



# Subject Leader File - Geography

## Intent

At Culgaith School we offer an inspiring and engaging curriculum which is structured to cover clearly all aspects of the National Curriculum.

We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The coverage allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time.

The intent of our two to three year cycles across school is that our curriculum progression will start locally and expand to help develop a global outlook to compare and contrast different localities. The curriculum will engage our children and facilitate and inspire them to become inquisitive, resilient, independent, challenging thinkers and active global citizens with the confidence to use, and build on, their cultural capital, learning and experiences - both inside and outside of the classroom.

At Culgaith school we make clear links to our locality when studying Geography – for example making use of our proximity to the Lake District and the Eden Valley, as well as providing opportunities for pupils to travel beyond their locality, e.g. to the Sussex coast and to London. We intend to inspire pupils and practitioners to develop a love of geography and understand the world they live in.

## Implementation

We have developed a rolling-program of topics. Each of these is carefully mapped out to teach, revisit and recap on the key knowledge and skills from the National Curriculum. We use knowledge organisers and key vocabulary for all topics. From EYFS through KS2 we teach children to develop an understanding of their locality, introduce mapping skills and where possible learning will be linked with other subjects, e.g. History. A study of South America would take place alongside a study of Ancient Maya society. We will also link with providers such as Eden Rivers Trust, Cumbria Development Education Centre to enhance our curriculum and provide memorable opportunities for learning.



## Impact

The impact of our plans is that children at Culgaith School will develop so that geography learning is loved by teachers and pupils across school, teachers have higher expectations and more quality evidence can be presented in books. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in

collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.



Class 1  
History  
Geography  
Global Goals

|          | Year A<br>2024/2025   | Year B<br>2025/2026  |
|----------|---|--|
| Autumn 1 | <b>All About Me and Pets</b><br>Peek into the past <ul style="list-style-type: none"> <li>• Good health and well-being</li> </ul> Vet visit                     | <b>Space</b><br>Adventures through time - Good health and well being<br>Black out tent   |
| Autumn 2 | <b>Farming</b><br>Local Area Life on land<br>Think about a farm trip  | <b>Pirates</b><br>Exploring Maps <ul style="list-style-type: none"> <li>• Life below water</li> </ul> Pirate day                             |
| Spring 1 | <b>China</b><br>China / Chinese New Year Poverty<br>Talk to LD about planning<br>CDEC box - order in Autumn<br>Someone who lived in China                       | <b>Arctic</b><br>Explorers <ul style="list-style-type: none"> <li>• Life below water</li> </ul> Explorer in?                                 |
| Spring 2 | <b>Transport</b><br>Living in Shanghai <ul style="list-style-type: none"> <li>• Poverty</li> </ul> Explore modes of transport - train from Langwathby, bus back | <b>Minibeasts</b><br>Outdoor Adventures <ul style="list-style-type: none"> <li>• Good health and well-being</li> </ul> Acorn bank            |
| Summer 1 | <b>Dinosaurs</b><br>How am I Making history? <ul style="list-style-type: none"> <li>• Gender equality</li> </ul> Beamish trip                                   | <b>Circus</b><br>Toys <ul style="list-style-type: none"> <li>• Responsible consumption and production</li> </ul> Gemma teaches circus skills |
| Summer 2 | <b>Weather</b><br>Weather <ul style="list-style-type: none"> <li>• Clean water and sanitation</li> </ul>  | <b>Traditional stories from around the world</b><br>Around the World <ul style="list-style-type: none"> <li>• Quality education</li> </ul>   |



| Class 2  | Year A<br>2024/2025  | Year B<br>2025/2026   | Year C<br>2026/2027   |
|----------|--|---|---|
| Autumn 1 | <p>How did we learn to fly?</p> <ul style="list-style-type: none"> <li>Responsible consumption and production</li> </ul> <p>Mr Smithies in<br/>Rosie Revere Engineer<br/>Film units - soar / taking flight</p> | <p>How was school different in the past? How have children's lives changed?</p> <ul style="list-style-type: none"> <li>Our carbon footprint</li> </ul> <p>Visitor in to discuss history of school<br/>Matilda</p> | <p>Greeks</p> <ul style="list-style-type: none"> <li>Democracy</li> </ul> <p>Dan Sharp Auntie - Greek session</p>   |
| Autumn 2 | <p>Who lives in Antarctica?</p> <ul style="list-style-type: none"> <li>Life below water</li> </ul> <p>Travelling natural history museum</p>  | <p>Why is our world wonderful?</p> <ul style="list-style-type: none"> <li>Our carbon footprint</li> </ul>   | <p>Where does our food come from? Fairtrade</p> <ul style="list-style-type: none"> <li>Local versus global</li> </ul> <p>Morrisons, farm to fork</p>  |
| Spring 1 | <p>Romans - why did the Romans settle in Britain?</p> <ul style="list-style-type: none"> <li>Immigration</li> </ul> <p>Hadrians wall</p>   | <p>What is a Monarch?</p> <ul style="list-style-type: none"> <li>Democracy</li> </ul> <p>Kings and Queens day<br/>Castle trip</p>   | <p>Border Reivers</p> <ul style="list-style-type: none"> <li>Reduced inequalities</li> </ul> <p>Tullie House<br/>Lynn's planning</p>  |
| Spring 2 | <p>Are all settlements the same?</p> <ul style="list-style-type: none"> <li>Sustainable cities and communities</li> </ul> <p>Residential<br/>Lost words</p>  | <p>Hot and Cold places</p> <ul style="list-style-type: none"> <li>Climate change</li> </ul>   | <p>What are rivers and why are they used?</p> <ul style="list-style-type: none"> <li>Clean water and sanitation (water aid)</li> </ul> <p>River trip</p>  |
| Summer 1 | <p>Egyptians and Fairtrade</p> <ul style="list-style-type: none"> <li>Fairtrade</li> </ul> <p>Beamish</p>  | <p>Stone Age Iron Age</p> <ul style="list-style-type: none"> <li>Industry, innovation and infrastructure</li> </ul> <p>Long Meg trip</p>  | <p>Were the Vikings raiders, traders or something else?</p> <ul style="list-style-type: none"> <li>Migration</li> </ul>   |
| Summer 2 | <p>Why are rainforests important?</p> <ul style="list-style-type: none"> <li>The global human impact on the Amazon</li> </ul> <p>Links with WWF - the orangutan in my bedroom</p>                              | <p>Volcanoes and Earthquakes</p> <ul style="list-style-type: none"> <li>In the news</li> </ul> <p>Practical / making</p>  | <p>What is it like to live by the coast?</p> <ul style="list-style-type: none"> <li>Life below water (World Ocean day)</li> </ul> <p>Silloth trip / lifeboat station<br/>The girl who sailed the world (part 3)</p> |



| Class 3<br>History<br>Geography<br>Global goals | Year A<br>2024/2025  | Year B<br>2025/2026  |
|---|--|--|
| <b>Autumn 1</b>                                 | World War 2 <ul style="list-style-type: none"> <li>• Windrush / Black History Month</li> </ul> Church and monument                                 | Wainwright (MT - Remembrance) <ul style="list-style-type: none"> <li>• Impact of tourism on the environment</li> </ul> ERA Mountain walk/ Kendal Mountain Festival |
| <b>Autumn 2</b>                                 | Where does our energy come from? <ul style="list-style-type: none"> <li>• Affordable and clean energy</li> </ul> Look for STEM based opportunities | Mountains and independent fieldwork enquiry <ul style="list-style-type: none"> <li>• Life on land</li> </ul>   |
| <b>Spring 1</b>                                 | Tudors <ul style="list-style-type: none"> <li>• Race equality</li> </ul> London Residential  | Normans <ul style="list-style-type: none"> <li>• Peace and justice, strong institutions</li> </ul> French residential  |
| <b>Spring 2</b>                                 | Greenwich meridian / time zones <ul style="list-style-type: none"> <li>• Inclusion</li> </ul> London Residential                                   | Why do oceans matter? Water cycle <ul style="list-style-type: none"> <li>• Life below water</li> </ul> World's Ocean day   |
| <b>Summer 1</b>                                 | Victorians / Census Local History <ul style="list-style-type: none"> <li>• No poverty</li> </ul> Beamish   | Africa - The Benin <ul style="list-style-type: none"> <li>• Ankoma (life in Africa)</li> </ul> The dreamers / Asha   |
| <b>Summer 2</b>                                 | Why does the population change? <ul style="list-style-type: none"> <li>• Global goals</li> </ul> Global literacy                                   | Would you like to live in the desert? <ul style="list-style-type: none"> <li>• How the desert is under threat</li> </ul>   |



## EYFS progression of skills

| Geography                |                         |   |  |
|--------------------------|-------------------------|---|--|
| Three and Four-Year-Olds | Mathematics             | <ul style="list-style-type: none"> <li>• Understand position through words alone. For example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>   |  |
|                          | Understanding the World | <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> |  |
| Reception                | Understanding the World | <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>                           |  |
| ELG                      | Understanding the World | People, Culture and Communities   | <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> |
|                          |                         | The Natural World   | <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>                             |



|                      | Year 1   | Year 2  | Year 3   | Year 4  | Year 5  | Year 6  |
|----------------------|--|---|--|---|---|---|
| Geographical Enquiry | <ul style="list-style-type: none"> <li>&gt;Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>&gt;Use information books/pictures as sources of information.</li> <li>&gt;Investigate their surroundings</li> <li>&gt;Make observations about where things are e.g. within school or local area.</li> </ul> | <ul style="list-style-type: none"> <li>&gt;Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>&gt;Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>&gt;Investigate their surroundings</li> <li>&gt;Make appropriate observations about why things happen.</li> <li>&gt;Make simple comparisons between features of different places.</li> </ul> | <ul style="list-style-type: none"> <li>&gt;Begin to ask/initiate geographical questions.</li> <li>&gt;Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>&gt;Investigate places and themes at more than one scale</li> <li>&gt;Begin to collect and record evidence</li> <li>&gt;Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations</li> </ul> | <ul style="list-style-type: none"> <li>&gt;Ask and respond to questions and offer their own ideas.</li> <li>&gt;Extend to satellite images, aerial photographs</li> <li>&gt;Investigate places and themes at more than one scale</li> <li>&gt;Collect and record evidence with some aid</li> <li>&gt;Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</li> </ul> | <ul style="list-style-type: none"> <li>&gt;Begin to suggest questions for investigating</li> <li>&gt;Begin to use primary and secondary sources of evidence in their investigations.</li> <li>&gt;Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>&gt;Collect and record evidence unaided</li> <li>&gt;Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> </ul> | <ul style="list-style-type: none"> <li>&gt;Suggest questions for investigating</li> <li>&gt;Use primary and secondary sources of evidence in their investigations.</li> <li>&gt;Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>&gt;Collect and record evidence unaided</li> <li>&gt;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> |
| Direction/ Location  | <ul style="list-style-type: none"> <li>&gt;Follow directions (Up, down, left/right, forwards/backwards)</li> </ul>   | <ul style="list-style-type: none"> <li>&gt;Follow directions (as yr 1 and inc'. NSEW)</li> </ul>  | <ul style="list-style-type: none"> <li>&gt;Use 4 compass points to follow/give directions:</li> <li>&gt;Use letter/no. co-ordinates to locate features on a map.</li> </ul>  | <ul style="list-style-type: none"> <li>&gt;Use 4 compass points well:</li> <li>&gt;Begin to use 8 compass points;</li> <li>&gt;Use letter/no. co-ordinates to locate features on a map confidently.</li> </ul>  | <ul style="list-style-type: none"> <li>&gt;Use 8 compass points;</li> <li>&gt;Begin to use 4 figure co-ordinates to locate features on a map.</li> </ul>  | <ul style="list-style-type: none"> <li>&gt;Use 8 compass points confidently and accurately;</li> <li>&gt;Use 4 figure co-ordinates confidently to locate features on a map.</li> <li>&gt;Begin to use 6 figure</li> </ul>   |



|                |  |   |  |   |  |   |
|----------------|--|---|--|---|--|---|
|                |  |   |  |   |  | grid refs; use latitude and longitude on atlas maps.  |
| Drawing Maps   | <ul style="list-style-type: none"> <li>&gt;Draw picture maps of imaginary places and from stories.</li> </ul>  | <ul style="list-style-type: none"> <li>&gt;Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> </ul>         | <ul style="list-style-type: none"> <li>&gt;Try to make a map of a short route experienced, with features in correct order;</li> <li>&gt;Try to make a simple scale drawing.</li> </ul> | <ul style="list-style-type: none"> <li>&gt;Make a map of a short route experienced, with features in correct order;</li> <li>&gt;Make a simple scale drawing.</li> </ul>    | <ul style="list-style-type: none"> <li>&gt;Begin to draw a variety of thematic maps based on their own data.</li> </ul>  | <ul style="list-style-type: none"> <li>&gt;Draw a variety of thematic maps based on their own data.</li> <li>&gt;Begin to draw plans of increasing complexity.</li> </ul>   |
| Representation | <ul style="list-style-type: none"> <li>&gt;Use own symbols on imaginary map.</li> </ul>  | <ul style="list-style-type: none"> <li>&gt;Begin to understand the need for a key.</li> <li>&gt;Use class agreed symbols to make a simple key.</li> </ul>       | <ul style="list-style-type: none"> <li>&gt;Know why a key is needed.</li> <li>&gt;Use standard symbols.</li> </ul>   | <ul style="list-style-type: none"> <li>&gt;Know why a key is needed.</li> <li>&gt;Begin to recognise symbols on an OS map.</li> </ul>                                       | <ul style="list-style-type: none"> <li>&gt;Draw a sketch map using symbols and a key;</li> <li>&gt;Use/recognise OS map symbols</li> </ul>   | <ul style="list-style-type: none"> <li>&gt;Use/recognise OS map symbols;</li> <li>&gt;Use atlas symbols.</li> </ul>   |
| Using Maps     | <ul style="list-style-type: none"> <li>&gt;Use a simple picture map to move around the school;</li> <li>&gt;Recognise that it is about a place.</li> </ul> | <ul style="list-style-type: none"> <li>&gt;Follow a route on a map.</li> <li>&gt;Use a plan view.</li> <li>&gt;Use an infant atlas to locate places.</li> </ul> | <ul style="list-style-type: none"> <li>&gt;Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</li> </ul>    | <ul style="list-style-type: none"> <li>&gt;Locate places on large scale maps, (e.g. Find UK or India on globe)</li> <li>&gt;Follow a route on a large scale map.</li> </ul> | <ul style="list-style-type: none"> <li>&gt;Compare maps with aerial photographs.</li> <li>&gt;Select a map for a specific purpose. (E.g. Pick atlas to find Pakistan/North west India, and the Indus Valley, use OS map to find local village.)</li> <li>&gt;Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</li> </ul> | <ul style="list-style-type: none"> <li>&gt;Follow a short route on an OS map. Describe features shown on OS map.</li> <li>&gt;Locate places on a world map.</li> <li>&gt;Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</li> </ul> |



|               |   |  |  |  |  |  |
|---------------|---|--|--|--|--|--|
|               | <ul style="list-style-type: none"> <li>&gt;Use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> </ul>   | <ul style="list-style-type: none"> <li>&gt;Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> </ul>  | <ul style="list-style-type: none"> <li>&gt;Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> </ul>  | <ul style="list-style-type: none"> <li>&gt;Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</li> </ul>   | <ul style="list-style-type: none"> <li>&gt;Measure straight line distance on a plan.</li> <li>&gt;Find/recognise places on maps of different scales. (E.g. river Nile.)</li> </ul> | <ul style="list-style-type: none"> <li>&gt;Use a scale to measure distances.</li> <li>&gt;Draw/use maps and plans at a range of scales.</li> </ul>           |
| Perspective   | <ul style="list-style-type: none"> <li>&gt;Draw around objects to make a plan.</li> </ul>   | <ul style="list-style-type: none"> <li>&gt;Look down on objects to make a plan view map.</li> </ul>  | <ul style="list-style-type: none"> <li>&gt;Begin to draw a sketch map from a high view point.</li> </ul>   | <ul style="list-style-type: none"> <li>&gt;Draw a sketch map from a high view point.</li> </ul>  | <ul style="list-style-type: none"> <li>&gt;Draw a plan view map with some accuracy.</li> </ul>   | <ul style="list-style-type: none"> <li>&gt;Draw a plan view map accurately.</li> </ul>   |
| Map Knowledge | <ul style="list-style-type: none"> <li>&gt;Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France</li> </ul> | <ul style="list-style-type: none"> <li>&gt;Locate and name on UK map major features e.g. London, River Thames, home location, seas.</li> </ul>   | <ul style="list-style-type: none"> <li>&gt;Begin to identify points on maps A,B and C</li> </ul>   | <ul style="list-style-type: none"> <li>&gt;Begin to identify significant places and environments</li> </ul>  | <ul style="list-style-type: none"> <li>&gt;Identify significant places and environments</li> </ul>   | <ul style="list-style-type: none"> <li>&gt; Confidently identify significant places and environments</li> </ul>  |
| Style of Map  | <ul style="list-style-type: none"> <li>&gt;Picture maps and globes</li> </ul>   | <ul style="list-style-type: none"> <li>&gt;Find land/sea on globe.</li> <li>&gt;Use teacher drawn base maps.</li> <li>&gt;Use large scale OS maps.</li> <li>&gt;Use an infant atlas</li> </ul> | <ul style="list-style-type: none"> <li>&gt;Use large scale OS maps.</li> <li>&gt;Begin to use map sites on internet.</li> <li>&gt;Begin to use junior atlases.</li> <li>&gt;Begin to identify features on aerial/oblique photographs.</li> </ul> | <ul style="list-style-type: none"> <li>&gt;Use large and medium scale OS maps.</li> <li>&gt; Use junior atlases.</li> <li>&gt;Use map sites on internet.</li> <li>&gt;Identify features on aerial/oblique photographs</li> </ul> | <ul style="list-style-type: none"> <li>&gt;Use index and contents page within atlases.</li> <li>&gt;Use medium scale land ranger OS maps.</li> </ul>                               | <ul style="list-style-type: none"> <li>Use OS maps.</li> <li>&gt;Confidently use an atlas.</li> <li>&gt;Recognise world map as a flattened globe.</li> </ul> |



## Curriculum Map - Geography

| <u>Class 1</u>  | <u>Local Area</u> | <u>Living in Shanghai</u> | <u>Weather</u> | <u>Exploring Maps</u> | <u>Outdoor Adventures</u> | <u>Around the World</u> |
|---|-------------------|---------------------------|----------------|-----------------------|---------------------------|-------------------------|
| Name and locate the world's seven continents and five oceans  |                   | /                         |                |                       |                           |                         |
| Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas   | /                 |                           |                | /                     | /                         |                         |
| 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  | /                 | /                         |                |                       |                           | /                       |
| 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                           |                   |                           | /              |                       |                           | /                       |
| key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  | /                 |                           |                | /                     | /                         |                         |
| key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  | /                 |                           |                | /                     | /                         |                         |
| use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  | /                 | /                         |                | /                     | /                         | /                       |
| use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map | /                 |                           |                | /                     |                           |                         |
| use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key                              | /                 |                           |                | /                     | /                         |                         |
| use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.                              | /                 |                           | /              |                       | /                         | /                       |



| <p><u>Class 2/3</u></p>   | <p><u>Who lives in Antarctica</u></p> | <p><u>Are all Settlements the same?</u></p> | <p><u>Why are rainforests important?</u></p> | <p><u>Why is our world wonderful?</u></p> | <p><u>Hot and cold places</u></p> | <p><u>Volcanoes and earthquakes</u></p> | <p><u>Where does our food come from / Fairtrade?</u></p> | <p><u>What are rivers and why are they used?</u></p> | <p><u>What is it like to live by the coast?</u></p> |
|---|---------------------------------------|---|--|---|-----------------------------------|---|--|--|---|
| <p>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>L</p>                              |   |  | <p>L</p>                                  | <p>L</p>                          | <p>L</p>                                | <p>L</p>   |  |   |
| <p>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 the aspects have changed overtime</p> |                                       | <p>L</p>                                    |  | <p>L</p>                                  |                                   |   |  | <p>L</p>   | <p>L</p>  |
| <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>  | <p>L</p>                              |   |  | <p>L</p>                                  | <p>L</p>                          | <p>L</p>                                |  |  |   |
| <p>To 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 within North or South America.</p>   |                                       | <p>L</p>                                    | <p>L</p>                                     |   |                                   |   |  |  |   |
| <p>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>L</p>                                  | <p>L</p>                          | <p>L</p>                                |  | <p>L</p>   |   |
| <p>Describe and understand key aspects of 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>L</p>                                    |  |   |                                   |   | <p>L</p>   |  | <p>L</p>  |
| <p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p>  | <p>L</p>                              | <p>L</p>                                    | <p>L</p>                                     | <p>L</p>                                  | <p>L</p>                          | <p>L</p>                                | <p>L</p>   | <p>L</p>   | <p>L</p>  |
| <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>   |                                       | <p>L</p>                                    |  | <p>L</p>                                  |                                   |   |  | <p>L</p>   | <p>L</p>  |
| <p>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>L</p>                                  |                                   |   |  | <p>L</p>   | <p>L</p>  |



| <p style="text-align: center;"><u>Class 3</u></p>   | <p style="text-align: center;"><u>Where does our energy come from?</u></p> | <p style="text-align: center;"><u>Greenwich meridian/time zones</u></p> | <p style="text-align: center;"><u>Why does the population change?</u></p> | <p style="text-align: center;"><u>Mountains and independent fieldwork enquiry</u></p> | <p style="text-align: center;"><u>Why do oceans matter?<br/>Rivers/water-cycle re-visit</u></p> | <p style="text-align: center;"><u>Would you like to live in the desert?</u></p> |
|---|--|---|---|---|---|---|
| <p>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>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 the aspects have changed overtime</p> | /  | /   | /   | /   | /   | /   |
| <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>  |  | /   | /   |   |   | /   |
| <p>To 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 within North or South America.</p>   |  | /   | /   | /   |   | /   |
| <p>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>Describe and understand key aspects of 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>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p>  |  | /   |   | /   | /   | /   |
| <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>   |  | /   | /   | /   | /   |   |
| <p>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>   | /  |   | /   | /   | /   |   |
|   |  |   |   |   |   |   |