Geography Planning Two Year Cycle

KS1	Autumn	Spring	Summer
A	**London** Locational Knowledge: the United Kingdom capital cities of the United Kingdom Human and Physical Geography: city factory office, river Skills and fieldwork: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	**UK geography – fieldwork** Locational knowledge: the United Kingdom name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Human and Physical Geography: city, town, coast, sea, ocean, mountain, forest, hill. Skills and fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries	Map Skills Locational Knowledge: their locality Human and Physical Geography: village, town, farm, house, shop, factory, hill, mountain, river, soil, vegetation, forest, valley Skills and Fieldwork: 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. Devise a simple map; and use and construct basic symbols in a key;
B	**Continents of the World** Locational Knowledge: the world name and locate the world's seven continents and five oceans Place Knowledge: 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 Human and Physical Geography: port harbour coast beach cliff sea ocean Skills and Fieldwork: use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage	**Weather – fieldwork** Locational knowledge: the world Place Knowledge: 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. Human and Physical Geography: 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.Skills and Fieldwork: use simple fieldwork and observational skills to study weather in locality	**Local Geography - fieldwork** Locational Knowledge: their locality Human and Physical Geography: village, town, farm, house, shop, factory, hill, mountain, river, soil, vegetation, forest, valley 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.

LKS2	Autumn	Spring	Summer
A	**World Kitchen/ trade** Locational Knowledge: 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) Human and Physical Geography: climate zones, vegetation belts, land use, economic activity, trade links, distribution of natural resources: food Skills and Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Map skills** Locational Knowledge: name and locate counties and cities of the UK Human and Physical Geography: Skills and Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 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	**Rivers and the water cycle** Locational Knowledge: 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) Place Knowledge: Egypt Human and Physical Geography: rivers and the water cycle, distribution of natural resources: water Skills and Fieldwork: 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
B	**Volcanoes and earthquakes** Locational Knowledge: 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) Human and Physical Geography: volcanoes and earthquakes Skills and Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Coasts** Locational Knowledge: name and locate key human a physical characteristics, topographical features and land use patterns of the UK: COASTS; and understand how they have changed over time. Place Knowledge: 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 Human and Physical Geography: coasts, land use, settlements, economic activity: tourism. Skills and Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**North America** Locational Knowledge: locate the world's countries, using maps to focus on North America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place Knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in North America Human and Physical Geography: settlements e.g. cities, tourism in National Parks, compare landscapes in USA Skills and Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

UKS2	Autumn	Spring	Summer
A	**South America** Locational Knowledge: locate the world's countries, using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place Knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of South America Human and Physical Geography: rivers, biomes, vegetation belts, land use, settlements, economic activity Skills and Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Map Skills** Locational Knowledge: name and locate geographical regions, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Human and Physical Geography: rivers mountains, settlements and land use. Skills and Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 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	**Local study – fieldwork** Locational Knowledge: name and locate geographical regions, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Human and Physical Geography: rivers mountains, settlements and land use. Skills and Fieldwork: 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.
B	**Climate/ biomes** Locational Knowledge: 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) Human and Physical Geography: climate zones, biomes, vegetation belts, Skills and Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Mountains** Locational Knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features: hills and Mountains, and land-use patterns; and understand how some of these aspects have changed over time Human and Physical Geography: mountains Skills and Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Europe – Greece** Locational Knowledge: locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place Knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kningdom and a region in a European country. Human and Physical Geography: coasts mountains settlements islands, economic activity Skills and Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

KS1 Geography Planning			
Year A	**Knowledge**	**Skills**	**Fieldwork**
Autumn **London**	• To be able to locate London on a map and describe its location • To be able to identify and describe landmarks of London • To be able to use compass points and positional direction to navigate between London landmarks	• Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks. • Use internet mapping programmes to observe aerial views of London	
Spring **UK Geography – fieldwork**	• Name the four countries of the UK, capital cities and surrounding seas. • Begin to know the differences between town and country locations. • Begin to know simple features of the countries of the UK. • Physical geography: coastal town (Arnside) . KS1 Unit: By the seaside • Physical Geography: Mountains (Scouts scar) • Human Geography: city (Edinburgh) • Use aerial photographs to recognise basic human and physical features.	• Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks. • Use internet mapping programmes to observe aerial views. • Use world maps and globes to begin to locate some continents and countries.	Trip to Arnside to analyse the features of a coastal town?
Summer **Map skills**	• To navigate the school using simple compass directions and directional language	• Use simple compass directions (North, South, East and West) • To use locational vocabulary near, far, right, left) to describe routes on a map	

		• Devise a simple map (map of the school) and use and construct basic symbols and a key	
Year B	**Knowledge**	**Skills**	**Fieldwork**
Autumn **Continents of the World**	• To name the continents of the world • To name the five oceans To compare a forest in the UK (Grizedale forest?) to the Amazon rainforest	• Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks. • Use internet mapping programmes to observe aerial views. Use world maps and globes to begin to locate some continents and countries.	
Spring **Weather - fieldwork**	• To 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.	• To use simple observational skills to note weather and weather changes	Weather observation comparison? Temperature? Rainfall?
Summer **Local geography**	• To know where Endmoor is and identify surrounding key locations (village shop, school farms and streams) • To know and identify the human features of Endmoor/ Kendal (hospital, hotels, restaurants, tourism office, library)	• Use simple compass directions (North, South, East and West) • To use locational vocabulary near, far, right, left) to describe routes on a map •	

	• To know and identify the physical features of Kendal (river, hill, forest, valley)		
LKS2 Geography Planning			
Year A	**Knowledge**	**Skills**	**Fieldwork**
Autumn **World Kitchen/ Trade**	• To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle • To identify climate zones, land use, economic activity, trade links, distribution of natural resources: food • To understand that the food we eat comes from many different places around the world • To know how land in temperate and tropical climate zones is used to produce food • To describe the way in which land in tropical biomes is being changed to enable more food to be produced • To explore how food is produced in Mediterranean climate zones • To explain how land is used to produce food in the United Kingdom	• To use maps, atlases, globes and to locate countries and describe features studied • To describe climate in terms of tropics, Equator and Polar regions • To discuss the position and significance of the Prime/Greenwich Meridian To explain the position and significance of time zones	**Skills and Fieldwork:** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	• To understand and describe the trade links that enable food from around the world to be sold in the United Kingdom		
Spring **Map Skills**	• To name and locate countries and cities of the UK • Locate some key human features in areas studied. • Locate some key physical features in areas studied. • Identify human, physical characteristics of the local region. • Identify local and national land use patterns and how they have changed over time. • Describe and understand different types of land use.	• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Ask and answer questions about land use in their locality. • Explain how the physical and human features of an area affect the way people live. • Ask Questions - begin to choose suitable enquiry questions around a given topic. • Plan - begin to decide on different ways to answer an enquiry question and collect data with some support.	Observe - identify, name and record key physical and human features in the school grounds Collect data - begin to choose between ways of collecting data including both numerical (quantitative) data e.g. recorded measurements, surveys and tally charts; and non- numerical (qualitative) data, e.g. sketch maps, photographs and observations of local area Record - use simple methods to record data such as tables, sketch maps, digital photographs

		• Present - explain the answer to an enquiry question and, with support, show the data that backs this up. Present - discuss improvements and changes that could be made from their findings.	
Summer **Rivers and the Water Cycle**	• To 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 • To identify features of Egypt such as rivers, seas, landmarks and land use • To know about rivers and the water cycle, distribution of natural resources: water • Identify countries Nile runs through • Know journey of Nile from source to mouth Know some of physical and human features of Nile Delta	• Use resources to observe, 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 • To describe the water cycle • To use maps to locate rivers and to see key features of rivers with focus on Egypt • Use geographical knowledge to describe journey of a river	**Skills and Fieldwork**: observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies
Year B	**Knowledge**	**Skills**	**Fieldwork**
Autumn **Volcanoes and Earthquakes**	• Locational Knowledge: 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	• Read and interpret a range of information • Interpret cross-section diagrams of volcanoes • Use maps to locate countries that lie on tectonic plates	**Skills and Fieldwork**: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	Meridian and time zones (including day and night) • Human and Physical Geography: volcanoes and earthquakes • To describe and understand key aspects of physical geography in the context of what is under the Earth's surface • To explain how volcanoes are formed and know their features • To explain how volcanoes affect people's lives • To explain how earthquakes happen and how they are measured • To know where Italy is To know about the eruption of Vesuvius and the fate of Pompeii	Use maps to locate countries and seas with focus on Italy	
Spring **Coasts**	• Name and locate key human and physical characteristics, topographical features and land use patterns of the UK: COASTS; and understand how they have changed over time • Understand geographical similarities and differences through the study of human and physical geography of a region of the	• To be able to use maps and secondary sources to research and describe coastal areas. • Ask and find the answers to questions • Explain how the physical and human features of an area affect the way people live	**Skills and Fieldwork**: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Look at maps, photos of coastlines around UK and Scandinavia and compare and contrast

	United Kingdom, a region in a European country e.g. Scandinavian country • To find out how coasts are formed • To know about the physical features of coasts and the effect of erosion • To explore coastal management To explore similarities and differences between different types of beach	• Present - explain the answer to an enquiry question and, with support, show the data that backs this up.	
Summer **North America**	• Locate the world's countries, using maps to focus on North America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Understand that North America can be sub-divided into regions such as Caribbean and Central America • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in North America • Locate USA and its states on a map • To identify and describe different landscapes in USA • Explore and compare some cities in USA and compare to city in UK Find out about National Parks in USA and compare to UK		

UKS2 Geography Planning			
Year A	**Knowledge**	**Skills**	**Fieldwork**
Autumn **South America**	Know the name and be able to locate on a map the countries and some of the cities of South America • Know where the worlds rainforests are located • Know the name and features of the different layers of the rainforest • Know the importance of rainforests and the impact of deforestation • Know the location of the amazon river and the significance of its location • Know the importance of the Amazon Basin and how we can protect it • Know some of the human and physical features of Manaus Compare a Brazil with our own country: including a study of Rio de Janeiro	• Locate places on a world map • Use atlas symbols. • Use atlases to find out about other features of a place • Use index and contents page within atlases. • Identify significant places and environments on maps • Analyse evidence and draw conclusions • identify significant places and environments	
Spring **Map Skills**	• Recognise OS map symbols;	• Draw a variety of thematic maps based on their own data. • Begin to draw plans of increasing complexity • Use OS maps and the symbols • Draw a sketch map using symbols and a key; • Compare maps with aerial photographs • Use the eight points of a compass, four-figure grid references, symbols and keys to build knowledge of the United Kingdom and the world.	

		• Begin to use 6 figure grid refs; • Find and recognise places on maps of different scales • Use scale to measure distances • Follow a short route on an OS map. Describe features shown • drawing freehand maps (e.g. of a site they have visited) • relating large-scale plans to the fieldwork site, identifying relevant features • recording selected geographical data on a map or large-scale plan, using colour or symbols and a key
Summer **Local Geography**	• How do my local area and my region fit into the wider world? • What are the main features of my region? • How does my region meet peoples needs? • How is my local area changing?	• Visit local buildings and human use now and in the past e.g. schools and shops • Investigate how land use has changed over time • Use annotated drawings and field sketches to record observations • investigate the range and location of primary, secondary and tertiary businesses in the local area • when learning about settlements, to investigate how buildings, land use and local facilities have changed over time; and investigate • taking digital photos and annotating them with labels or captions local development plans through visits to derelict sites, empty shops or buildings or places where developments (e.g. road, housing, industrial, retail or leisure schemes) are proposed • designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development)

		• designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance conducting a transect to observe changes in buildings and land use	
Year B	**Knowledge**	**Skills**	**Fieldwork**
Autumn **Climate/Biomes**	• What are biomes and climate zones • What are the names of the different biomes and climate zone • Where are the biomes and climate zones located on a world map and how are these locations related • What is the difference between a climate zone and a biome • What are the differences and similarities between the different biomes and climate zones • What is the difference between a terrestrial and aquatic biome • How do human processes affect biomes • What can we do to protect biomes	• Recognise world map as a flattened globe. • Identify significant places and environments on maps • Use atlas symbols and keys • Use atlases to find out about other features of a place • Use index and contents page within atlases.	Investigate and record different weather phenomena through observation and using standard measurement devices (e.g. thermometers, rain gauges, anemometers) with increasing independence Collect analyse and present quantative data in charts and graphs Analyse evidence and draw conclusions from fieldwork
Spring **Mountains**	• What a mountain is. • The features of a mountain. • How mountains are formed. • Mountain climates.	• Identify the location of some of the worlds largest mountains • Use atlas symbols.	take fieldtrips to unfamiliar environments to investigate the physical and human

	• The UK and world's highest mountains. • The importance of the Himalayas.	• Use atlases to find out about other features of a place • Use index and contents page within atlases.	geography of those areas (e.g. mountains
Summer **Europe (Greece)**	• The location of Europe and its countries. • Why tourists visit the Mediterranean. • The reasons why people migrate to Greece. • The features of Greece's varied landscape. • The main features of Athens. • To compare daily life in Athens with my own.		