences in population.		
Vocabulary <ul style="list-style-type: none">✓ attraction✓ beach✓ capital city✓ city✓ coastline✓ compass points✓ continent✓ countryside✓ desert✓ landmark✓ mountains✓ ocean✓ pyramid✓ skyscraper		Vocabulary <ul style="list-style-type: none">✓ backwash✓ bay✓ coastline✓ east✓ elevation✓ erosion✓ headland✓ land use✓ lighthouse✓ North✓ North East✓ North West✓ sea defence✓ swash✓ South✓ South East✓ South West✓ weathering✓ West		Vocabulary <ul style="list-style-type: none">✓ agricultural✓ commercial✓ fauna✓ flora✓ lowlands✓ Northern Hemisphere✓ recreational✓ residential✓ river✓ savannah✓ settlements✓ Southern Hemisphere✓ temperate deciduous woodland✓ temperate grassland✓ transportation✓ tundra	Vocabulary <ul style="list-style-type: none">✓ confluence✓ lake✓ mouth✓ source✓ stream✓ tributary✓ valley	Vocabulary <ul style="list-style-type: none">✓ country✓ light pollution✓ state✓ tourism✓ tourist
Fieldwork		Fieldwork		Fieldwork		
Year 2 <ul style="list-style-type: none">✓ To observe human and physical features at Cleethorpes beach.✓ To collect data at Cleethorpes beach about what human features people prefer.✓ To use and understand words relating to working in the field: collect data, survey, graph		Year 3 <ul style="list-style-type: none">✓ To use fieldwork to measure and record human and physical features on the coast.✓ To use digital technology to record evidence in the field.		KS3 <ul style="list-style-type: none">✓ To create field sketches that show land height and cross-sections.✓ To collate evidence in the field to inform decision making about land use (e.g. York)		

Vocabulary	Vocabulary <ul style="list-style-type: none"> ✓ digital technology ✓ field sketch ✓ fieldwork ✓ measure ✓ record ✓ scale drawing 	Vocabulary <ul style="list-style-type: none"> ✓ cross-section ✓ data collection ✓ evaluation ✓ prediction 	
Making Comparisons Year 2 <ul style="list-style-type: none"> ✓ To describe what is the same and what is different their locality and Mexico using some of the physical and human features that they have learnt. ✓ To state some similarities about the four countries of the United Kingdom. 	Making Comparisons Year 3 <ul style="list-style-type: none"> ✓ To state similarities and differences due to coastal erosion along the coast line. ✓ To understand how land-use patterns along the coast have changed over time. ✓ To understand similarities and differences between different lighthouses as a result of changes in land-use. 	Making Comparisons Year 4 <ul style="list-style-type: none"> ✓ To express similarities and differences in geographical features of Greece compared to the United Kingdom. ✓ To understand how settlements and land-use in Greece have changed over time. 	
Vocabulary <ul style="list-style-type: none"> ✓ countryside 	Vocabulary <ul style="list-style-type: none"> ✓ conclusions ✓ industry ✓ settlements 	Vocabulary <ul style="list-style-type: none"> ✓ biomes ✓ land-use ✓ mountainous 	Vocabulary <ul style="list-style-type: none"> ✓ employment ✓ population
Geographical Sources Year 2 <ul style="list-style-type: none"> ✓ To use maps and atlases to identify the United Kingdom as well as England, Scotland, Wales and Northern Ireland. ✓ To use globes and atlases to identify Mexico. ✓ To use atlases and globes to identify Africa, Antarctica, Asia, Oceania, Europe, North America, and South America. ✓ To use atlases and globes to identify the Pacific Ocean, the Indian Ocean, the Atlantic Ocean, the Arctic Ocean and the Southern Ocean. ✓ To know the difference between a map and a globe. ✓ To use aerial photographs and plan-perspectives to recognise London landmarks and geographical features. ✓ To use simple compass directions (North, South, East, West) and location and directional language to describe the location of features on a map of London. ✓ To devise a simple map of Mexico from a photograph. ✓ To construct basic symbols in a key. 	Geographical Sources Year 3 <ul style="list-style-type: none"> ✓ To use maps to locate areas of coastal erosion. ✓ To use Ordnance Survey maps to build knowledge of the United Kingdom. ✓ To use Topographical maps to investigate coastal land-use patterns over time. ✓ To use the eight points of a compass. ✓ To create a simple scale drawing. 	Geographical Sources Year 4 <ul style="list-style-type: none"> ✓ To use maps and atlases to locate the countries of Europe. ✓ To use a range of geographical sources to build knowledge of Greece and to compare it with the United Kingdom. ✓ To use four-figure grid references. ✓ To use digital mapping to create maps of Ancient and modern Greece. 	
Vocabulary <ul style="list-style-type: none"> ✓ ariel photograph ✓ atlas ✓ east ✓ globe ✓ key ✓ north ✓ plan perspective ✓ south ✓ symbols ✓ west 	Vocabulary <ul style="list-style-type: none"> ✓ legend ✓ ordnance survey maps ✓ scale ✓ topographic maps 	Vocabulary <ul style="list-style-type: none"> ✓ 4-figure grid reference ✓ colour-coded maps ✓ digital mapping ✓ Ordnance Survey map 	
Enquiry Year 2 <ul style="list-style-type: none"> ✓ To ask and respond to geographical questions about London. ✓ To ask and respond to geographical questions about Mexico. ✓ To give their own views about Mexico, giving reasons. ✓ To observe and record information using sketches and diagrams. 	Enquiry Year 3 <ul style="list-style-type: none"> ✓ To use map information to devise geographical questions about changes to a location over time. ✓ To use different evidence to draw conclusions about how an environment has changed over time. ✓ To collect and record evidence using scale drawings and field sketches. 	Enquiry Year 4 <ul style="list-style-type: none"> ✓ To use a range of geographical sources to pose and reflect on questions in relation to human and physical features of Greece and the United Kingdom. ✓ To use evidence of past and present to formulate conclusions about why a country has changed over time. ✓ To collect and record evidence using colour-coded maps. 	
Vocabulary <ul style="list-style-type: none"> ✓ Because... ✓ I think... ✓ If..? ✓ Why..? 	Vocabulary <ul style="list-style-type: none"> ✓ Perhaps... ✓ Possibly... ✓ This is relevant because... 	Vocabulary <ul style="list-style-type: none"> ✓ Key differences are... ✓ Similarly to... ✓ Using what I have learnt from... ✓ Which shows that... 	

<div> <div>KEY: Current Year Geography Unit</div> <div> History Art D&T Science Reading Strategy </div> </div> <div>Curriculum Overview Year 4</div>						
Prior Year's Curriculum Content		Year 4 Curriculum Content			Subsequent Year's Curriculum Content	
		CROSS-CURRICULAR LINKS: Greece (Spring): Ancient Greece (Spring) Rivers (Spring): States of Matter (Spring)				
<div>Location & Place (Human & Physical)</div> <div>Year 3</div> <ul style="list-style-type: none"> To name and locate major cities in the United Kingdom. To identify some of the physical features of the coastline along the East coast of the UK. To describe and understand key aspects of human geography along coastal areas, including the purpose of lighthouses, land use and food. 		<div>Location & Place (Human & Physical)</div> <ul style="list-style-type: none"> To name and locate the countries of Europe. To identify the Northern Hemisphere, Southern Hemisphere and the Equator. To identify and understand the main physical features of Greece, including the woodland biome and vegetation belts. To describe and understand key aspects of human geography in Greece, including settlements and land use. 			<div>Location & Place (Human & Physical)</div> <div>Year 5</div> <ul style="list-style-type: none"> To name and locate the countries of Europe, including their capital cities. To identify the position 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. To identify and understand the main physical features of mountains, volcanoes and earthquakes. 	
<div>Vocabulary</div> <ul style="list-style-type: none"> community east elevation North North East North West 		<div>Vocabulary</div> <ul style="list-style-type: none"> agricultural commercial fauna flora lowlands Northern Hemisphere recreational residential river savannah settlements Southern Hemisphere temperate deciduous woodland temperate grassland transportation tundra 	<div>Vocabulary</div> <ul style="list-style-type: none"> confluence lake mouth source stream tributary valley 	<div>Vocabulary</div> <ul style="list-style-type: none"> country light pollution state tourism tourist 	<div>Vocabulary</div> <ul style="list-style-type: none"> crust debris earthquake epicentre latitude longitude mountain natural disaster prime meridian summit summit tectonic plates 	

<p>Making Comparisons</p> <p>Year 3</p> <ul style="list-style-type: none"> ✓ To state similarities and differences due to coastal erosion along the coastline. ✓ To understand how land-use patterns along the coast have changed over time. ✓ To understand similarities and differences between different lighthouses as a result of changes in land-use. 	<p>Making Comparisons</p> <p>Year 4</p> <ul style="list-style-type: none"> ✓ To express similarities and differences in geographical features of Greece compared to the United Kingdom. ✓ To understand how settlements and land-use in Greece have changed over time. ✓ To identify and compare some human features of different locations in North America. ✓ To identify and compare the physical features of different locations in North America. 		<p>Making Comparisons</p> <p>Year 5</p> <ul style="list-style-type: none"> ✓ To use geographical vocabulary to describe similarities and differences in geographical features of Rome compared to the United Kingdom, both in the past and the present. ✓ To understand how the volcanic eruption in Pompeii changed the geographical landscape.
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ conclusions ✓ industry ✓ settlements 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ biomes ✓ land-use ✓ mountainous 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ employment ✓ population 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ magnitude ✓ Richter scale
<p>Geographical Sources</p> <p>Year 3</p> <ul style="list-style-type: none"> ✓ To use maps to locate areas of coastal erosion. ✓ To use Ordnance Survey maps to build knowledge of the United Kingdom. ✓ To use Topographical maps to investigate coastal land-use patterns over time. ✓ To use the eight points of a compass. ✓ To create a simple scale drawing. 	<p>Geographical Sources</p> <p>Year 4</p> <ul style="list-style-type: none"> ✓ To use maps and atlases to locate the countries of Europe. ✓ To use a range of geographical sources to build knowledge of Greece and to compare it with the United Kingdom. ✓ To use four-figure grid references. ✓ To use digital mapping to create maps of Ancient and modern Greece. ✓ To use maps and atlases to locate the countries of North America ✓ To use a range of geographical sources to identify the features of some of the countries in North America. 		<p>Geographical Sources</p> <p>Year 5</p> <ul style="list-style-type: none"> ✓ To use maps and atlases to locate the capital cities of European countries ✓ To use satellite imagery to analyse the globe and to locate key locations from space. ✓ To use a Topographic map to recognise and compare land height. ✓ To use six-figure grid references, symbols and keys. ✓ To draw a sketch - map from a high viewpoint.
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ legend ✓ Ordnance survey maps ✓ scale ✓ Topographic maps 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ 4-figure grid reference ✓ colour-coded maps ✓ digital mapping ✓ Ordnance Survey map 		<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ 6-figure grid reference ✓ satellite image ✓ scale ✓ thematic map ✓ topographic map
<p>Enquiry</p> <p>Year 3</p> <ul style="list-style-type: none"> ✓ To use map information to devise geographical questions about changes to a location over time. ✓ To use different evidence to draw conclusions about how an environment has changed over time. ✓ To collect and record evidence using scale drawings and field sketches. 	<p>Enquiry</p> <p>Year 4</p> <ul style="list-style-type: none"> ✓ To use a range of geographical sources to pose and reflect on questions in relation to human and physical features of Greece and the United Kingdom. ✓ To use evidence of past and present to formulate conclusions about why a country has changed over time. ✓ To collect and record evidence using colour-coded maps. 		<p>Enquiry</p> <p>Year 5</p> <ul style="list-style-type: none"> ✓ To propose ideas and hypothesise about natural disasters. ✓ To use historical and geographical evidence to justify hypothesise on changes to Europe over time. ✓ To collect and record data using a charts and sketch-maps.
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ Perhaps... ✓ Possibly... ✓ This is relevant because... 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ Key differences are... ✓ Similarly to... ✓ Using what I have learnt from... ✓ Which shows that... 		<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ Consequently... ✓ This builds on.... ✓ This can be explained by... ✓ This resulted in...

<div> <div> <div>KEY: Current Year Geography Unit</div> <div> History Art D&T Science Reading Strategy </div> </div> <div>Curriculum Overview Year 5</div> </div>						
Prior Year's Curriculum Content			Year 5 Curriculum Content		Subsequent Year's Curriculum Content	
<div> <div>Location & Place (Human & Physical)</div> <div> <div>Year 4</div> <ul style="list-style-type: none"> ✓ To name and locate the countries of Europe. ✓ To identify the Northern Hemisphere, Southern Hemisphere and the Equator. ✓ To identify and understand the main physical features of Greece, including the woodland biome and vegetation belts. ✓ To understand rivers and the water cycle. ✓ To describe and understand key aspects of human geography in Greece, including settlements and land use. </div> </div>			<div> <div>Location & Place (Human & Physical)</div> <div> <div>CROSS-CURRICULAR LINKS:</div> <div>Volcanoes, Earthquakes & Natural Disasters (Autumn):</div> <div>Romans (Autumn)</div> <ul style="list-style-type: none"> ✓ To name and locate the countries of Europe, including their capital cities. ✓ To identify the position 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. ✓ To identify and understand the main physical features of mountains, volcanoes and earthquakes. </div> </div>		<div> <div>Location & Place (Human & Physical)</div> <div> <div>Year 6</div> <ul style="list-style-type: none"> ✓ To name and locate the world's countries, including Russia and its major cities. ✓ To name and locate the world's countries, focussing on North and South America and their environmental regions and major cities. ✓ To understand the significance of how latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian affect time zones, day and night ✓ To identify, describe and understand the physical features of Antarctica, including its biome. ✓ To identify, describe and understand the physical features of the marine biome. ✓ To describe and understand different climate zones. ✓ To describe the impact of Science stations and human intervention on Antarctica. ✓ To describe and understand human threats to the marine biome. ✓ To describe and understand trade links and the distribution of natural resources from South America. </div> </div>	
<div> <div> <ul style="list-style-type: none"> ✓ To understand rivers and the water cycle. </div> </div>			<div> <div> <ul style="list-style-type: none"> ✓ To name and locate some countries in North America ✓ To know the difference between a country and a state. ✓ To understand how the physical and human features of a location leads to differences in population. </div> </div>			
<div> <div>Vocabulary</div> <ul style="list-style-type: none"> ✓ agricultural ✓ commercial ✓ fauna ✓ flora ✓ lowlands ✓ Northern Hemisphere ✓ recreational ✓ residential ✓ river ✓ savannah ✓ settlements ✓ Southern Hemisphere ✓ temperate deciduous woodland ✓ temperate grassland ✓ transportation ✓ tundra </div>	<div> <div>Vocabulary</div> <ul style="list-style-type: none"> ✓ confluence ✓ lake ✓ mouth ✓ source ✓ stream ✓ tributary ✓ valley </div>	<div> <div>Vocabulary</div> <ul style="list-style-type: none"> ✓ country ✓ light pollution ✓ state ✓ tourism ✓ tourist </div>	<div> <div>Vocabulary</div> <ul style="list-style-type: none"> ✓ crust ✓ debris ✓ earthquake ✓ epicentre ✓ latitude ✓ longitude ✓ mountain ✓ natural disaster ✓ prime meridian ✓ summit ✓ summit ✓ tectonic plates </div>		<div> <div>Vocabulary</div> <ul style="list-style-type: none"> ✓ Antarctic Circle ✓ Artic Circle ✓ climate ✓ glacier ✓ global warming ✓ North Pole ✓ Prime Meridian ✓ science station ✓ time zone ✓ Tropic of Cancer ✓ Tropic of Capricorn </div>	<div> <div>Vocabulary</div> <ul style="list-style-type: none"> ✓ mangroves ✓ marine biologist ✓ marine biome </div>

Making Comparisons Year 4 <ul style="list-style-type: none"> ✓ To express similarities and differences in geographical features of Greece compared to the United Kingdom. ✓ To understand how settlements and land-use in Greece have changed over time. 		Making Comparisons <ul style="list-style-type: none"> ✓ To use geographical vocabulary to describe similarities and differences in geographical features of Rome compared to the United Kingdom, both in the past and the present. ✓ To understand how the volcanic eruption in Pompeii changed the geographical landscape. 		Making Comparisons Year 6 <ul style="list-style-type: none"> ✓ To recognise and describe using a range of sources and geographical vocabulary the similarities and differences of trade links and natural resource distribution between their locality and South America. ✓ To understand how human intervention has changed the Antarctic biome and landscape. 	
Vocabulary <ul style="list-style-type: none"> ✓ biomes ✓ land-use ✓ mountainous 	Vocabulary <ul style="list-style-type: none"> ✓ employment ✓ population 	Vocabulary <ul style="list-style-type: none"> ✓ magnitude ✓ Richter scale 		Vocabulary human intervention	Vocabulary <ul style="list-style-type: none"> ✓ economy ✓ export ✓ global warming ✓ human intervention ✓ import <ul style="list-style-type: none"> ✓ industry ✓ supply chain ✓ time zone ✓ trade
Geographical Sources Year 4 <ul style="list-style-type: none"> ✓ To use maps and atlases to locate the countries of Europe. ✓ To use a range of geographical sources to build knowledge of Greece and to compare it with the United Kingdom. ✓ To use four-figure grid references. ✓ To use digital mapping to create maps of Ancient and modern Greece. 		Geographical Sources <ul style="list-style-type: none"> ✓ To use maps and atlases to locate the capital cities of European countries ✓ To use satellite imagery to analyse the globe and to locate key locations from space. ✓ To use a Topographic map to recognise and compare land height. ✓ To use six-figure grid references, symbols and keys. ✓ To draw a sketch - map from a high viewpoint. 		Geographical Sources Year 6 <ul style="list-style-type: none"> ✓ To select and use relevant maps, atlases, globes or computer mapping to locate Russia and its major cities. ✓ To select relevant maps, atlases, globes or computer mapping to locate North America and South America and their major cities. ✓ To use an Economic map to recognise economic activity and resources. ✓ To recognise and use atlas symbols. ✓ To use lines of Longitude and Latitude on maps. 	
Vocabulary <ul style="list-style-type: none"> ✓ 4-figure grid reference ✓ colour-coded maps ✓ digital mapping ✓ Ordnance Survey map 		Vocabulary <ul style="list-style-type: none"> ✓ 6-figure grid reference ✓ satellite image ✓ scale ✓ thematic map ✓ topographic map 		Vocabulary <ul style="list-style-type: none"> ✓ economic map 	
Enquiry Year 4 <ul style="list-style-type: none"> ✓ To use a range of geographical sources to pose and reflect on questions in relation to human and physical features of Greece and the United Kingdom. ✓ To use evidence of past and present to formulate conclusions about why a country has changed over time. ✓ To collect and record evidence using colour-coded maps. 		Enquiry <ul style="list-style-type: none"> ✓ To propose ideas and hypothesise about natural disasters. ✓ To use historical and geographical evidence to justify hypothesise on changes to Europe over time. ✓ To collect and record data using a charts and sketch-maps. 		Enquiry Year 6 <ul style="list-style-type: none"> ✓ To evaluate the quality of information gathered when responding to geographical questions. ✓ To use atlas symbols to make deductions about a geographical location. ✓ To use charts to display data that match geographical deductions about a location. 	
Vocabulary <ul style="list-style-type: none"> ✓ Key differences are... ✓ Similarly to... ✓ Using what I have learnt from... ✓ Which shows that... 		Vocabulary <ul style="list-style-type: none"> ✓ Consequently... ✓ This builds on.... ✓ This can be explained by... ✓ This resulted in... 		Vocabulary <ul style="list-style-type: none"> ✓ As a result of... ✓ Therefore... 	

KEY: Current Year Geography Unit History Art D&T Science Reading Strategy					
Curriculum Overview Year 6					
Prior Year's Curriculum Content		Year 6 Curriculum Content		Subsequent Year's Curriculum Content	
		CROSS-CURRICULAR LINKS: Antarctica (Autumn): Painting (Autumn) South America (Summer): Food & Nutrition (Summer), Evolution & Inheritance			
Location & Place (Human & Physical) Year 5 ✓ To name and locate the countries of Europe, including their capital cities. ✓ To identify the position 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. ✓ To identify and understand the main physical features of mountains, volcanoes and earthquakes.		Location & Place (Human & Physical) ✓ To name and locate the world's countries, including Russia and its major cities. ✓ To understand the significance of how latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian affect time zones, day and night ✓ To describe and understand different climate zones. ✓ To describe the impact of Science stations and human intervention on Antarctica. ✓ To name and locate the world's countries, focussing on North and South America and their environmental regions and major cities. ✓ To identify, describe and understand the physical features of the marine biome. ✓ To identify, describe and understand the physical features of Antarctica, including its biome. ✓ To describe and understand human threats to the marine biome. ✓ To describe and understand trade links and the distribution of natural resources from South America.		Location & Place (Human & Physical) KS3 ✓ To learn what Geography is and what a settlement is. ✓ To use a range of evidence relating to a location to make an informed decision. ✓ To locate major biomes and describe their characteristics. ✓ To recognise how the biome impacts plant and animal adaptation. ✓ To understand sustainability and the climate crisis.	
Vocabulary ✓ crust ✓ latitude ✓ prime meridian ✓ debris ✓ longitude ✓ summit ✓ earthquake ✓ mountain ✓ summit ✓ epicentre ✓ natural disaster ✓ tectonic plates		Vocabulary ✓ Antarctic Circle ✓ Artic Circle ✓ climate ✓ glacier ✓ global warming ✓ North Pole ✓ Prime Meridian ✓ science station ✓ time zone ✓ Tropic of Cancer ✓ Tropic of Capricorn	Vocabulary ✓ mangroves ✓ marine biologist ✓ marine biome	Vocabulary ✓ adaptation ✓ climate change ✓ glaciation ✓ Tropic of Cancer ✓ Tropic of Capricorn	
Making Comparisons ✓ To use geographical vocabulary to describe similarities and differences in geographical features of Rome compared to the United Kingdom, both in the past and the present. ✓ To understand how the volcanic eruption in Pompeii changed the geographical landscape.		Making Comparisons ✓ To understand how human intervention has changed the Antarctic biome and landscape. ✓ To recognise and describe using a range of sources and geographical vocabulary the similarities and differences of trade links and natural resource distribution between their locality and South America.		Making Comparisons KS3 ✓ To recognise the distribution and divide of wealth. ✓ To compare sustainability and understand why this needs protecting. ✓ To use population pyramids and pie charts to compare and contrast locations.	
Vocabulary ✓ Magnitude ✓ Richter scale		Vocabulary ✓ deduction ✓ expedition ✓ glacier ✓ global warming ✓ human intervention ✓ science station	Vocabulary ✓ economy ✓ export ✓ global warming ✓ human intervention ✓ import	Vocabulary ✓ industry ✓ supply ✓ chain ✓ time ✓ zone ✓ trade	Vocabulary ✓ distribution ✓ divide ✓ extreme environments ✓ population pyramid ✓ protection ✓ sustainability

<p>Geographical Sources</p> <ul style="list-style-type: none"> ✓ To use maps and atlases to locate the capital cities of European countries ✓ To use satellite imagery to analyse the globe and to locate key locations from space. ✓ To use a Topographic map to recognise and compare land height. ✓ To use six-figure grid references, symbols and keys. ✓ To draw a sketch - map from a high viewpoint. 	<p>Geographical Sources</p> <ul style="list-style-type: none"> ✓ To select and use relevant maps, atlases, globes or computer mapping to locate Russia and its major cities. ✓ To select relevant maps, atlases, globes or computer mapping to locate North America and South America and their major cities. ✓ To use an Economic map to recognise economic activity and resources. ✓ To recognise and use atlas symbols. ✓ To use lines of Longitude and Latitude on maps. 	<p>Geographical Sources</p> <p>KS3</p> <ul style="list-style-type: none"> ✓ To use atlases to recognise lines of Latitude and Longitude. ✓ To use choropleth maps. ✓ To locate major cities in the UK and the rest of the world. ✓ To use lines of Longitude and Latitude on maps. ✓ To use proportional symbols. <p>To use a range of geographical sources to present and interpret data, using these to make informed decisions.</p>
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ 6-figure grid reference ✓ satellite image ✓ scale ✓ thematic map ✓ topographic map 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ economic map 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ choropleth maps ✓ Geographical source ✓ tropics ✓ informed decisions ✓ interpretation ✓ proportional symbols
<p>Enquiry</p> <ul style="list-style-type: none"> ✓ To propose ideas and hypothesise about natural disasters. ✓ To use historical and geographical evidence to justify hypothesise on changes to Europe over time. ✓ To collect and record data using a charts and sketch-maps. 	<p>Enquiry</p> <ul style="list-style-type: none"> ✓ To evaluate the quality of information gathered when responding to geographical questions. ✓ To use atlas symbols to make deductions about a geographical location. ✓ To use charts to display data that match geographical deductions about a location. 	<p>Enquiry</p> <p>KS3</p> <ul style="list-style-type: none"> ✓ To interpret photographs to inform enquiry. ✓ To use population pyramids and pie charts to form opinions about a location. ✓ To use charts to display data that match geographical deductions about a location.
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ Consequently... ✓ This builds on.... ✓ This can be explained by... ✓ This resulted in... 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ As a result of... ✓ Therefore... 	<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ I conclude that... ✓ My informed decision is... ✓ Using my knowledge I can deduce that...

The Journey of Geography – Important People Appendix

