# Geography Curriculum Map

## Geography

During each key stage, Children complete projects focused on an area of Geography as part of their curriculum. The projects are organised in a three-year cycle in KS1 and a four-year cycle in KS2. We offer a balanced and broad curriculum which promotes the healthy development of children, supports their learning progression and prepares them for later life. Through each project, Children learn specific knowledge, with a deepening of understanding across each key stage, including the use of key concepts, designed to inspire a fascination about the world and its people.

## National Curriculum Aims

**Key stage 1**
Children should 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.

Children will develop, **Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical skills and Fieldwork.**

**Key stage 2**
Children should extend their knowledge and understanding beyond the local area to include the United Kingdom 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 geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Children will develop, **Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical skills and Fieldwork.**

## Key Concepts

**During each geography project Children explore the following key concepts, underpinned by the development of Geographical Skills and Fieldwork**

**Locational Knowledge**
*Naming and locating cities, countries, continents, oceans and seas of the world, focussing on environmental regions, key physical and human characteristics, topographical features and land use patterns*

**Place Knowledge**
*Understanding the geographical similarities and differences through studying human and physical geography*

**Human and Physical Geography**
*Identifying weather patterns, climate zones and physical geographical processes in addition to recognising key human features and related socio/economic activity.*

**Being a Geographer: Geographical Skills and Fieldwork**
*Through geographical enquiry, Children will learn to use maps, atlases, globes and a range of other mapping, aerial photographs and plans, compasses and grid references. Children will also develop fieldwork skills enabling them to apply skills of observation, measuring, recording, analysing, evaluating and communicating geographical information*

## Rationale

Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory then nothing has been learned. ***Sweller***
Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts. ***Ofsted Framework 2019***
When students' brains link background knowledge with new text, they are better at making inferences and retain information more effectively. ***Vacca and Vacca (2002)***

Retrieval is built into the teaching cycle in order to ensure that children activate what they already know and can then build on their existing knowledge, making connections, securing key concepts and deepening learning. Retrieval practice will help teachers to remind Children of their previous learning and what they know from other subjects, as well as identifying what personal knowledge they bring to the new learning.

Without a good conceptual knowledge of the world and its physical/human characteristics, Children are unable to progress in their understanding of their world and its inter-dependency. Our Geography curriculum is knowledge rich, meaning knowledge gained has been carefully specified, coherently ordered in order to build over time. Working through this curriculum, Children will know and understand more about the world around them, and this structure helps Children to deepen understanding of both physical and human geographical processes.

This curriculum equips Children with knowledge about diverse places, people and environments. Children armed with powerful knowledge about the world around them helps to develop a love for geography and recognise their own role in becoming a responsible global citizen. We also hope that Children will realise that geography of the world is continually changing.

| Early Years Foundation Stage (EYFS) |
|---|
| Learning within our reception year provides the knowledge, skills and understanding bedrock for future learning. Children;<br><br>• Investigate and experience things and materials, and 'have a go' – with a purpose in mind.<br>• Concentrate and keep on trying if they encounter difficulties and enjoy achievements<br>• Have and develop their own ideas, make links between ideas and develop strategies for doing things. |
| **ELG: People, Culture and Communities**<br>Children at the expected level of development will:<br><br>• describe their immediate environment using knowledge from observation, discussion, stories, non-fictions texts and maps<br>• 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 |

| Adaptive Teaching for SEND |
|---|
| The Code of Practice says that every teacher is a teacher of SEN. The teachers have overall responsibility for those Children and must ensure that they make appropriate progress.<br>Children with identified SEND will have adjustments made in QFT in line with the Mainstream Core Standards. In addition, when planning and preparing the teaching sequence for each project, teachers will consider what adaptations can be made in order for all children to access teaching and learning. Where this is an adaptation beyond the MSCs, teachers will consider, in particular, how specific skills are being developed.<br>Adaptive teaching will be considered and identified by teachers in the medium and short term planning for each project. Subject leaders, alongside the SENDCo will monitor the effectiveness of these adaptations. |

| Key Stage 1 – Years 1 and 2 | | | | | |
|---|---|---|---|---|---|
| **Key Concepts** | **NC By the end of KS1** | **Specific Knowledge and Skills within the Projects** | | | |
| | | **Cycle A** | | **Cycle B** | |
| | | **Amazon**<br><br>**What is it like in the Amazon?** | **Snowdonia (Art)** | **Seven Continents** | **My Home in the UK (Art)** |
| ***Locational Knowledge*** | name and locate the world's seven continents and five oceans | Children learn to locate the Amazon, naming the continent in which it is situated and the oceans surrounding that continent. | Children learn to locate Snowdonia, naming the country and continent it is situated in. | Children will learn that there are seven continents on earth.<br><br>Children will learn that there are five oceans on earth. | Children learn that the United Kingdom is a country in Europe and that it is made up of islands. |
| | name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | | Children learn to describe the location of Snowdonia in relation to the capital of Wales, London and where they live | | Children learn where they live in the United Kingdom.<br><br>Children learn that the United Kingdom consists of four countries, naming and locating England, Scotland, Wales and Northern Ireland as well as their capital cities.<br><br>Children will learn the names of the seas that surround the United Kingdom and be able to locate them on a map. |
| ***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 | Children will learn about the key human and physical features of the Amazon and identifying similarities and differences with the area in which they live. | Children will learn about the key human and physical features of Snowdonia, identifying similarities and differences with the area in which they live. | Children will learn about and be able to identify significant human and physical features in each continent, describing similarities and differences. | Children learn about the key human and physical geographical features of their local area |
| ***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 | Children will learn about the weather and climate of the Amazon, describing how it changes throughout the year and seasons and the impact that this might have on the population. They will make comparisons of the climate in the Amazon with that of the Equator and North/South Poles<br>. | Children will learn about the weather and climate of Snowdonia, describing how it changes throughout the year and seasons. | They will be able to talk about the main features of hot and cold places.<br><br>Children will learn where the equator, North Pole and South Pole are. | Children will build knowledge of seasonal and daily weather patterns/climate in the area that they live, making comparisons with the rest of the United Kingdom |
| | use basic geographical vocabulary to refer to:<br>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | Children will learn about the key physical features of the Amazon | Children will learn about the key physical features of Snowdonia, building geographical vocabulary | Children will learn about and be able to identify significant human and physical features in each continent, | They will learn to describe the facilities and features that a village or town may have. |
| | use basic geographical vocabulary to refer to: | Children will learn about the key human features of the Amazon | Children will learn about the key human features of Snowdonia, building geographical vocabulary | Children will learn about and be able to identify significant human and physical features in each continent, | They will learn to describe the facilities and features that a village or town may have. |

| | | | | | |
|---|---|---|---|---|---|
| | key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | | | |
| ***Geographical Skills and Fieldwork***<br><br>***Being a Geographer***<br><br>  | 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 | Children learn to locate the Amazon, using maps, atlases and globes and using directional vocabulary and compass directions. | Children learn to locate Snowdonia, naming the country and continent it is situated in using maps, atlases and globes. | Children will be able to name and locate the seven continents on maps, atlases, globes and other forms of mapping.<br><br>Children will be able to name and locate the five oceans on maps, atlases, globes and other forms of mapping. | Children will learn to use maps, atlases, globes and other types of mapping (including digital) to locate places in their local area and the United Kingdom. |
| | 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 | Children learn to locate the Amazon, directional vocabulary and compass directions. | | Children will learn to use the four main directions on a compass, developing directional vocabulary. | Children will learn to use simple compass directions and directional vocabulary. |
| | 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 | Children will use a range of maps, aerial photographs and plan perspectives to identify landmarks and human and physical features of the Amazon.<br><br>Children will create their own simple maps of the Amazon with keys. | Children will use a range of aerial photographs and plan perspectives to identify landmarks and humand and physical features of Snowdonia.<br><br>Children will create their own simple maps of Snowdonia with keys. | | Children will learn to use aerial photographs, (including digital) to locate places in their local area and the United Kingdom.<br><br>Children will learn how to record their observations in a variety of ways, including simple maps, with the use of keys. |
| | 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. | | | Children will learn to use a range of sources to build knowledge and understanding, developing geographical vocabulary. | Children will use fieldwork to develop their geographical knowledge of the area that they live in.<br><br>Children will develop their understanding of human and physical geography hrough use of observation and recording (such as weather charts). |
| ***Endpoints*** | | As Children develop as Geographers, they will:<br><br>• Know the name of and locate South America<br>• Know the names of and locate the Atlantic and Pacific Oceans<br>• Know key human and physical features of the Amazon<br>• Be able to make comparisons between different geographical locations<br>• Know about the main features of hot and cold places.<br>• Know about how the weather changes throughout the year in a non-European country<br>• Know where the North Pole, South Pole and Equator are | As Children develop as Geographers, they will:<br><br>• Know the names of the four countries that make up the UK and locate them on a map<br>• Know the name of and locate the capital cities of England, Wales<br>• Know the names of the seas that surround the UK<br>• Know key human and physical features of Snowdonia<br>• Be able to make comparisons between different geographical locations<br>• Know about how the weather changes throughout the year in an area of the UK | As Children develop as Geographers, they will:<br><br>• Know and locate the seven continents of the world<br>• Know and locate the five oceans of the world<br>• Know key human and physical features of the locations studied<br>• Be able to make comparisons between different geographical locations<br>• Know about the main features of hot and cold places.<br>• Know where the North Pole, South Pole and Equator are<br>• Identify and describe key human and physical features using geographical vocabulary | As Children develop as Geographers, they will:<br><br>• Know the names of the four countries that make up the UK and locate them on a map<br>• Know the name of and locate the capital cities of England, Wales, Scotland and Northern Ireland<br>• Know the names of the seas that surround the UK<br>• Know key human and physical features of an area of the UK<br>• Be able to make comparisons between different geographical locations<br>• Know about how the weather changes throughout the year in an area of the UK |

| | | | | |
|---|---|---|---|---|
| | • Identify and describe key human and physical features using geographical vocabulary | • Identify and describe key human and physical features using geographical vocabulary<br>• | | • Identify and describe key human and physical features using geographical vocabulary |
| ***Deepening Understanding*** | Children will deepen their knowledge in:<br>Contextual world knowledge of people, cultures, locations, places and geographical features (demonstrating greater fluency with word knowledge and a deep understanding<br>of the main human and physical processes on Earth – including the formation and uses of different landscapes and environments)<br>Understanding of special locations, patterns and connections locally and worldwide<br>Knowledge of environmental impact and sustainability | | | |
| ***Vocabulary*** | | | | |

| Lower Key Stage 2 – Years 3 and 4 | | | | | |
|---|---|---|---|---|---|
| **Key Concepts** | **NC By the end of LKS2** | **Specific Knowledge and Skills within the Projects** | | | |
| | | **Cycle A** | | **Cycle B** | |
| | | **Scotland**<br>Suggested Foci:<br>• Teachers to select an area of Scotland to study in detail.<br>**What is it like to live, work and play in XXX in Scotland?** | **Tremors (DT)** | **Physical Dover or Canterbury**<br>Suggested foci:<br>• Coastline and chalk<br>• Valley through Temple Ewell<br>• River Dour<br>• River Stour | **Around the Globe (DT)**<br>**To be finished** |
| ***Locational Knowledge*** | locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | Children learn to locate the United Kingdom as part of the continent of Europe, describing the environmental region that the United Kingdom is in. | Children learn how to locate and name some of the most famous volcanoes, using maps to identify which continent they are in, which city is the closest to the volcanoe and what the environmental region is like | Children learn how to describe the location chosen for specific study in relation to Europe, describing the environmental region that it is in. | Children can name the seven continents and five oceans of the world, using maps, atlases, globes and digital mapping to locate and identifying and naming some of the countries in each continent.<br><br>Children extend their locational knowledge of the world, including being able to describe the northern and southern hemispheres, tropics, equator and poles as well as explaining time zones. |
| | 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; | Children learn to locate Scotland as part of the United Kingdom, naming and locating the key cities of, Aberdeen, Dundee, Edinburgh, Glasgow and Inverness.<br><br>Children will learn to identify and describe human and physical characteristics and topographical features of a selected area in Scotland. | | Children learn to locate Kent as part of the United Kingdom, naming and locating the key cities and towns.<br><br>Children will learn to identify and describe human and physical characteristics and topographical features of the specific area to be studied. | |
| | identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, | Children will learn about the location of Scotland in relation to the Equator, the Hemispheres and the Poles. | Children will learn about the location of the chosen volcanoes in relation to the Hemispheres and the Poles | Children will learn about the location of Kent in relation to the Equator, the Hemispheres and the Poles. | |
| ***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, and a region within North or South America | Children will learn about the human and physical geography of an area in Scotland, identifying similarities and differences between where there and where they live. | Children will learn about the key geographical features of a volcanic landscape, including key human and physical features.<br><br>Children will learn how to identifying similarities and differences between where the volcanoes are located and where they live. | Children learn about how the key physical features might have been formed and how they have changed over time. They will be able to describe the geographical processes that lead to this change. | |
| ***Human and Physical Geography*** | describe and understand key aspects of: | Children learn about the physical geography of an area of Scotland, describing the climate, rivers and mountains. | Children learn about the structure of the earth, identifying and naming the layers of the earth. | Children learn about key physical features of the area studied, describing the climate, rivers, water cycle and biome | Children learn about the different climatic zones and biomes of the world, describing differences in temperature and climate and how this relates to the location of a place and the seasons. |

| | | | | | |
|---|---|---|---|---|---|
|  | physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | | Children learn about earthquakes and can describe the movement of the tectonic plates, understanding what happens when they move<br><br>Children learn about volcanoes, describing the features of volcanoes, how they are formed, what happens when an eruption occurs and how they are distributed around the world. | | Children can describe and locate key physical features including major rivers and mountains. They learn to describe the key aspects of these features and the associated geographical processes. |
| | describe and understand key aspects of:<br><br>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 | Children learn about the human geography of an area of Scotland, describing land use and economic activity | Children will learn about the human geography of a volcanic area/earthquake zone and be able to describe the impact of these natural processes on human settlements. | Children will learn about the human interaction with the area studied and the impact of this in both a geographical and socio-economic context.<br><br>Children learn about the impact that humans can have on the physical environment. | |
| ***Geographical Skills and Fieldwork***<br><br>***Being a Geographer***<br><br>  | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Children use maps, atlases and globes to locate and describe features of Scotland and a specific area of Scotland. They also use these to make comparisons with where they live. | Children use aerial photographs, maps, atlases, globes and other types of mapping (including digital) to locate places studied in relation to where they live and in relation to the equator, and poles. T<br><br>Children will also learn to use compass directions and directional vocabulary. | Children use maps, atlases and globes to locate and describe features of Kent and the specific area to be studied<br><br>Children use these to make comparisons with where they live. | Children will experience a range of fieldwork and geographical skills and learn how to record their observations in a variety of ways, including maps, with the use of keys.<br><br>Children use aerial photographs, maps, atlases, globes and other types of mapping (including digital) to locate places studied in relation to where they live and in relation to the equator, and poles. They will learn to use compass directions and directional vocabulary. |
| | use the eight points of a compass, four-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 | Children use four-figure grid references to locate human and physical features of the area of Scotland studied using an OS map. They learn to use the eight points of the compass to describe locations within the area studies. | | Children use four-figure grid references to locate human and physical features of the area of Kent studied using an OS map. They learn to use the eight points of the compass to describe locations within the area studies. | |
| | 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 | | | Children will experience a range of fieldwork and geographical skills and learn how to record their observations in a variety of ways, including maps, with the use of keys. | |
| ***Endpoints*** | | As Children develop as Geographers, they will:<br><br>• Know the names of and locate Europe, the United Kingdom and Scotland<br>• Know the name of and locate Scotland and some of the key cities in Scotland<br>• Know where Scotland is in relation to the equator and the poles<br>• Identify and describe key human, physical and topographical features | As Children develop as Geographers, they will:<br><br>• Know the names of some famous volcanoes<br>• Know the names of and locate, Europe and North America, locating some key cities<br>• Know where the specific areas studied are in relation to the equator and poles<br>• Identify and describe key geographical features of volcanic areas | As Children develop as Geographers, they will:<br><br>• | As Children develop as Geographers, they will:<br><br>• |

| | | | | |
|---|---|---|---|---|
| | • of Scotland and the specific area studied.<br>• Be able to make comparisons between the area studied in Scotland and our own locality<br>• Understand and describe the climate, rivers and mountains of Scotland.<br>• Identify and describe the human geography of an area of Scotland, explaining different types of land use and economic activity | • Be able to make comparisons between volcanic areas and their own locality<br>• Understand and describe the structure of the earth along with what happens during an earthquake and volcanic eruption.<br>• Be able to describe the impact of earthquakes and volcanoes on human settlements and land use | | |
| ***Deepening Understanding*** | Children will deepen their knowledge in:<br>Contextual world knowledge of people, cultures, locations, places and geographical features (demonstrating greater fluency with word knowledge and a deep understanding of the main human and physical processes on Earth – including the formation and uses of different landscapes and environments)<br>Understanding of special locations, patterns and connections locally and worldwide<br>Knowledge of environmental impact and sustainability | | | |
| ***Vocabulary*** | | | | |

| Upper Key Stage 2 – Years 5 and 6 | | | | | |
|---|---|---|---|---|---|
| **Key Concepts** | **NC By the end of UKS2** | **Specific Knowledge and Skills within the Projects** | | | |
| | | **Cycle A** | | **Cycle B** | |
| | | **Rivers – including the water cycle**<br>Suggested foci:<br>• River Thames<br>• Rivers and Waterfalls in North and South America (Niagra River, Niagra Falls, Churun River, Angel Falls)<br><br>**What are rivers, and how are they used?** | **Brazil (Art)** | **Human Kent since 1900**<br>Suggested foci:<br>• Betteshanger/Snowdown Colliery and Aylesham<br>• Sheperdswell railway line to Tilmanstone colliery<br>• Dover Castle<br>• Development of Canterbury<br>**TO BE FINISHED** | **France – Mougins (DT)**<br><br>**TO BE FINISHED** |
| ***Locational Knowledge*** | locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | Children learn how to locate England and the United States of America, Canada and Venezuela using maps.<br><br>Children develop locational knowledge and understanding of the areas studied, including environmental regions, and key physical characteristics (rivers and waterfalls) | Children learn how to locate Brazil and the continent of South America, using maps.<br><br>Children develop locational knowledge and understanding of Brazil, including environmental regions and key human and physical characteristics.<br><br>Children learn to identify major cities in Brazil. | Children learn about how the key physical features of an area influence the nature and location of human activity.<br><br>Children describe how the environment has changed over time, reflecting on socio-economic aspects as well as geographical aspects of the area. | Children learn to identify and describe the main human and physical features of Mougins, including climate, forests, settlement, land use, tourism and culture. Through this they will develop and extend their use of geographical vocabulary. |
| | 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 | Children learn to locate London and the counties through which the River Thames flows.<br><br>Children develop an understanding of land use patterns associated with the topographical feature of rivers and how these have changed over time. | | | |
| | 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) | Children learn to identify where the identified areas are in relation to the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle | Children learn to identify the position of Brazil in relation to longitude and latitude, Equator, Hemispheres, Tropics of Cancer and Capricoen and the Arctic and Antarctic Circle.<br><br>Children learn about the time zone in which Brazil is located and describe this in relation to the Prime/Greenwich Meridian and time zone of the UK | | |
| ***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, and a region within North or South America | Children will describe the similarities and differences between the rivers and areas studied. (United Kingdom, North America and South America) | Children will describe the similarities and differences (in terms of human and physical geography) between Brazil and their own location. | | |

| | | | | | |
|---|---|---|---|---|---|
| ***Human and Physical Geography***  | describe and understand key aspects of:<br>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | Children learn about the water cycle, describing the key processes involved and the impact on the landscape.<br><br>Children learn about how rivers are formed. Children will develop an understanding that the features of a river and the surrounding landscape change from source to mouth. Children will develop an understanding of the key physical process of erosion, transportation and deposition.<br><br>Children will develop an understanding of the impact of flooding. | Children learn about the climate, biomes, geographical zone and vegetation belt of Brazil. | Children learn about key physical features of the area, developing and expanding their geographical vocabulary as they do so. | |
| | describe and understand key aspects of:<br><br>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 | Children learn about the ways in which water is used and how rivers support settlement, land use and economic activity. | Children learn about the key aspects of the human geography of Brazil and describe how these are similar or different to their own location, explaining the reasons for this.<br><br>Children learn about the impact that humans can have on the physical environment. | Children learn about key human features of the area, developing and expanding their geographical vocabulary as they do so. | |
| ***Geographical Skills and Fieldwork***<br><br>***Being a Geographer*** | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Children learn to locate areas studied using a range of maps, including digital mapping and satellite images.<br><br>Children will use mapping to develop their understanding of the features of rivers. | Children learn to locate Brazil studied using a range of maps, including digital mapping and satellite images. | Children learn how to locate the area chosen using a range of maps, including aerial photographs and satellite images. | Children learn how to locate Mougins in France using a range of maps, including aerial photographs and satellite images.<br><br>Using a range of sources, Children develop locational knowledge and develop an understanding of France, naming and locating its capital city, the continent it is located in and its neighbouring countries and the oceans/seas it is surrounded by. Children will also learn to describe the location of Mougins, France in relation to the Equator and Poles. |
|  | 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 | Children will use OS maps, with six-figure grid references to locate the River Thames and identified areas along its course. | Children will use the eight points of the compass when describing the location of Brazil | Children locate places studied in relation to where they live and in relation to the equator, and poles. They will learn to use compass directions and directional vocabulary. | Children use aerial photographs, maps, atlases, globes and other types of mapping (including digital) to locate places studied in relation to where they live and in relation to the equator, and poles. They will learn to use compass directions and directional vocabulary.<br><br>Children will experience a range of fieldwork and geographical skills and learn how to record their observations in a variety of ways, including maps, with the use of keys. |
| | 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 | Children will label maps and plans of the areas studied. | Children will create maps of the areas studied in Brazil to present their knowledge and understanding of human and physical features. | Children will experience a range of fieldwork and geographical skills and learn how to record their observations in a variety of ways, including maps, with the use of keys. | |
| ***Endpoints*** | | As Children develop as Geographers, they will: | As Children develop as Geographers, they will: | As Children develop as Geographers, they will: | As Children develop as Geographers, they will: |

| | | | | |
|---|---|---|---|---|
| | • Locate England, USA, Canada and Venezuela.<br>• Name and Locate London and counties in the United Kingdom.<br>• Know where the areas studied are in relation to the position and significance of latitude, longitude, equator, northern and southern hemispheres, tropics and Arctic and Antarctic circles.<br>• Identify and describe key physical characteristics and topographical features, along with similarities and differences between the areas studied<br>• Know how rivers are formed, their features and how landscapes change from source to mouth.<br>• Know about the water cycle and key processes involved<br>• Know and describe land use patterns associated with Rivers and how these have changed over time.<br>• Know how water is used and describe the interaction between rivers and settlement, including the impact of flooding. | • Locate Brazil and describe its location in relation to Europe, South America and North America.<br>• Know where the Brazil is in relation to the position and significance of latitude, longitude, equator, northern and southern hemispheres, tropics and Arctic and Antarctic circles.<br>• Know which time zone Brazil is in and describe this in comparison the the Greenwich Meridien<br>• Identify key physical features of Brazil, identifying environmental regions, Biomes and climate.<br>• Identify key human features of Brazil and describe the human interaction with the environment, along with the impact of this interaction. | • | • |
| ***Deepening Understanding*** | Children will deepen their knowledge in:<br>Contextual world knowledge of people, cultures, locations, places and geographical features (demonstrating greater fluency with word knowledge and a deep understanding of the main human and physical processes on Earth – including the formation and uses of different landscapes and environments)<br>Understanding of special locations, patterns and connections locally and worldwide<br>Knowledge of environmental impact and sustainability | | | |
| ***Vocabulary*** | | | | |