



Yorke Mead Primary School

Geography Curriculum



EYFS		
Key Theme : People and Communities		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
	<p>ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none">○ Develop an understanding of a World map. Think about where classmates have been and where story characters live.○ Enjoy pictures and stories about themselves, their families and people who help us.○ Children talk about their own immediate environment and how environments might vary from one another.○ Local walk to library.○ Visit from fire service / Police service / Medical professionals to learn about roles and responsibilities.○ Use world map to understand that we live in the United Kingdom.○ Know that the United Kingdom is surrounded by sea.○ Know that Croxley Green is a village in England. <p>Vocabulary: map, globe, land, sea, forwards, backwards, in-front, turn, village, road, path, house,</p>	



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	flat, busy, quiet, pollution, United Kingdom, Croxley Green.	
EYFS Key Theme : The World		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
	<p>ELG 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</p> <p>ELG 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</p> <ul style="list-style-type: none">○ Learning about life in other countries through a wide selection of reading books.○ Learning about where we go on holiday and how that is different to where we live. Learning about where families have lived.○ Through topic work, exploring the animals that live in different countries.○ Noticing of different weathers and changes of season.○ Nature walks to notice weather and seasonal changes.○ Daily weather check in Nursery.	



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	<ul style="list-style-type: none">○ Learning about which clothes are worn in different seasons.○ Learning about self-care in different seasons e.g. sun cream, staying hydrated. <p>Vocabulary: United Kingdom, country, world, hot, cold, rain, drizzle, cold, wet, warm, damp, snow, ice, storm, thunder, lightning, spring, summer, autumn, winter</p>	
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Year 1

Key Theme : Our Local Area

NC Link: Use locational and directional language [for example, near and far; left and right].

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
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<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none">○ Develop an understanding of a World map. Think about where classmates have been and where story characters live.○ Enjoy pictures and stories about themselves, their families and people who help us.○ Children talk about their own immediate environment and how environments might vary from one another.○ Local walk to library.○ Visit from fire service / Police service / Medical professionals to learn about roles and responsibilities. <p>Vocabulary: map, globe, land, sea, forwards, backwards, in-front, turn.</p>	<p>I can use books, pictures and stories and my own observations to ask and answer questions about Geography.</p> <p>I can show what I know about the local area.</p> <p>I can follow and use directions (Eg: up, down, left/right, forwards/backwards, near and far) (use language as above in this lesson)</p> <p>I can use a simple picture map to move around the school. I can recognise that the map is about a place.</p> <p>I can tell you what I think about the local environment and understand how people affect the environment.</p> <p>I can carry out simple tasks and find information using resources that are given to me.</p> <p>Lesson 1: What are the features of our local area? Lesson 2: What is a map and what is a plan? (Locate Croxley Green and Yorke Mead on a map) Lesson 3: What does a plan of Yorke Mead look like and how can I use it? Lesson 4: What are the physical and man-made features of Croxley Green? (include maps) One lesson is a walk of the local area looking at physical and manmade features. Lesson 5: I know that Croxley Green is a village and can identify its features?</p>	<p>I can extend and apply my questions further by using conjunctions and my own knowledge. Eg. Scotland is north of England so is Wales west?</p> <p>I can apply knowledge and write sentences about what I know about the local area using examples from observations.</p> <p>Use directional language to get to a destination. Children could use an aerial view map.</p> <p>To begin to use more complex maps, which has signs and symbols on. Children can compare a variety of real maps of the same place – what similarities and differences can they find?</p> <p>I can present, using geographical vocabulary (rural, building, bungalow, church, house), ideas about the local environment.</p> <p>Begin to independently identify what resource helps find answers, eg. trying to look for the size of a country – on a globe/in an atlas.</p>
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Year 1		
Key Theme : The United Kingdom (also see weather unit that is taught in the UK)		
NC Link: To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries.		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> ○ Use world map to understand that we live in the United Kingdom. ○ Know that the United Kingdom is surrounded by sea. ○ Know that Croxley Green in a village in England. <p>Vocabulary: Village, road, path, house, flat, busy, quiet, pollution, United Kingdom, Croxley Green.</p>	<p>I can name the countries, capital cities in the United Kingdom and the surrounding seas.</p> <p>I can understand human and physical features in the local area using a range of methods, including sketch maps and digital technologies.</p> <p>I can find The United Kingdom on a map.</p> <p style="text-align: center;"><u>From national curriculum</u></p> <p><u>Human Geography Vocabulary:</u> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p><u>Physical Geography vocabulary:</u> city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Lesson 1: What countries are make up the United Kingdom?</p> <p>Lesson 2: Where is the UK located on a World Map and a globe?</p> <p>Lesson 3: What is a capital city and what are they for the UK?</p> <p>Lesson 4: What are the names of the seas around The United Kingdom?</p> <p>Lesson 5: What are the famous physical and human features of the UK.</p>	<p>To begin to recognise other cities within the UK and understand the terms ‘town’ and ‘village’. Could children describe differences between these terms using photos?</p> <p>To write these words coherently in sentences. To describe these words based on the physical features.</p> <p>To write these words coherently in sentences. To describe these words based on the human features.</p> <p>To develop names further by being able to locate them on simple maps.</p> <p>To begin to compare the resource being given.</p>



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Year 1		
Key Theme : India		
NC Link: 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.		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Explain some differences between life in this country and life in other countries drawing on knowledge from stories, maps and non-fiction texts.</p> <ul style="list-style-type: none"> ○ Learning about life in other countries through a wide selection of reading books. ○ Learning about where we go on holiday and how that is different to where we live. Learning about where families have lived. ○ Through topic work, exploring the animals that live in different countries. <p>Vocabulary: United Kingdom, country, world.</p>	<p><u>From national curriculum</u></p> <p><u>Human Geography Vocabulary:</u> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p><u>Physical Geography vocabulary:</u> city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>I can share similarities and differences between Croxley Green and Chembakolli in India.</p> <p>I can find the similarities and differences between The Uk and India.</p> <p>I can find The UK and India on a map and in an atlas.</p> <p>I can understand the physical geography of India.</p> <p>Lesson 1: Where are India and the UK and their capital cities. (Flags)</p> <p>Lesson 2: How is Chembakolli similar and different to Croxley Green?</p> <p>Lesson 3: What are the physical features of India?</p> <p>Lesson 4: What are the similarities and differences between India and the UK?</p> <p>Lesson 5: India Day to experience</p>	<p>Children can analyse, compare and contrast the similarities and differences through sentences. Children can apply knowledge to their life to one in India.</p> <p>Children can describe the seas and oceans with factual information (size, other countries it surrounds, depth)</p> <p>To begin to compare the resource being given.</p>



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Year 1		
Key Theme : Weather (Taught within the unit for UK)		
NC Link: identify seasonal and daily weather patterns in the United Kingdom.		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <ul style="list-style-type: none"> ○ Noticing of different weathers and changes of season. ○ Nature walks to notice weather and seasonal changes. ○ Daily weather check in Nursery. ○ Learning about which clothes are worn in different seasons. ○ Learning about self-care in different seasons e.g. sun cream, staying hydrated. <p>Vocabulary: Hot, cold, rain, drizzle, cold, wet, warm, damp, snow, ice, storm, thunder, lightning, Spring, Summer, Autumn, Winter</p>	<p>Use basic geographical vocabulary to refer to seasons and weather (cold, hot, clouds, stormy, thunder, drizzle, snow, ice, sleet).</p>	<p>To apply this vocabulary to all pieces of work, extending their language through full sentences. Children can compare the language written and verbally (eg. difference between sleet and snow).</p>
	<p>To understand weather patterns in the UK (children could be given the opportunity to look at the weather forecast for different areas – ICT link?) Understand weather symbols.</p> <p>What is the weather like in the UK? (Link with science, seasons etc. Monitored throughout the year)</p>	<p>Children could be given a chance to compare different areas of the UK. Eg. Weather patterns in the north vs. weather patterns in the south. Children could create their own symbols and explain why this symbol reflects the weather.</p>

Year 2
<p>Key Theme : Map Skills (oceans, seas and seaside locations) and (school grounds). We teach oceania.</p> <p>NC statement link: To name and locate the world’s seven continents and five oceans. Use world maps, atlases and globes to identify 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>



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Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>I can name, locate and identify the four countries of the United Kingdom, the capital cities and surrounding seas.</p> <p>I can follow and use directions (Up, down, left/right, forwards/backwards, near and far)</p> <p>I can use a simple picture map to move around the school. I can recognise that it is about a place.</p>	<p>I can identify the continents and oceans of the world.</p> <p>I can name and locate the countries and seas of the UK.</p> <p>I can name and locate the capital cities of the UK.</p> <p>I can locate seaside towns and cities of the UK.</p> <p>I can identify features of a seaside location.</p> <p>I understand and use the directions of N S E W. (In the context of locating Brighton and other seaside towns)</p> <p>Lesson 1: What are the countries, capital cities and seas of the UK? (Revision from Year 1)</p> <p>Lesson 2: What are the oceans and continents of the world?</p> <p>Lesson 3: Where are the seaside towns located in the UK?</p> <p>Lesson 4: What are the features of the seaside?</p> <p>Lesson 5: How is Croxley and a seaside town similar and different?</p> <p><u>General Map Skills</u></p> <p>I can use a plan view.</p> <p>I can draw a plan of the classroom creating a simple key.</p> <p>I can use a simple atlas to locate places.</p>	<p>I can begin to use Cardinal directions NE NW SE SW.</p> <p>I can add detail to my map beginning to use signs and symbols ground on aerial maps.</p>



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Year 2		
Key Theme: Hot vs Cold (Africa vs Polar Regions)		
NC Link: The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>I can name, locate and identify the four countries of the United Kingdom, the capital cities and surrounding seas.</p> <p>I can use world picture maps, photographs, atlases and globes.</p> <p>Revisit weather learning from Year 1.</p> <p>I can use geographical vocabulary such as cliff, coast, ocean and river to name physical features.</p> <p>I can use geographical vocabulary such as city, town and village to name human features.</p> <p>Revisit weather learning from Year 1.</p>	<p>I know where to find the North and South poles and the equator on a world map.</p> <p>I can name and locate the world's continents and oceans.</p> <p>I know some of the differences and similarities between the 7 continents. Eg. Asia is East of Europe and is bigger.</p> <p>I can name some countries that have a hot climate and some that have a cold climate.</p> <p>I can make simple comparisons between features of different places by observing and describing physical and human features of places, using previously learnt vocabulary (< See previously learnt box).</p> <p>I know that there are similarities and differences between the landscape and way of life in hot and cold countries.</p> <p>Cold Countries</p> <p>Lesson 1: Where is Antarctica and the Arctic? (revisit oceans and continents)</p> <p>Lesson 2: Why are Antarctica and the Arctic cold?</p> <p>Lesson 3: What are the differences between the Arctic and the Antarctic?</p> <p>Lesson 4: What are the human and physical features of cold countries?</p>	<p>To begin to describe climates and temperatures in both locations, making comparisons between them.</p> <p>To make comparisons of locations of continents and oceans.</p> <p>Comparisons could include: size, number of countries, position on world map eg. N S E W.</p> <p>To write coherent sentences comparing continents. To use globes and atlases to compare location of continents. See above. Eg: Asia has 48 countries and Europe has 44. This tells me Asian countries are bigger than European countries.</p> <p>I can use maps and atlases to independently find new countries, which will have hot and cold climates.</p> <p>I can support a place and justify features of living there. Eg: Africa is mainly hot and dry and contains many exciting countries, plants and animals such as Kenya. The capital city of Kenya is Nairobi.</p> <p>To write in role as somebody from a hot or cold climate, using knowledge (and possibly experience from Penpal) and vocabulary extending and enhancing their writing.</p>



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	<p>Hot Countries</p> <p>Lesson 1: Where is Africa and what are some of the countries in Africa? (revisit oceans and continents)</p> <p>Lesson 2: Why is Africa hot? (the equator)</p> <p>Lesson 3: How is Kenya different to The United Kingdom</p> <p>Lesson 4: What is life in Nairobi like?</p>	
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Year 3

Key Theme : Our local area

NC link: To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

To use the eight points of a compass, four and six-figure grid references.

To 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.

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>I can remember what I know about the United Kingdom from Year 1 and 2. See Y1 British Isles Core Intentions. In Y2 we briefly touch on Croxley but focus on the UK and Seaside towns. I can follow directions of N S E W. I can follow a route on a map. I can use a plan view. I can draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) I can use an infant atlas to locate places. I can begin to understand the need for a key. I can locate and name on UK map, major features e.g. London, River Thames, home location, seas. Find land/sea on globe. I can use class agreed symbols to make a simple key. I can use teacher drawn base maps. Use large scale OS maps and an infant atlas</p>	<p>I can locate Croxley Green on a map of England and England on a map of Europe. (revision) I understand where I live in England (revision) I can use 8 compass points to follow/give directions. I can use four figure grid references using letter/no. co-ordinates to locate features on a map. Follow a route on a map with some accuracy. I can begin to identify features on aerial photographs (town/city, rural, house, animals). I know why a key is needed and I can use standard symbols. I can draw a sketch from a high view point. I can use large-scale OS maps. Begin to use map sites on internet. https://mapmaker.nationalgeographic.org/ Begin to use junior atlases.</p>	<p>To use previous knowledge and current knowledge to give clear explanations of the local area using geographical knowledge (rural, urban, city, town, village, church, road, pathway, pavement) To use 8 compass points to follow/give directions and use four figure grid references using letter/no. co-ordinates to locate features on a map and get to a specific destination. I can analyse a range of maps knowing what will make my map successful. To understand the importance of scales and draw more accurately. To add smaller, important details to sketch maps, making sure drawings are accurate. To compare aerial photographs finding similarities and differences.</p>



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<p>I can tell you what I think about the local environment and understand how people affect the environment.</p> <p>I can locate and name on UK map, major features e.g. London, River Thames, home location, seas. Find land/sea on globe.</p> <p>I can make simple comparisons between features of different places by observing and describing physical and human features of places, using previously learnt vocabulary.</p>	<p>I recognise how people try to improve and keep environments eg. litter picking, recycling, giving old things new life.</p> <p>I can describe and compare features of different localities and explain the locations of some of those features.</p> <p>I can begin to ask/initiate geographical questions, using fieldwork to observe measure and record the physical and human features.</p> <p>Lesson 1: Where do I live in the world and what are the features of this village?</p> <p>Lesson 2: How has Croxley Green changed? (using old and new maps)</p> <p>Lesson 3: How can I describe locations using 4 figure grid references and 8 points of a compass?</p> <p>Lesson 4: What are the features of sketch map? (including drawing these)</p> <p>Lesson 5: How does Croxley Green compare to the city of London?</p> <p>Lesson 6: How do we care and look after our local environment?</p>	<p>I can compare keys, finding similarities and differences. What do children think is more effective?</p> <p>I can compare different maps, finding similarities and differences.</p> <p>To include understood signs and symbols on the map, using accurate and careful drawings.</p> <p>To compare and contrast maps from different atlases finding similarities and differences as well as boundaries.</p> <p>To apply ideas to the school, giving children the opportunity to improve and keep environments.</p> <p>To write extended sentences comparing localities using geographical vocabulary.</p> <p>To begin to make own decisions about how to measure, observe and record when completing fieldwork.</p>
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Year 3		
Key Theme: France		
NC Link: understand geographical similarities and differences through the study of human and physical geography of a region in a European country.		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
I can use teacher drawn base maps. Use large scale OS maps and an infant atlas. I can locate and name on UK map, major features e.g. London, River Thames, home location, seas. Find land/sea on globe. I can name some countries that have a hot climate and some that have a cold climate (France may have been mentioned in Year 2 when discussing hot climates - children may remember this). I can name, locate and identify the four countries of the United Kingdom, the capital cities and surrounding seas. I can follow directions of N S E W. I can use geographical vocabulary such as cliff, coast, ocean and river to name physical features.	I can locate places on larger scale maps e.g. map of Europe and England. I can begin to identify boundaries (E.g. find same boundary of a country on different scale maps.) I know some of the key features of different places in the United Kingdom. I know what France is like as a country through research. I know some of the features of life in France. I can recognise and label some of the key cities in France (Paris, Lyon, Marseille). I can locate places on larger scale maps using 4 grid references. e.g. map of Europe I can begin to ask/initiate geographical questions, using geographical vocabulary e.g. island, continent, capital city. Lesson 1: Where is France and what are the key cities there? Lesson 2: How can we use 4 figure references to locate key places in France? Lesson 3: What are the features of life in France? Lesson 4: What are the key landmarks in France and where are they?	I can begin to differentiate between different maps, seeing similarities and differences, reading and labelling them accurately. I can compare different places in the UK using key features to justify my comparison. I can compare France to places in the UK, using comparative language eg. hotter, bigger, more, less, however. I can locate and label smaller cities in France (Bordeaux, Nice, Cannes). To use 8 compass points to follow/give directions and use four figure grid references using letter/no. co-ordinates to locate features on a map and get to a specific destination. I can make opinions and decisions linking to Geographical vocabulary. Eg: What impact does tourism have on the country?



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Year 3 Key Theme: Mountains and Volcanoes NC Link: describe and understand key aspects of: physical geography, including: climate zones mountains, volcanoes and earthquakes.		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>I can use teacher drawn base maps. (Children would have mainly seen Political maps) I can use geographical vocabulary such as cliff, coast, ocean and river to name physical features. (Similar to above, children would not have completed learning about Mountains/Volcanoes specifically, however could touch on knowledge from Year 2 topic Under the Sea/Seaside locations) Children have used skills of comparison verbally, throughout KS1. I know that there are similarities and differences between the landscape and way of life in hot and cold countries.</p>	<p>I can use topographic, physical maps to locate different levels of ground. A good online map which uses colours to show different levels of ground: https://en-gb.topographic-map.com/maps/b9/England/ To understand what a mountain is and how it is formed. To know how tectonic plates effect a mountain being formed. To introduce the equator and how the weather changes around the equator. I can understand differences in volcanoes using photos and videos. I can apply understanding of volcanoes in how they affect people's lives. I can begin to identify boundaries (E.g. find same boundary of a country on different scale maps.) Lesson 1: What is a mountain and how is it formed? Lesson 2: How is a volcano formed? Lesson 3: What are the different types of volcano? Lesson 4: How do volcanoes affect people's lives? Lesson 5: How do topographic maps show different levels of ground?</p>	<p>I can use a key to find the height of ground, comparing them verbally. Eg: Areas in the Cairngorms National Park reach 2000 ft whereas the ground is lower in the Peak District National Park reaching 1,300ft. To present using key geographical vocabulary how mountains are formed (vent, conduit, eruption cloud, lava, magma chamber) I can analyse and compare the difference between these volcanoes using comparative language (I can see that, I can compare) I can relate to different people's lives and explain how volcanoes affect them. I can write in the role of people.</p>



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Year 4

Key Theme: UK Mapwork

NC Link: 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 these aspects have changed over time.

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>I can use maps to locate different levels of ground.</p> <p>I can use 8 compass points to follow/give directions.</p> <p>I can use four figure grid references using letter/no. co-ordinates to locate features on a map.</p> <p>I know why a key is needed and I can use standard symbols. OS maps are used in all year groups prior to Year 4.</p>	<p>To know that the United Kingdom is made up of different geographical regions - South West, the South East (Greater London often was separated out as its own region), the West Midlands, the East Midlands, East Anglia, the North West, Yorkshire, and the North East and be able to locate and label some of these on a map.</p> <p>I can use 8 compass points well in reference to a world map.</p> <p>Use 6 digit grid references/ letter and number coordinates to locate features on a map confidently.</p> <p>Begin to recognise symbols on an OS map. Locate places on large scale maps, (e.g. find UK or Spain on globe)</p> <p>Lesson 1: What and where are the different geographical regions of the United Kingdom?</p> <p>Lesson 2: How can we locate points on a map using 6 figure grid references?</p> <p>Lesson 3: Where are key cities in the UK located in relation to each other? (8 points of compass)</p>	<p>To begin to analyse the effectiveness of maps in terms of information given in relation to regions of the UK.</p> <p>I can coherently compare the position of countries using the 8 compass points.</p> <p>I can compare places using letter/no. coordinates. I can use coordinates on a variety of maps.</p>



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	Lesson 4/5: How did the canal influence the development of Croxley Green (Linked to history Victorian topic)	
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<p>Year 4</p> <p>Key Theme: European Cities</p> <p>NC Link: 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. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. To understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p>		
<p>Previous Learning To be reinforced</p>	<p>Core Learning Intentions Age Related</p>	<p>Extension Opportunities Next steps</p>
<p>I know where to find the North and South poles and the equator on a world map. I can begin to identify features on aerial photographs. I can locate Croxley Green on a map of England and England on a map of Europe. I understand where I live in England. I can locate and label France, England, London, Paris and the English Channel on a map. France is a topic in Year 3</p>	<p>I can use latitude and longitude to find places on maps and in atlases. I can identify features on aerial photographs (houses, towns, cities, rural areas, population) I can name and locate some European countries, including England. Covering France (Paris) and Italy (Sicily). I can recognise the different features of settlements and the different services they have e.g. airport and shopping centre. Lesson 1: How do lines of latitude and longitude help locate places in the world? Lesson 2: Where is Europe and what countries are part of it? Lesson 3: What are the features of different settlements? (use aerial photographs) Lesson 4/5: What are some of the key capital cities in Europe?</p>	<p>I can understand and explain the effects of the equator. I can begin to understand the history behind the longitude and latitude significance. I can highlight evaluate features of an aerial photograph, making suggestions for improvement. I can name capital cities in other European countries. I can explain how rivers have influenced key settlements.</p>



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Lesson 4/5: What key features of settlements are common in the capital cities?

Year 4 Trip: River Chess

Key Theme: Rivers and the Water Cycle

NC Link: describe and understand key aspects of: physical geography, including: rivers and the water cycle. 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.

Previous Learning

To be reinforced

Core Learning Intentions

Age Related

Extension Opportunities

Next steps



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<p>KS1: I can name and locate the world's continents and oceans.</p> <p>Rivers is a new topic for children, they can touch on knowledge of oceans and seas from Year 2 and own experiences.</p> <p>I can describe and compare features of different localities and explain the locations of some of those features.</p> <p>I can use geographical vocabulary such as cliff, coast, ocean and river to name physical features.</p> <p>I can begin to ask/initiate geographical questions, using fieldwork to observe measure and record the physical and human features.</p>	<p>To find out about the key rivers in the United Kingdom. Focus on the Thames, Severn and Chess.</p> <p>To understand the features of a river and how a river is formed. Be able to explain the process of a river system, using geographical language (tributaries, mouth, river, riverbed, source, spring, stream). (Being covered in English) To label the water cycle process.</p> <p>I can recognise and describe physical and human processes such as erosion and deposition.</p> <p>I can use primary and secondary sources of evidence in my investigations and communicate my findings using appropriate vocabulary, including fieldwork.</p> <p>Trip: River Chess</p> <p>Lesson 1: What are the key rivers of the United Kingdom?</p> <p>Lesson 2: What are the features of a river and how do the form?</p> <p>Lesson 3: Can you explain the processes of the water cycle?</p> <p>Lesson 4: What are the processes of erosion and deposition?</p> <p>Lesson 5: How can field work inform knowledge of rivers?</p>	<p>I can research information about rivers and compare them, Comparison points could be: water depth, life in the river, channel width.</p> <p>To write a clear explanation on how rivers are formed using advanced vocabulary such as (delta, wet land, tributaries, mouth). Sentences must be clear and coherent.</p> <p>To create own diagram of the water cycle process, adding details and vocabulary (transportation, evaporation)</p> <p>I can investigate different examples of erosion explaining what has happened using evidence.</p> <p>I can analyse these resources, making comparisons between evidence and what has been found.</p>
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Year 5		
Key Theme: Maps		
NC Link: describe and understand key aspects of climate zones.		
To 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 UK and the wider world.		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>I can locate and name on UK map, major features e.g. London, River Thames, home location, seas. .</p> <p>To know that the United Kingdom is made up of different geographical regions and be able to locate and label some of these on a map.</p> <p>I can use maps to locate different levels of ground on Physical maps.</p> <p>I can use 8 compass points well in reference to a world map.</p> <p>Use letter/no. co-ordinates to locate features on a map confidently. Human and</p> <p>I can recognise and describe physical and human processes such as erosion.</p> <p>I can begin to ask/initiate geographical questions, using geographical vocabulary e.g. island, continent, capital city.</p> <p>I can use primary and secondary sources of evidence in my investigations and communicate my findings using appropriate vocabulary, including fieldwork.</p> <p>I can begin to understand how to use primary and secondary sources of evidence in my investigations and communicate my findings using appropriate vocabulary, including fieldwork.</p>	<p>I can recall the names and locations of key countries and cities in North America.</p> <p>I can use six-figure grid references, symbols and keys on a range of maps.</p> <p>I can identify and describe different climate zones and how this affects the human and physical geography of the area.</p> <p>I can use research to investigate a geographical question about how land use has changed over time in the local area.</p> <p>I can use primary and secondary sources of evidence in my investigations and communicate my findings using appropriate vocabulary.</p> <p>I can understand the tropics of cancer and Capricorn, arctic and Antarctic circle, the prime/Greenwich meridian and time zones.</p> <p>Lesson 1: Why is time different around the world?</p> <p>Lesson 2: How can primary and secondary sources support my investigations?</p> <p>Lesson 3: How can grid references support us in map reading?</p> <p>Lesson 4: How do different climate zones affect the human and physical geography of an area?</p>	<p>I can compare position of countries, capitals, oceans, seas, rivers and mountains.</p> <p>I can then assemble a world map.</p> <p>I can re-draw and create my own world maps accurately.</p> <p>To demonstrate how to get from one place to another using compass directions.</p> <p>Write clear comparisons between different features, using advanced vocabulary. Eg: Tributary confluence, meander, ox bow estuary, mouth source, trade, deforestation Derelict, economy .</p> <p>I can use my research and apply this to each activity in this topic.</p> <p>I can draw connections amongst my ideas.</p> <p>I can use evidence in my writing.</p> <p>I can apply my research to my own ideas.</p> <p>I can justify what these resources have informed you and why they are appropriate for the purpose.</p>



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	Lesson 5: How has land use changed over time within a local area?	
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Year 5 Key Theme : Energy and the Environment NC Link: 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.		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
History links: Year 3 – Stone Age Topic. Children can talk about some of the things they have observed such as plants, animals, natural and found objects.	I can understand what we need as a community in terms of settlement and land use (including food, water and other resources). I can understand different types of energy – non-renewable. I can understand and explain the importance of renewable sources of energy. To understand the importance of conserving resources. Lesson 1: What are the key features of a settlement? Lesson 2: What are the different sources of power? Lesson 3: What are renewable energy sources and what are the advantages and disadvantages? Lesson 4: How can we conserve energy on an individual basis?	Create your own settlement taking into account site, resource and design requirements. Verbally analyse and compare your settlement to somebody elses. Children to create their own key to identify the different power stations, children then clearly explain why each symbol has been created and why. To criticise and compare different renewable sources of energy, which one is seen as more renewable and why. To explain the importance of conserving to others, looking at for and against arguments for this.



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Year 5

Key Theme : South America

NC Link: locate the world's countries, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

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.

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
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<p>I can identify the position and significance of latitude, longitude and the Equator.</p> <p>Maps of the world is shared in every year group. Locational skills are used every year, children should be familiar with the world map and locating cities and continents.</p> <p>Lots of research completed in Year 4 (European cities) so as a skill this should be good eg. I can name and locate some European countries, including England.</p> <p>To understand weather patterns in the UK (children could be given the opportunity to look at the weather forecast for different areas – ICT link?)</p> <p>Mountains and Volcanoes topic in Year 3.</p>	<p>I can understand the tropics of cancer and Capricorn, arctic and Antarctic circle, the prime/Greenwich meridian and time zones.</p> <p>I can locate North and South America on a map of the world and I know some of their major countries. I can compare a country in south America (Brazil) and a city in the UK using some key facts.</p> <p>I can name and locate different climates on a map and I can compare and contrast the climates of South America and Europe.</p> <p>I know that South America produces goods for the rest of the world.</p> <p>Key vocabulary: world trade and industry</p> <p>To understand the range of mountains in South America.</p> <p>Mountain range focus: The Andes (how they are formed, how they are used, the size)</p> <p>Lesson 1: Where is North and South America and what are the major countries?</p> <p>Lesson 2: How does the climate of South America compare to the rest of the world?</p> <p>Lesson 3: Where are the Andes and what are their key features?</p> <p>Lesson 4: How do the human features of Rio De Janeiro and London compare?</p> <p>Lesson 5: What important goods does South America produce for the world?</p>	<p>To use maps and globes to identify countries that fall within the northern and southern hemisphere. Identify culture/weather differences in these places.</p> <p>I can compare position of cities on a map using compass points. I can make comparison of these places using their location on a map.</p> <p>To remember and understand these key facts and apply them to future learning.</p> <p>To compare weather patterns using secondary resources as evidence.</p> <p>To research and record how far goods travel, looking at mileage and making written comparisons on this.</p> <p>To use primary and secondary resources to understand how the Andes have changed over time.</p>
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Year 6

Key Theme: Countries and Cities of the UK

To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>I know the names and location of some countries, capital cities, oceans, seas, rivers and mountains of the UK.</p> <p>To know that the United Kingdom is made up of different geographical regions and be able to locate and label some of these on a map.</p> <p>I can locate and name major features on UK map.</p> <p>I can locate and name major features on UK map.</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p> <p>Begin to recognise symbols on an OS map. Locate places on large scale maps, (e.g. Find UK or Spain on globe)</p> <p>I can use large and medium scale OS maps.</p>	<p>I can label countries, capitals, key cities, rivers and mountains on a map of the United Kingdom. This needs to be detailed and accurate. Children must draw in proportion.</p> <p>I understand that countries in the United Kingdom are divided into regions, to name and locate all, confidently, on a map.</p> <p>I understand that there are similarities and differences between other countries in the United Kingdom.</p> <p>I know the key characteristics of England, Scotland, Ireland and Wales. This must include: counties, cities, geographical regions, human and physical characteristics, topographical features and land-use)</p> <p>I can identify features using symbols on a topographic map eg. railway signs, vegetation sign, built up areas, water and land forms.</p> <p>Lesson 1: How is the British Isles different to the United Kingdom? What are the countries and key cities of the British Isles?</p> <p>Lesson 2: What are the main regions of the UK and what cities are in these?</p>	<p>To describe the 'regions' in terms of size, population, terrain, weather. To make comparisons based on these descriptions.</p> <p>To use these key characteristics to compare the countries – knowing and using the similarities and differences between these.</p> <p>To use these key characteristics to compare the countries – knowing and using the similarities and differences between these.</p> <p>I can apply these features to a map with no symbols on.</p> <p>I can compare these symbols with symbols on other geographical resources.</p>



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	<p>Lesson 3: What are the counties of the UK?</p> <p>Lesson 4: Where are the main rivers and mountain ranges in the UK?</p> <p>Lesson 5: What features in our local area are shown using symbols on an OS map? (focus on contour lines)</p>	
<p>Year 6</p> <p>Key Theme: Extreme Earth</p> <p>NC Link: To understand the location of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Describe and understand key aspects of: physical geography, including: biomes and vegetation belts and earthquakes.</p>		
<p>Previous Learning To be reinforced</p>	<p>Core Learning Intentions Age Related</p>	<p>Extension Opportunities Next steps</p>
<p>Northern and Southern Hemisphere is discussed with longitude and latitude in Year 4 and 5. (Year 2) I can name some countries that have a hot climate and some that have a cold climate. Climate and weather may have been touched on in Year 4s European cities topic when comparing. Year 3 topic: Mountains and volcanoes touches on tectonic plates. Learning intention: To know how tectonic plates effect a mountain being formed. I can understand differences in volcanoes. I can apply understanding of volcanoes in how they affect people’s lives.</p>	<p>To recognise that Earth is made up of biomes (climate zones) and that this affects the animals and vegetation in that area. To know where the different biomes are located.</p> <p>To know what climate is (to compare this to weather) “the weather conditions prevailing in an area in general or over a long period.”</p> <p>To understand that natural disasters happen all over the world and cause great destruction.</p> <p>To understand that some disasters are natural but that some are contributed to by human causes such as deforestation, increased urbanisation and climate change.</p> <p>To understand what causes earthquakes and tsunamis, where they occur and how they are measured.</p>	<p>To have knowledge of any recent or current natural disasters.</p> <p>To draw ideas from a range of real earthquakes and find similar patterns between these.</p> <p>Have an understanding that natural disasters have shaped the continents over a long period of time.</p>



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	<p>To remember and understand what volcanoes are, what happens when they erupt and where they are found.</p> <p>Lesson 1: What are biomes and where are they located?</p> <p>Lesson 2: Where do natural disasters happen, how are they caused and what are the effects?</p> <p>Lesson 3: What is a hurricane / tornado and how are they caused?</p> <p>Lesson 4: What are earthquakes and tsunamis and how are they caused?</p> <p>Lesson 5: What is the ring of fire?</p>	
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