

Curriculum coverage and knowledge progression

SUBJECT: Geography

Year 1	<u>By the end of Year 1 our children will be able to:</u>	<u>Topic planned to cover the objective</u>
	<p>Understand aerial perspective to therefore have the skills to understand maps.</p> <p><i>(Children will look at and build knowledge on their own surroundings. They will go deeper by looking at beaches, coast lines and cliffs. They will use objects to create models of their own and provide a context. Children will look at view points and aerial views.)</i></p>	<p>Term 1- Beachcombing Term 4- The Greatest Wealth</p>
	<p>Draw plans of objects looking at them from different perspectives. Extend to plan of classroom.</p> <p><i>(Children will look at the form of bridges, they will look at where they are and what they look like from above. They will look at where they may be in their own locality and how they are used to join parts of the United Kingdom.)</i></p>	<p>Begin to look at objectives from above. - aerial perspective. Term 5 - Building Bridges</p>
	<p>Children will be able to give directions.</p> <p><i>(Children will look at their own locality and where/how they can travel in Oxford. Children will discover different places they can go and begin to look at roads and routes on maps.)</i></p>	<p>Term 2- All Aboard Term 4- Greatest Health</p>
	<p>Understand important features of the UK.</p> <p>Develop knowledge about the world, the United Kingdom 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 their locational awareness</p> <p><i>(The children will look at their own locality in Geography by looking at local castles. They will look at elements of construction and how they affect the landscape.)</i></p>	<p>Term 6 - Castles</p>

	Identify and describe some geographical differences between England, Scotland, Wales and Northern Ireland.	Term 1- Beachcombing
	Identify the Union flag and the component parts	Term 6- Castles and Conquests
	Help children to gain the beginnings of a geographic vocabulary and a basic sense of how we organise and talk about the world by giving names to some of the biggest pieces of land. Introduce children to the seven continents through landmarks and key wildlife to help them remember (eg Eiffel tower, or where do penguins live?)	Term 1- Beachcombing Term 2- All Aboard
	Pupils should develop knowledge about the world, the United Kingdom and their locality. <i>(Explore where our food comes from (linked to our Farm visit and reviewing what we learned about Harvest) and the impact of that. We will consider what we can grow locally in our back garden and allotments. Also in Geography this term we will look at economic difference in wealth and what wealth means to different countries and people. We will look at what it means to be wealthy.</i>	HarvestFestival Term 4 The Greatest Wealth
	Differentiate between land and sea using a globe.	Term 1- Beachcombing
	Locate the seven continents, the North and South Poles, the Pacific and Atlantic oceans.	Term 6- Castles and Conquests
	Understand direction: north, south, east and west.	Term 1- Beachcombing Term 2- All Aboard Term 4- The Greatest Wealth Term 6- Castles and Conquests
	Identify the seven continents and describe unique geographical attributes of each continent including animals, plants, cities, landscape features, famous people and famous buildings:	Term 3- Superheroes Term 1- Beachcombing

Year 2	<u>By the end of Year 2 our children will be able to:</u>	<u>Topic planned to cover the objective</u>
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	<ul style="list-style-type: none"> Pupils should learn about the spatial layout of the school in greater detail: its site (what is there) and situation (what surrounds the school). 	An Island Adventure/Mapping our School
	<ul style="list-style-type: none"> Identify buildings, playgrounds, fields, entrances, boundaries, vegetation and neighbouring land use. 	An Island Adventure/Mapping our School (Progressing from Y1 mapping)
	<ul style="list-style-type: none"> Use these photos to: Identify buildings and points of interest. 	An Island Adventure Celebrations (progressing from Reception, Let's Celebrate) London's Calling
	<ul style="list-style-type: none"> Use the compass points: north, south, east and west. 	Programming BeeBots Local Fieldwork (visit to church and FS)
	Find the equator, the northern hemisphere, the southern hemisphere and the North/South Poles on a globe.	Celebrations (Brazil) Comparing Mauritius and England and identify on map.
	Name and locate the world's seven continents and five oceans	Oceans Deep (Plastic Pollution in the Oceans) Progressing from Y1 Air pollution - Transport)
	Identify the UK as one of many countries in Europe and compare a region with of UK with one in a non European country. Look at differences in climates and economics. Link and identify cultural symbols.	An Island Adventure (contrast Mauritius with Uk) Celebrations (Brazil Carnival contrast with Notting Hill Carnival) Clean Up - Looking at Jamaica on world map and the ocean that it is located in. Looking at contrasting islands to Uk
	Weather is day to day atmospheric conditions- Climate is the average weather conditions measured over years	International Week Ongoing when looking at the climate in different islands and countries children have visited. Also the impact of climate on food production (Harvest Festival and fruit and veg grown in uk and Mauritius)
	How does the weather vary from day to day and why? How does it vary in different countries (use of internet to research this)? Measuring and tracking weather-	International Week Growing, Growing, Gone Weather and climate affect on plants (Harvest Festival T1)

	Keep a daily record of temperature, wind direction, wind speed and precipitation	
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Year 3	<p><u>By the end of Year 3 our children will be able to:</u> <i>Development and progression from KS1:</i></p> <p><i>KS1 focus of understanding the area they live in- Year 3 Children should learn the difference between the built and the natural environment.</i></p>	<p><u>Topic planned to cover the objective</u></p>
	<ul style="list-style-type: none"> • They should learn about the functions of different buildings and land. They should learn to identify different features of the landscape. • 	<p>Term 3 - Our island home (progression from Y2 Island adventure)</p>
	<ul style="list-style-type: none"> • Develop map work to understand scale. Understand symbols and co-ordination on a map. 	<p>Term 1 - Extreme Earth (Volcanoes and Earthquakes) Term 3 - Our Island Home</p>
	<ul style="list-style-type: none"> • Understand features of the natural environment- Rivers, hills, coastline, vegetation, animals 	<p>Term 3 - Our Island Home</p>
	<ul style="list-style-type: none"> • Discuss ways in which the natural environment is managed and changed by people 	<p>Term 2 The First Drawing Term 6 - Life Behind Bars</p>
	<ul style="list-style-type: none"> • Describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>Term 1 -Extreme Earth (Volcanoes and Earthquakes)</p>
	<ul style="list-style-type: none"> • Compare areas of UK looking at natural environment: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key to geographical features and land-use patterns; and 	<p>Term 3 - Our Island Home</p>

	understand how some of these aspects have changed over time.	
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Year 4	<u>By the end of Year 6 our children will be able to:</u>	<u>Topic planned to cover the objective</u>
	Draw maps of the local area using symbols and a key. For example, have pupils draw a map of their route to school. Review scale (done in year 3) and discuss how they will show this on their maps.	Term 5 - Rivers
	Use the points of the compass: north, south, east, west.	Term 1 & 2 - Romans & WW1
	Identify changes to a locality over time, sequence of change, and spread or growth.	Term 5 & 6 - Rivers
	<i>Re-cap and review-</i> In previous years children will have looked at the UK. Pupils should go over and study what they know about regions of the UK including: climate, landscape, resources. The aim is for pupils to develop their knowledge of the geography of the UK in more detail before going on to study further countries in this year.	Term 5 - Rivers
	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	Term 5 & 6 - Rivers & Africa (Africa will change to South America) Italy - contrasted with UK
	Continue to use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.	Term 5 & 6 - Rivers & Africa

<p>Year 5</p>	<p><u>By the end of Year 5 our children will be able to:</u></p> <p><i>In KS1 and lower key stage 2, children will have studied their setting, the United Kingdom and compared regions to other countries to look at climate difference and landmarks and features.</i></p> <p>Year 5- Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures</p>	<p><u>Topic planned to cover the objective</u></p> <p><u>Look at the location and the climate of three of the world's forest biomes: tropical rainforest, temperate deciduous forest, and boreal forests. Look at the flora and fauna in these different forest biomes.</u></p> <p><u>Look at how Brazil differs from England, and how a region of Germany differs from Oxfordshire.</u></p> <p><u>Look at the reasons for and against deforestation and the impact that this has on the environment.</u></p>
	<p>Compare aerial photographs and maps. Identify the ways in which maps represent and simplify the real world.</p>	<p><u>Term 1 and 2: Forest biomes</u> <u>Term 3 and 4: Anglo-Saxon and Vikings</u></p>
	<p>Read maps and globes using scales and symbols (use of technology also).</p>	<p><u>Term 3 and 4: Anglo-Saxon and Vikings</u> <u>Location of Forest Biomes on maps</u></p>
	<p>Maps: identify key areas, forest, river etc (a focus in year 3 to be progressed through the use of locational knowledge and the awareness of how humans have an environmental impact).</p>	<p><u>Term 1 and 2: Forest biomes</u></p>

Year 6	<p><u>By the end of Year 6 our children will be able to:</u> <i>At this point children should have an understanding of their close locality of school and home areas. Children will have looked at different countries comparing the key features, landmarks and human activity.</i></p>	<p><u>Topic planned to cover the objective</u> <u>Comparative study of Uk and Mexico</u></p>
	Review as necessary map-reading skills and concepts, as well as geographic terms, from previous years.	T1
	Re-cap knowledge of capital cities and flags built throughout the years.	
	To extend knowledge from previous years on natural landmarks and features: look at physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains , volcanoes and earthquakes, and the water cycle.	<p>Extreme Biomes- Term 1 & 2 Pre- Kilvrough & Maya Civilization- Term 5 & 6 Study of mountains and polar regions</p>
	Use knowledge of scale built on maps and globes to understand the process of earthquakes and impact on rivers and seas. Why do they all link?	
	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<p>Extreme Biomes- Term 1 & 2 Movers and Shakers- Term 3 & 4 Maya Civilization- Term 5 & 6</p>
	Develop knowledge on settlement in key areas and the difference in economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<p>Maya Civilization - Term 5 & 6 Types of settlements and Oxford as case study</p>