

| YEAR GROUP/PATHWAY: <i>KS2</i> |   | SUBJECT AREA: <i>Geography</i>   |  |
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| Autumn Term<br>KS2             |   |  |  |
|                                | Rotation Year 1 – Autumn Term   | Rotation Year 1 – Spring Term  | Rotation Year 1 – Summer Term  |
| Knowledge                      | <p><b>Geography of a small area of the UK</b></p> <ul style="list-style-type: none"> <li>• The UK: physical and manmade features around the coastline</li> <li>• The Jurassic Coast: physical features</li> <li>• Human Geography: settlement and tourism of South East Coast</li> </ul>                            | <p><b>Physical geographical processes</b></p> <ul style="list-style-type: none"> <li>• Identifying and describing key aspects and processes of physical geography</li> <li>• Understanding seasonal and daily weather changes</li> <li>• Changes over time of geographical processes</li> </ul>  | <p><b>A European nation: Italy</b></p> <ul style="list-style-type: none"> <li>• Significant physical features of Italy</li> <li>• Human features of Italy</li> <li>• Changes in physical and human geography over time</li> </ul>  |
| Skills                         | <p><b>Core:</b></p> <p>KS1: locating seas around the British Isles, e.g. English Channel, Atlantic Ocean</p> <p>KS1: Be able to identify some key physical and manmade features of the area</p> <p>KS1: Recognise that the world is round by using a globe to locate a country, i.e. UK</p> <p><b>Extended:</b></p> | <p><b>Core:</b></p> <p>KS1: Identify seasonal and daily weather patterns in the UK</p> <p>Identify location of hot and cold regions of the world in relation to the Equator and the Poles</p> <p>Identifying the River Thames and one other river of the UK on a map</p> <p>Naming the seas and oceans around the United Kingdom</p> <p><b>Extended:</b></p> | <p><b>Core:</b></p> <p>Find Italy on the globe</p> <p>Mark Italy on a world Map</p> <p>Draw on a world map to show how a person could get to Italy, e.g. which seas, land travel, etc</p> <p>Knowledge of basic similarities between UK and Italy, i.e. volcanoes, islands, mountain ranges, beaches</p> <p><b>Extended:</b></p> |

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|            | <p>KS2: identify key geographical regions and land use patterns, e.g. South East England, coastline, tourist towns</p> <p>KS2: recognise the difference between a map of the area and an aerial photo of the same place</p> <p>KS2: Using computer / digital mapping to locate features within the South East.</p> | <p>Identifying topography which influences weather and climate patterns, i.e. mountain ranges, locations near bodies of water</p> <p>Understanding key aspects of a river, i.e. the mouth and source of the River Thames</p> <p>Introducing the concept of the Water Cycle</p> <p>Naming the seven continents and five oceans of the world</p> <p>Naming vocabulary connected to weather and climate: Equator, North/South Poles, The Tropics</p> | <p>Knowledge of Italy's key topographical features, mountain ranges, volcanoes, plains</p> <p>Find Italy on an atlas</p> <p>Use letter/ number coordinates to locate features on a map</p> <p>On a map, identify, name and locate the continents of the world</p> <p>Make a pictorial map of Italy with rivers and mountains.</p> |
| Vocabulary | <p><b>Core:</b></p> <p>beach, cliff, coast, English Channel, sea, town, port, harbour, shop, south-east, street, house, church, zebra crossing, traffic lights, bridge, farm, village,</p> <p><b>Extended:</b></p> <p>promenade, tourism, coastline, bungalow, building</p>  | <p><b>Core:</b></p> <p>Water cycle, river, river basin, Equator, Poles, dry, wet, wind, snow, rain, hail, fog, hot, cold, wide, narrow, bridge, lorry, car, bus, city</p> <p><b>Extended:</b></p> <p>transport, port,</p>   | <p><b>Core</b></p> <p>Italy, Europe, dry, wet, hot, cold, seasons, street church, city, beach, forest, sea, port, soil, location, aerial view, landscape, river, harbour, equator, ocean, coast, mountain, valley, factory</p> <p><b>Extended:</b></p> <p>Northern Hemisphere, vegetation, range</p>                              |

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| Autumn Term<br>KS2             |  |  |  |
|                                | Rotation Year 2 – Autumn Term  | Rotation Year 2 – Spring Term  | Rotation Year 2 – Summer Term  |
| <b>Knowledge</b>               | <ul style="list-style-type: none"> <li>Physical geography of West Africa</li> <li>Human geography of West Africa</li> <li>Map skills</li> <li>Understanding the similarities and differences between an area of the UK and a contrasting non-European country, i.e. West Africa</li> </ul><br><ul style="list-style-type: none"> <li>Place knowledge of countries outside of Europe, i.e. West African nations</li> <li>Location of Africa in relation to the Equator and the Poles</li> <li>Human and physical geography of west Africa</li> <li>Similarities and differences between west Africa and UK</li> </ul> | <ul style="list-style-type: none"> <li>An African nation: Egypt</li> <li>Significant physical features of Egypt</li> <li>Human features of Egypt</li> <li>Changes in physical and human geography over time</li> </ul> | <p>Geographical mapping skills of the local area</p> <p>The local area: human and physical geography of Guildford and Surrey</p>   |
| <b>Skills</b>                  | <p><b>Core:</b></p> <p><b>I can identify differences between two areas of the world, e.g. Nigeria and UK</b></p> <p><b>Describe key aspects of physical geography of both countries: biomes, climate zones, coasts</b></p>   | <p><b>Core:</b></p> <p><b>Identify and describe key features of the major cities of Egypt</b></p> <p><b>Identify and describing similarities and differences between two areas of Africa: Nigeria and Egypt</b></p>    | <p><b>Core:</b></p> <p><b>KS1: make a map of school and local area</b></p> <p><b>Identifying the local area using aerial photos and plans</b></p> <p><b>Making a map of the of school and its grounds using fieldwork / first-hand observation</b></p> |

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| <p>Geographical knowledge</p> | <p>Describe key aspects of human geography of both countries: types of settlement. Land use patterns, human characteristics, energy use</p> <p>KS1: Identify Europe and Africa on a globe and world map</p> <p>Locate the hotter and colder areas of the world: The Poles and the Equator</p> <p>devise a simple map of Nigeria and Great Britain</p> <p>Extended:</p> <p>I can identify similarities and differences between two areas of the world, e.g. Nigeria and UK</p> <p>Identify the position and significance of the northern and southern hemisphere, and some countries contained within each</p> <p>Use digital computer mapping to locate Europe, Africa, UK and Nigeria</p> <p>Identifying the location of Russia on a map and globe</p> <p>Describe key aspects of physical geography of both countries: biomes, climate zones, coasts</p> | <p>Identifying and describing basic differences between Africa and Europe</p> <p>locating Egypt on a map, globe and world atlas</p> <p>locating the hot and cold area of the world: Northern hemisphere, Equator and Southern hemisphere</p> <p>using a compass to locate North, East, South and west</p> <p>Extended:</p> <p>Understanding the Geographical similarities and differences between Nigeria (ancient Benin) and Egypt</p> <p>Describing key aspects of human geography of Egypt, i.e. land use - farming, industrial, trade, energy use,</p> <p>Describing and understanding key aspects of physical geography: River Nile, climate influences, vegetation belts</p> <p>Using a map to locate North and west Africa</p> | <p>Making a key of the grounds and local area,, using the map of the school and local area</p> <p>Following directions around the school (left, right, straight ahead)</p> <p>Play simple games involving the four compass points</p> <p>Extended:</p> <p>Using digital computer mapping to locate and describe local area</p> <p>Give compass directions – North, East, South, West</p> <p>Use letter/number co-ordinates to locate features on a map</p> <p>Identify some symbols using a key</p> <p>Devise suitable symbols for use on a map</p> <p>Use 4 figure co-ordinates to locate features on a map</p> |
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|                          | <p>Understanding the significance of human-termed concepts such as The Tropics</p> <p>Describe key aspects of human geography of both countries: types of settlement. Land use patterns, human characteristics, energy use</p>   | <p>Using a compass to describe position of Egypt to Nigeria</p> <p>Use digital mapping to locate Nigeria and Egypt</p>   |  |
| <p><b>Vocabulary</b></p> | <p><b>Core:</b></p> <p>United Kingdom 'UK', Africa, Nigeria, hemisphere, climate zones, countries, map, globe, human, northern, southern, similar, different, important, coast, rain, dry, wind</p> <p><b>Extended:</b></p> <p>settlement, similarity, difference, significance, importance, digital, position</p> | <p><b>Core:</b></p> <p>Map, globe, building, village, town, city, beach, sea, soil, port, desert, river, ocean, coast, mountain, warm, weather</p> <p><b>Extended:</b></p> <p>Location, oasis, oases, vegetation, Nile valley / Delta, settlement, landscape, lake, clay, loam, climate zone, industry, weather, agriculture, farming,</p> | <p><b>Core</b></p> <p>Map, symbols, compass, North, East, South, West, computer mapping, local area, school, road, path, school, left, right, forwards, backwards, river, houses, journey</p> <p><b>Extended:</b></p> <p>location, route, aerial view, vegetation, terraced, semi-detached</p> |

| Autumn Term<br>KS2   |  |  |  |
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|  | Rotation Year 3 – Autumn Term  | Rotation Year 3 – Spring Term  | Rotation Year 3 – Summer Term  |
| <p><b>Knowledge</b></p>  | <ul style="list-style-type: none"> <li>• The United Kingdom</li> <li>• Great Britain</li> <li>• its four countries</li> <li>• its features – human and natural</li> </ul>  | <ul style="list-style-type: none"> <li>• Rainforest Habitats</li> <li>• Man-made features</li> <li>• Changes over time</li> <li>• Animals of the rainforest biomes</li> </ul>  | <ul style="list-style-type: none"> <li>• North America</li> <li>• Physical and human Comparisons between North and South America</li> <li>• A comparison in major cities of North and South America</li> </ul>   |
| <p><b>Skills</b></p> <p>Geographical knowledge (A01)</p> <p>Geography understanding (A02)</p> <p>Geographical skills (A03/4)</p> | <p><b>Core:</b></p> <p>KS1: Name and identify the four countries and capital cities of the UK, and its surrounding seas</p> <p>KS1: use basic geographical vocabulary to refer to key physical features of the South East and London</p> <p><b>Extended:</b></p> <p>KS2: Name and locate the four cities of the United Kingdom</p> <p>KS2: Name and locate the counties of Great Britain</p> | <p><b>Core:</b></p> <p>Naming the 7 continents and 5 oceans of the world</p> <p>Naming vocabulary: Equator, North/South Pole</p> <p>Naming the similarities and differences between UK forest and the rainforest</p> <p><b>Extended:</b></p> <p>Understanding differences and similarities between human and physical aspects of the rainforest to UK forests</p> <p>Knowledge of Human-termed concept such as the Tropics</p> | <p><b>Core:</b></p> <p>Identify North and South America on a globe, map and atlas</p> <p>Use aerial photos to recognise key features of the landscape of both continents</p> <p>Identifying the Tropics of Capricorn and Cancer and The Equator</p> <p>Identifying similarities and differences between North and South America, i.e. forest biomes</p> <p><b>Extended:</b></p> <p>Identifying human and physical similarities and differences between North and South America, i.e. farming, energy, food</p> |

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|                          | <p>Identify the position and significance of the prime / Greenwich Mean Time and time zones (including day and night)</p> <p>Describe the River Thames and its links to economic activity</p>   |  | <p>Identifying, locating and annotating the countries around the Equator</p>  |
| <p><b>Vocabulary</b></p> | <p><b>Core:</b></p> <p>day, night, river, shops, castle, docks, links, England, Scotland, wales, Northern Ireland, sea, country, Irish Sea, Channel, River Thames</p> <p><b>Extended:</b></p> <p>economic activity, Greenwich Mean Time</p> | <p><b>Core:</b></p> <p>Weather, settlement, valley, equator, latitude, longitude, industry, climate zone, river, vegetation, aerial view, forest</p> <p><b>Extended:</b></p> <p>Agriculture, intensive farming, sustainable farming, tropical, trade, natural resources, humid, warm, ox-bow lake, export, settlement, ox-bow lake</p> | <p><b>Core</b></p> <p>Forest, cities, farming, desert, hot, energy, Equator, seasons, farm, village</p> <p><b>Extended:</b></p> <p>Tropics of Capricorn, Cancer, agriculture, export, satellite, ox-bow lake, urban/rural</p> |

