



To formulate our Long Term and Medium Term plans for Geography we have paid close attention to the links that can be made with other subjects, specifically history and science, and leveraged commonalities to enable the children at Sheet to develop and embed their knowledge and skills within and across the curriculum.

Due to the mixed-year group structure at Sheet Primary School, we have developed a three-year rolling curriculum to be taught to years 1 and 2 providing them with exposure to each NC criteria at least twice. Early Years children will, by the nature of being in the mixed year group class, develop exposure to KS1 geographical themes and skills, however these will be tailored to their developmental age and be assessed against the EY learning goals:

- **Understanding the World (People and Communities)**

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

- **Understanding the World (The World)**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

The National Curriculum aims

| NC aims | KS1 | KS2 |
|-------------------------------------|---|--|
| Locational knowledge | name and locate the world's 7 continents and 5 oceans | locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities |
| | name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas | name and locate counties & cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these have changed over time |
| | | identify the position and significance of latitude, longitude, Equator, Northern/Southern Hemispheres, Tropics of Cancer and Capricorn, Arctic/Antarctic Circles, Prime/Greenwich Meridian and time zones (including day/night) |
| 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 | 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 |
| 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 | describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle |



| | | |
|--|--|---|
| | | <ul style="list-style-type: none"> 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>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 | |
| Geographical skills and fieldwork | 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| | 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 8 points of a compass, 4- & 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and wider world |
| | 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 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. |
| | 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 | |



Progression of Skills

| | | | |
|-----------------------------|--|--|--|
| | <p>KS1 aims: Pupils should develop knowledge about the world, the UK and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observation, to enhance locational awareness.</p> | <p>KS2 aims: Pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of a geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> | |
| | Year 1 & 2 | Year 3 & 4 | Year 5 & 6 |
| Locational knowledge | <p>name and locate the world's 7 continents and 5 oceans</p> <p>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> | <p>locate main countries in <u>Europe</u> (including Russia) concentrating on their environmental regions, key physical and human characteristics and major cities.</p> <p>name and locate counties & cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these have changed over time</p> <p>Begin to consider the world beyond Europe</p> <p>identify the position and significance of latitude, longitude, Equator, Northern/Southern Hemispheres, Tropics of Cancer and Capricorn</p> | <p>locate the main countries in <u>Europe and North and South America</u> concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>name and locate counties & cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these have changed over time</p> <p>identify the position and significance of latitude, longitude, Equator, Northern/Southern Hemispheres, Tropics of Cancer and Capricorn, <u>Prime/ Greenwich Meridian and time zones (including day/night)</u></p> |
| Place Knowledge | <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.</p> | <p>understand the human and physical geography of a region in the UK</p> <p>Compare the geographical similarities and differences through the study of human and physical geography of a <u>region in the UK with a region in a European country.</u></p> <p>Begin to compare the geographical similarities and differences of a region in the UK with a region in N or S America.</p> | <p>Compare the geographical similarities and differences through the study of human and physical geography of a <u>region of the United Kingdom and a region within North or South America with significant differences and similarities</u></p> |



| | | | |
|--|---|---|---|
| | | SATS WEEK: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country | |
| Human and physical geography | identify seasonal and daily weather patterns in the United Kingdom Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: 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 | describe and understand key aspects of physical geography <u>of the UK</u> including key topographical features (mountains, hills, rivers, coasts, land patterns) describe and understand key aspects of human geography <u>of the UK</u> including types of settlement and land use describe and understand some aspects of physical geography <u>of the world</u> including climate zones, biomes and vegetation belts. | describe and understand key aspects of physical geography <u>of the world</u> including mountains and earthquakes, and the water cycle Describe and understand key aspects of human geography <u>of the world</u> , including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. |
| | | SATS WEEK: describe and understand key aspects of physical geography of the world including RIVERS describe and understand key aspects of physical geography of the world including VOLCANOES | |
| Geographical skills and fieldwork | 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 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 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 | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use 8 points of a compass and <u>4-figure</u> grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and wider world 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. | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use 8 points of a compass and <u>4-figure (progressing to 6-figure)</u> grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and wider world 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. |



LONG TERM PLANS

Year R, 1 and 2 | 3-year rolling curriculum

| | Autumn | Spring | Summer |
|---------|--------------------------|----------------------|--------------------|
| CYCLE 1 | Animals around the World | Let's Explore London | Kenya |
| CYCLE 2 | Sheet Village | Castles | Beside the Seaside |
| CYCLE 3 | Map Makers | Australia | Farms |

Year 3 and 4 | 2-year rolling curriculum

| | Autumn | Spring | Summer |
|----------------|---------------------|----------------------|--------------------------|
| CYCLE 1 (even) | Somewhere to Settle | Rainforests | Local area - Petersfield |
| CYCLE 2 (odd) | The United Kingdom | Europe (Scandinavia) | Coasts |

Year 5 and 6 | 2-year rolling curriculum

| | Autumn | Spring | Summer |
|----------------|----------------------------|-------------------|--------------------------|
| CYCLE 1 (even) | Extreme Earth | Amazing Americas | Trading and Economics |
| CYCLE 2 (odd) | Energy and the Environment | Rivers and Oceans | Our Changing Environment |