

Geography



Our Subject Intent



Our Curriculum Map

		Cycle A				Cycle B		
	EYFS	Year 1/2	Year 3/4	Year 5/6	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Can We Be Friends? Come Rhyme With Me	Why do I love to be beside the seaside?	Sticks and stones	Hurry up, you've Benin there a while!	Can We Be Friends? Come Rhyme With Me	The great animals	The Vikings on the wall	It's all Greek to me!
Autumn 2	Tell Me A Story	Darling, put the fire out!	We built this mega city on rock and roll!	Lavas all you need	Tell Me A Story	Happily Everest after	You crack me up!	Ain't no mountain high enough
Spring 1	Are We Nearly There Yet?	A toy story!	Bronze ain't bad!	What did the Romans do for us?	Pole To Pole	What's the nurse that can happen?	Where's my mummy?	The big Shang theory
Spring 2	It's A Bug's Life	Why don't penguins need to fly?	National parks	Walking on sunshine	Land Of The Giants	Wicked weather!	Don't rainforest on my parade	How is fair trade fair?
Summer 1	How Does Your Garden Grow?	It's pasture bedtime!	I've got my iron you	Mirror, Royal Signal, Manoeuvre	Commotion in the Ocean	Location, location, location	Great scot!	Only we can save the world!
Summer 2	The Best Show Of Your Life!	On the road again!	Save it for a train-y day	Current affairs	Here Comes The Sun!	Too hot to handle	Ch-ch-changes!	Who do you think you are, Mr Hitler?



What does geography look like at Downlands?

Volume of content:

1. Each mixed-age class will complete **three** geography units per year (one half term each, alternating with history).
2. Each unit will be at least **five** lessons.

Subject delivery:

1. Every unit of learning will be marked in a pupil's humanities book with a **title page**, which highlights how our Golden Threads are covered and which learning objective they link to.
2. Each lesson will have evidence recorded in pupil's books (if this is a purely practical lesson, there should be photos taken and stuck in books, with a individual reflection written by pupils afterwards – KS2 only).
3. Each lesson will contain a form of retrieval practice. This could be to either the previous lesson's learning, or to a prior unit.
4. Date and learning objective (to be written in an 'I can' form) for each lesson.
5. Summative assessment will be (but not exclusively) in the form of an end-of-unit quiz, creation of a knowledge organiser, or an extended piece of writing.

Geography – Progression of Skills (Disciplinary Knowledge)



SKILL	End of KS1	End of LKS2	End of UKS2
LOCATIONAL KNOWLEDGE	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; use key vocabulary to demonstrate knowledge and understanding in this strand. 	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; 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; use key vocabulary to demonstrate knowledge and understanding in this strand. 	<ul style="list-style-type: none"> use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; use key vocabulary to demonstrate knowledge and understanding in this strand.
PLACE KNOWLEDGE	<ul style="list-style-type: none"> compare the UK with a contrasting country in the world; compare a local city/town in the UK with a contrasting city/town in a different country; use key vocabulary to demonstrate knowledge and understanding in this strand. 	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; use key vocabulary to demonstrate knowledge and understanding in this strand. 	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; use key vocabulary to demonstrate knowledge and understanding in this strand.
HUMAN AND PHYSICAL GEOGRAPHY	<ul style="list-style-type: none"> 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; use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; human geography, including: types of settlement and land use; use key vocabulary to demonstrate knowledge and understanding in this strand. 	<ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; 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; use key vocabulary to demonstrate knowledge and understanding in this strand.
GEOGRAPHICAL SKILLS AND FIELDWORK	<ul style="list-style-type: none"> use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; use simple compass directions and locational and directional to describe the location of features and routes on a map; devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; use key vocabulary to demonstrate knowledge and understanding in this strand. 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; use key vocabulary to demonstrate knowledge and understanding in this strand. 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features; 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; use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; use key vocabulary to demonstrate knowledge and understanding in this strand.

Geography – Progression of Vocabulary (Linked to Disciplinary Knowledge)









SKILL	End of KS1	End of LKS2	End of UKS2
LOCATIONAL KNOWLEDGE	United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.
PLACE KNOWLEDGE	North/South America, London, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, river, desert, volcano.	Amazon rainforest, city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.	latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.
HUMAN AND PHYSICAL GEOGRAPHY	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop.	mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.	environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.
GEOGRAPHICAL SKILLS AND FIELDWORK	compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.	sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

Geography – Our ‘Golden Threads’



As pupils progress through the school, they will encounter reoccurring themes in their Geography topics.

 CLIMATE	 SETTLEMENT	 MAPS	 CHANGE	 EVERYONE'S WORLD	 LOCATION & PLACE
<u>CLIMATE</u>	<u>SETTLEMENT</u>	<u>MAPS</u>	<u>CHANGE</u>	<u>EVERYONE'S WORLD</u>	<u>LOCATION & PLACE</u>
<p>This thread follows the diverse range of climates and weathers we have on Earth. It also how people and animals are impacted by various climates and how we affect the climate with our actions.</p>	<p>This thread follows how different people around the world form settlements and why this is so varied. It also looks at the economic and trade of different communities.</p>	<p>This thread follows the different types of maps that we use and the different purposes these each serve. Children will also have opportunities to create their own maps of developing detail.</p>	<p>This thread follows how things change both seasonally and how they have changed over time. This may be changes to either the physical or human landscape.</p>	<p>This thread follows how we are all responsible for our planet and the actions we can take to safe guard it. It also explores the importance of equity and equality and role we have in looking after each other.</p>	<p>This thread follows where places are the characteristics of each place. Pupils will look at both the human and physical characteristics of a place, before comparing these features to other places.</p>

Geography – Our ‘Golden Threads’ – Progression Map



Golden Thread	EYFS	KS1	LKS2	UKS2
Climate	Simple discussions about different types of weather and seasons.	Identifying and comparing climates in different parts of the UK and the world (hot vs cold places).	Understanding biomes and climate zones; how climate affects human and animal life.	Exploring climate change, its causes and impacts, and how different regions are responding.
Settlement	Recognising different types of homes (e.g., flats, houses, farms).	Understanding why people settle in certain places (e.g., near water, resources).	Comparing rural, urban, and suburban settlements; looking at historical settlements (e.g., Romans, Vikings).	Investigating how settlements change over time and the impact of migration, industry, and technology.
Maps	Exploring simple maps and directions (e.g., treasure maps, classroom maps).	Identifying key features on a map (e.g., rivers, mountains); using simple symbols and keys.	Using grid references, scale, and compass directions; reading OS maps.	Analysing complex maps, including digital maps and GIS; creating and interpreting thematic maps.
Change	Observing seasonal changes and discussing how places change (e.g., trees in autumn).	Looking at how places change over time (e.g., building new houses, erosion).	Studying natural and human-made changes (e.g., coastal erosion, deforestation, industrialisation).	Exploring complex changes such as urbanisation, climate change, and geopolitical shifts.
Everyone's World	Noticing nature and discussing how to care for the environment (e.g., recycling, looking after animals).	Understanding basic human impact (e.g., litter, pollution) and how people live differently around the world.	Investigating sustainable living, global inequalities, and conservation efforts.	Exploring global challenges such as deforestation, climate justice, and sustainable development goals (SDGs).
Location & Place	Learning about where they live and key landmarks in their local area.	Identifying the UK and its four nations; recognising continents and oceans.	Comparing different countries and their physical/human features; latitude, longitude, and hemispheres.	Investigating how places are interconnected globally. Exploring trade. Exploring how the physical/human features impact the lives of people and animals.

Geography – Our ‘Golden Threads’ – Curriculum Coverage



	KS1	LKS2	UKS2
Autumn (Cycle A)	Seaside - Golden Threads: <ul style="list-style-type: none"> Location/Place: Identify and compare various seaside locations in the UK, discussing their unique features. Climate: Examine how different weather patterns affect seaside activities and tourism. Maps: Utilize maps to locate seaside towns and understand their geographical settings. Change: Discuss coastal erosion and how human activities have transformed seaside environments over time. 	Megacities - Golden Threads: <ul style="list-style-type: none"> Settlement: Analyse the factors that lead to the development of megacities. Change: Examine the rapid growth of urban areas and the challenges that arise. Maps: Use urban maps to study the layout and infrastructure of megacities. Everyone's World: Discuss the social, economic, and environmental impacts of living in densely populated urban centres. 	Volcanoes - Golden Threads: <ul style="list-style-type: none"> Location/Place: Identify where various mountain ranges are around the world. Change: Explore the impact of volcanic eruptions on the environment and human settlements. Settlement: Examine why people choose to live near volcanoes despite the risks. Maps: Use maps to locate key volcanic regions and the tectonic plates associated with them. Everyone's World: Analyse the global consequences of volcanic eruptions, including economic and ecological effects.
Autumn (Cycle B)	Comparing Nepal to the UK - Golden Threads: <ul style="list-style-type: none"> Location/Place: Compare the unique physical and human geography of Kampong Ayer (a water village in Brunei) with the UK. Settlement: Understand why people choose to live in certain locations, such as river systems or urban areas. Maps: Use maps to analyse geographical features of Kampong Ayer and the local area. Everyone's World: Explore how local culture and resources shape daily life in Kampong Ayer compared to the UK. 	Earthquakes - Golden Threads: <ul style="list-style-type: none"> Change: Study the physical processes of tectonic activity and their impact on landscapes and communities. Settlement: Examine why people live near tectonic plate boundaries despite the risks. Maps: Locate earthquake zones on tectonic maps and compare their severity. Everyone's World: Discuss how global inequalities affect preparedness and recovery from earthquakes. 	Mountains - Golden Threads: <ul style="list-style-type: none"> Location/Place: Identify major mountain ranges around the world and their unique characteristics. Climate: Discuss how altitude influences climate and ecosystems in mountainous regions. Change: Explore how glacial processes and erosion shape mountain landscapes over time. Everyone's World: Investigate how mountains provide essential resources, such as water and minerals, and their role in cultural and spiritual practices.
Spring (Cycle A)	Biomes and Climates - Golden Threads: <ul style="list-style-type: none"> Climate: Explore the climates of the polar regions, focusing on the adaptations of animals like penguins. Location/Place: Identify where polar regions are on a globe and how they differ from other biomes. Change: Understand the impact of climate change on polar environments and wildlife. Everyone's World: Discuss the global responsibility to protect endangered ecosystems like Antarctica. 	National Parks - Golden Threads: <ul style="list-style-type: none"> Climate: What is the climate like in our National Parks and how does this impact the people and animals around them. Location/Place: Explore the locations of Britain's National Parks and their unique features. Settlement: Investigate how communities coexist within and around National Parks. Change: Examine how tourism and conservation efforts shape the future of National Parks. Everyone's World: Consider who benefits most from National Parks and issues around accessibility and sustainability. 	Florida - Golden Threads: <ul style="list-style-type: none"> Location/Place: Explore the geography of Florida, including physical features like the Everglades and human settlements. Climate: Analyse Florida's subtropical climate and how it affects tourism and agriculture. Maps: Use maps to study key features like coastal areas, cities, and natural parks. Everyone's World: Investigate the socio-economic contrasts in Florida, such as urban vs. rural lifestyles.
Spring (Cycle B)	Weather - Golden Threads: <ul style="list-style-type: none"> Climate: Investigate different weather patterns and their seasonal variations. Maps: Interpret weather maps and symbols to understand meteorological data. Change: Discuss how weather can alter landscapes and influence human activities. Everyone's World: Examine how various communities prepare for and respond to extreme weather events. 	Climates - Golden Threads: <ul style="list-style-type: none"> Climate: Explore the characteristics of different climate zones, such as tropical and arid climates. Location/Place: Identify key regions of the world with extreme climates and how they are distributed geographically. Maps: Use climate maps to analyse rainfall and temperature patterns across the globe. Everyone's World: Discuss the challenges people face in extreme climates and how they adapt to their environments. 	Fair Trade - Golden Threads: <ul style="list-style-type: none"> Everyone's World: Explore the ethical and ecological considerations of Fair Trade and its impact on global equality. Change: Investigate how Fair Trade has shifted production and supply chains to be more equitable. Settlement: Examine how Fair Trade farming practices influence rural communities in developing nations. Maps: Trace the global journey of Fair Trade goods using trade route maps.
Summer (Cycle A)	Farming - Golden Threads: <ul style="list-style-type: none"> Settlement: Understand the relationship between farming practices and the development of settlements. Change: Examine how agricultural practices have evolved over time due to technological advancements. Everyone's World: Discuss the importance of sustainable farming and its impact on global communities. Maps: Identify major agricultural regions on maps and understand their significance. 	Railways - Golden Threads: <ul style="list-style-type: none"> Change: Explore how the railway system impacted the growth and development of Blandford Forum. Settlement: Investigate how railways influenced where people lived and worked during the Industrial Revolution. Maps: Use historical maps to trace the development and decline of railways in the local area. Everyone's World: Discuss the social and economic changes brought by the railway to Blandford Forum and beyond. 	Rivers - Golden Threads: <ul style="list-style-type: none"> Climate: Understand the role of rivers in the water cycle and how rainfall influences their flow. Settlement: Study how rivers have historically been the lifeblood of civilizations and modern settlements. Change: Explore how human intervention, such as damming, impacts rivers. Maps: Use physical maps to identify major rivers and their courses.
Summer (Cycle B)	Local Geography - Golden Threads: <ul style="list-style-type: none"> Location/Place: Explore the local area's physical and human features. Maps: Create and interpret maps of the local community, including landmarks and natural features. Change: Investigate how the local area has transformed over time due to human and natural factors. Settlement: Understand the reasons behind the establishment and growth of local settlements. 	Local Area Changes - Golden Threads: <ul style="list-style-type: none"> Change: Investigate how urbanization, industry, and housing developments have transformed the local area. Maps: Compare historical and contemporary maps to study the changes in land use over time. Settlement: Understand the factors driving change in local communities, such as population growth and migration. Everyone's World: Consider the environmental and social impact of local changes, including sustainability challenges. 	Climate Change - Golden Threads: <ul style="list-style-type: none"> Climate: Study how climate change is altering weather patterns, ecosystems, and sea levels worldwide. Change: Analyse how human activities have accelerated global warming and the potential for mitigation. Everyone's World: Discuss the disparities in how different nations are affected by and responding to climate change. Maps: Use global temperature maps and CO₂ emission charts to visualize climate change's impact.

Geography – curriculum map – KS1 – cycle A



LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK
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	Autumn 1	Spring 2	Summer 1
Unit	Why do I love to be beside the seaside?	Why don't penguins need to fly?	It's pasture bedtime
Skills (disciplinary knowledge)	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; use key vocabulary to demonstrate knowledge and understanding in this strand; use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; use simple compass directions and locational and directional to describe the location of features and routes on a map; use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; use key vocabulary to demonstrate knowledge and understanding in this strand. 	<ul style="list-style-type: none"> compare the UK with a contrasting country in the world; use key vocabulary to demonstrate knowledge and understanding in this strand; 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; use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. 	<ul style="list-style-type: none"> compare a local city/town in the UK with a contrasting city/town in a different country; use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; use simple compass directions and locational and directional to describe the location of features and routes on a map; devise a simple map; and use and construct basic symbols in a key.
Knowledge (substantive knowledge)	In this unit of learning, pupils will gain an understanding of the basics of geography such as categorising locations. They will also work on map skills as well as an enquiry into the small seaside location of Wembury in south Devon, investigating rock pools and how people affect beach life.	In this unit, pupils will be introduced to the concept of biomes and natural regions. They will begin to consider how a country's proximity to the equator affects its weather and climate. They will begin to make comparisons about different places and look at different adaptations living things make in these contexts.	In this unit, pupils will use the context of farming as a tool to investigate how people interact and are interdependent with the environments that surround them. They will explore concepts such as location, distribution, economic activity and trade. They will also reflect on why locally sourced food and free-ranged production are considered environmentally friendly and sustainable. There will also be a visit to a local farm in this unit.
Learning Objectives	<p>From Collins scheme (Why do we love being beside the seaside so much?) – using Ancillary questions 1-5:</p> <ol style="list-style-type: none"> I can sort pictures into categories: the seaside, the countryside and towns and cities I can describe popular activities undertaken at the seaside; I can identify, describe and categorise living things within a rock pool habitat; I can describe and explain how people can take greater care of the seaside environment; I can identify key features on a map Assessment – Children to produce mindmap, with teacher prompting them with questions. 	<p>From Collins scheme (Why don't penguins need to fly?) – using Ancillary questions 1-5:</p> <ol style="list-style-type: none"> I can recognise the key geographical features of the Antarctic environment (Book: Where is home, Little Pip) I can identify ways in which penguins are adapted to the Antarctic environment I can compare Antarctica with the Sahara Desert (Book: Don't Spill the Milk) I can compare Antarctica with the Arctic I can describe features of a South American country that Peter the Polar Bear visits (Book: The Little Polar Bear) 	<p>From Collins scheme (Why does it matter where our food comes from?):</p> <ol style="list-style-type: none"> I can describe the main features of a dairy farm I can compare the physical and human features of Devon I can describe how cheese is manufactured on a Devon farm and how it is exported I can describe the main stages in harvesting and exporting bananas from Costa Rica to the UK I can describe how sugar is refined on a British farm I can explain the benefits of shops buying fruit and vegetables from local farmers
Vocabulary	Seaside, town, city, urban, rural, beach, environment, United Kingdom, England, Scotland, Wales, Northern Ireland, compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position	population, weather, similarities, differences, Europe, Africa, Asia, Australasia, North America, South America, Antarctica	Dairy, pasture, economic activity, Devon, field, lake, rainfall, soil, vegetation, population, weather, similarities, differences, farming soil, vegetation, season and weather; United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village

Geography – curriculum map – LKS2 – cycle A



LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK
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	Autumn 2	Spring 2	Summer 2
Unit	We built this mega city on rock and roll!	National parks	Save it for a train-y day
Skills (disciplinary knowledge)	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; 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; explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; human geography, including: types of settlement and land use; use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.
Knowledge (substantive knowledge)	In this unit, pupils will gain an understanding of the terms settlement and urbanisation through a study of megacities. They will explore the economic and social reasons why cities increase as well as the benefits and problems that can arise in urban areas as a result of housing people at such high densities.	In this unit, pupils will identify the location of the 15 National Parks of the United Kingdom and understand their importance. There will be lines of enquiry looking at the South West, specifically Exmoor and Dartmoor. This will include looking at the economic activity and how the environment is respected.	In this unit, pupils will embed their geographical understanding of countries and continents before moving on to investigating the impact of trains on society, why these were invented and how their use has declined. This includes a local area study of Blandford and a visit to Shillingstone Railway Station in Blandford.
Learning Objectives	<p>From Collins scheme (Why do so many people live in megacities?):</p> <ol style="list-style-type: none"> I can describe the features of cities and explain the distribution of megacities around the world I can explain why Baghdad was the first city in the world with a million inhabitants I can compare cities within the UK I can locate cities in South America and explain their features I can compare and contrast the benefits and disadvantages of city life 	<p>From Collins scheme (Who are Britain's National Parks for (USK2)?) – some lessons have been omitted (Q6 & 8):</p> <ol style="list-style-type: none"> I can locate National Parks and observe their key features (Q1) I can describe how National Parks encourage visitors (Q2&3) I can identify the key physical and human geographical features of Southwest England and compare with other regions (Q4) I can describe the landscape of the Valley of Rocks in Exmoor National Park (Q5) I can explain the features of a hill or upland farm and why farmers are so important in helping National Parks (Q7) I can compare National Parks in the UK and the USA (Q9) 	<p>Bespoke sequence:</p> <ol style="list-style-type: none"> I can identify continents and countries around the world I can identify similarities and differences in maps of the UK I can understand how and why trains were invented I can identify cities in the UK and towns in Dorset I can understand why trains were important for Dorset and Blandford I can investigate why the use of trains has declined
Vocabulary	tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. features, human features, landscape, feature, population, city, , climate, tropics.	town, coast, physical features, human features, mountain, hill, river, sea, climate, land use, retail, leisure, housing, business, industrial, agricultural. pollution, settlement, settler, site, deforestation, evaporation, water cycle, evaporation, condensation, precipitation.	county, country, town, coast, physical features, human features, land use, retail, leisure, housing, business, industrial, agricultural. sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.

Geography – curriculum map – UKS2 – cycle A



LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK
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	Autumn 2	Spring 2	Summer 2
Unit	Lava's all you need	Walking on sunshine	Current affairs
Skills (disciplinary knowledge)	<ul style="list-style-type: none"> use maps to locate the world's countries with a focus on Eastern Europe 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 physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; use maps, atlases, globes and digital/computer mapping to locate countries and describe features.. 	<ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; 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; use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; use key vocabulary to demonstrate knowledge and understanding in this strand; 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.
Knowledge (substantive knowledge)	In this unit, pupils will understand some of the key physical processes that shape the Earth as well as recognise and evaluate the interaction of people with these processes. Pupils will also investigate and appreciate how environments may change over time and how this might bring advantages and disadvantages to the people who are interconnected with them.	In this unit, pupils will gain an understanding of the physical and human geographical features of a region of North America, comparing and contrasting it to a region of the United Kingdom. There will be a focus on areas such as leisure and tourism, as well as the significance of climate, natural hazards, aerospace technology and the conservation of the environment.	In this unit, pupils will understand that rivers change over their course from source to mouth and develop distinctive physical features as they do so by altering the environment through erosion and deposition. Pupils will explore how humans interact with rivers and how rivers invoke emotional and artistic responses from people. There will be opportunities to develop geographical skills such as map work, and satellite imagery.
Learning Objectives	<p>Adapted from Collins scheme (How do volcanoes affect the lives of people on Heimaey?) – <i>One lesson has been omitted (Q6):</i></p> <ol style="list-style-type: none"> I can compare and contrast European countries (Q1&2) I can explain the key features of the island of Heimaey (Q3) I can compare the physical and human geography of Vestmannaeyjar and the local region (Q4) I can explain why there are so few trees on Heimaey (Q5) I can understand how and why the environment of Heimaey has changed overtime (Q7) I can understand the export, import and trade of fish (Q8) 	<p>Adapted from Collins Scheme (Beyond the Magic Kingdom: What is the Sunshine State really like (LKS2)?) – <i>some lessons have been omitted (Q3, 7 & 9):</i></p> <ol style="list-style-type: none"> I can plan a logical route around a theme park using directions (Q1) I can identify states in the USA and compare one of them with Florida (Q2) I can observe and explain the geographical pattern of the origin of visitors to the Magic Kingdom (Q4) I can describe the features of a peninsula and compare the Floridian peninsula with another (Q5) I can recognise the human and physical features of the Kennedy Space Centre (Q6) I can compare the climate of the UK and Florida (Q8) 	<p>Adapted from Collins scheme (What is a river?) <i>some lessons have been omitted (Q7 & 8):</i></p> <ol style="list-style-type: none"> I can identify and describe how physical features of rivers change from source to mouth I can use a range of fieldwork techniques to record and present changes along a section of a local river I can identify and describe features of river estuaries and explain why they are such important ecosystems for wildlife I can describe the components of the water cycle and explain the role that rivers play I can explain the reasons why the Isle of Dogs developed to become part of the busiest river port in the world I can reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding
Vocabulary	altitude, continent, country, physical features, climate, environmental disaster, settlement, volcanic mountain.	North America, South America, border physical features, climate, human geography, land use, settlement, economy, natural resources, services, goods, import, export, trade, efficiency, conservation, carbon footprint.	atlas, index, coordinates, latitude, longitude, physical features, climate, human geography, land use, settlement, economy, natural resources. atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

Geography – curriculum map – KS1 – cycle B



LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK
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	Autumn 2	Spring 2	Summer 1
Unit	Happily Everest after	Wicked weather!	Location, location, location
Skills (disciplinary knowledge)	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans; compare a local city/town in the UK with a contrasting city/town in a different country; use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. 	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans; compare the UK with a contrasting country in the world; 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. 	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; use simple compass directions and locational and directional to describe the location of features and routes on a map; devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods.
Knowledge (substantive knowledge)	In this unit, pupils will be exploring what life is like in both the UK and Nepal. They will compare and contrast homes, weather, climate, travel and education.	In this unit, pupils will understand what 'weather' means, investigate how this changes across the year and in how it changes in various countries.	In this unit, pupils will understand the fundamentals of what 'geography' is. They will distinguish the difference between 'human' features and 'natural' features, before using resources such as Google Earth and their own fieldwork to gain a deeper understanding of what it means to be a 'geographer'.
Learning Objectives	<p>Adapted from Collins scheme (How does the geography of Kampong Ayer compare with the geography of where I live?) – now focused on Nepal:</p> <ol style="list-style-type: none"> I can describe where I live I can compare homes in Nepal to the UK I can compare the weather and climate of Nepal and the UK I can compare travel in Nepal and the UK I can compare schools in Nepal and the UK 	<p>From Collins scheme (How does the weather affect our lives?):</p> <ol style="list-style-type: none"> I can identify the atmospheric elements of the weather I can describe ways that artists show the weather I can observe how the weather changes across the seasons I can give reasons why some places and hot and others are cold I can compare Antarctica and the Sahara Desert 	<p>Adapted from Collins scheme (What is the geography of where I live?):</p> <ol style="list-style-type: none"> I can understand what 'geography' is I can identify physical and human features of my local area I can explore changes in land use in my local area I can understand various land uses in my local area I can explain a geographical walk around my local area <p>Optional: a visit to Blandford Camp Centre / Blandford town</p>
Vocabulary	Settlement, location, country, North, East, South, West.	Weather, rainfall, temperature, sunshine, wind, fog, snow, season, Winter, Autumn, Summer, Spring.	Landscape, community, physical geography, human geography.

Geography – curriculum map – LKS2 – cycle B



LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK
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	Autumn 2	Spring 2	Summer 2
Unit	You crack me up!	Don't rainforest on my parade	Ch-ch-changes!
Skills (disciplinary knowledge)	<ul style="list-style-type: none"> 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; physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; explore similarities and differences comparing the physical geography of a region of the UK and a region of South America. 	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; human geography, including: types of settlement and land use; use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.
Knowledge (substantive knowledge)	In this unit, pupils will explore how earthquakes have an impact on human life around the world. Pupils will also explore what causes both earthquakes and volcanoes.	In this unit, pupils will explore the climates of various countries. They will understand how different climates have an impact on landscapes, animals as well as people.	In this unit, pupils will explore how and why environments change, as well as investigating what changes have occurred within their own locality.
Learning Objectives	<p>Taken from the Collins scheme (Why do some earthquakes cause more damage than others?):</p> <ol style="list-style-type: none"> I can locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources I can observe and record the distribution of earthquakes in New Zealand over the past two hundred years I can identify, describe and explain the causes of earthquakes I can understand why the most powerful earthquakes in the world do not necessarily cause the most destruction I can identify, describe and explain the causes of volcanoes 	<p>Taken from the Collins scheme (Why are jungles so wet and deserts so dry?):</p> <ol style="list-style-type: none"> I can observe and describe the pattern of climate in the United Kingdom I can identify reasons for the distribution of different types of climate around the world I can compare and contrast the temperature and rainfall data in different countries I can understand how climate affects landscapes, plants and animals I can explain why tropical rainforests experience so much rainfall I can describe the natural environment of the Atacama Desert 	<p>Taken from the Collins scheme (How and why is my local area changing?):</p> <ol style="list-style-type: none"> I can describe why environments change I can observe and explain changes that have occurred in the past to this school and the surrounding camp I can explain how an aspect of life in the local area has changed over a period of time (e.g. jobs, infrastructure) I can understand how the quality of the environment may change within my local area I can recognise how remote sensing by satellites inform geographers of environmental change on a global scale
Vocabulary	earthquake, volcano, continent, Richter Scale, plate, inner core, outer core, mantle, crust, fault.	climate, rainfall, temperature, tropical.	settlement, distribution, population.

Geography – curriculum map – UKS2 – cycle B



LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK
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	Autumn 2	Spring 2	Summer 1
Unit	Ain't no mountain high enough	How is fair trade fair?	Only we can save the world!
Skills (disciplinary knowledge)	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 	<ul style="list-style-type: none"> use maps to locate the world's countries with a focus on Eastern Europe 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 geography of a region of the United Kingdom, a region of Eastern Europe and South America; 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; 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. 	<ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Knowledge (substantive knowledge)	In this unit, pupils will explore the definition of a mountain before then exploring significant mountains from around the world. They will also investigate the expedition of Mallory and Irvine in 1924, before comparing the Himalayan mountains to the Cambrian mountains in the UK.	In this unit, pupils will explore the theme of 'trade' and what this entails. Pupils will investigate the Silk Road and its historical significance. Pupils will also compare the imports and exports of the UK and China as well as the importance of Fairtrade.	In this unit, pupils will explore how communities around the world have been impacted by climate change and how various countries are taking steps to either reduce the impact as well as the root causes.
Learning Objectives	<p>Adapted from the Collins Scheme (Why are mountains so important?):</p> <ol style="list-style-type: none"> I can recognise what geographers define as mountains and explore key examples I can understand how mountains are formed I can evaluate the success of the expedition of Mallory and Irvine climbing Mount Everest I can compare the Cambrian Mountains with the Himalayan Mountains I can explain why mountains in the north and west of the UK are generally wetter and cooler than the south and east 	<p>Adapted from the Collins scheme (Why is fair trade fair?):</p> <ol style="list-style-type: none"> I can describe and explain why the Silk Road was the most important trading route in the history of the world I can explain why and how countries trade with each other I can compare and contrast the imports and exports of the UK and China I can reflect on why international trade isn't always fair I can explore what Fairtrade is and how it impacts people around the world 	<p>Adapted from the Collins scheme (How is climate change affecting the world?):</p> <ol style="list-style-type: none"> I can identify and explain why communities in The Gambia are being affected by climate change I can explore the impact that changing weather patterns have had on the people of Victoria I can understand why some coastal communities are having to make flood resilience plans I can evaluate different viewpoints about the implications of changing weather patterns on the people of Greenland I can understand how and why countries around the world have acted to reduce global warming
Vocabulary	mountain, rock, volcano, summit, tectonic plate, mountain range, Himalaya, Cumbria, strata, fold mountain, fossil.	merchant, transport, Silk Road, manufacture, profit, import, export, trade, ethical.	climate, drought, erosion, disaster, sustainable.