



Geography: Whole School Coverage of the National Curriculum

2018/19

Yr	Autumn 1 – Identity	Autumn 2 – Courage	Spring 1 – Power	Spring 2 –Change	Summer 1 - Choices	Summer 2
1	<ul style="list-style-type: none"> -I can use aerial photographs and plans to recognise landmarks -I can devise a simple map with a key 	<ul style="list-style-type: none"> -Name locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas. -Use world maps, atlases and globes to identify the UK and its countries 	<ul style="list-style-type: none"> -Human and physical features of a small area of the UK. -I can use geographical vocabulary to refer to key physical features and human features 	<ul style="list-style-type: none"> -I can use simple fieldwork and observational skills to study my school and local area. -I can use compass directions North, South, East and West. 	<ul style="list-style-type: none"> -I can identify seasonal and daily weather patterns in the UK. 	<ul style="list-style-type: none"> -I can name and locate the World's seven continents and five oceans.
2	<ul style="list-style-type: none"> -Use simple compass directions and locational and directional language to describe the location of features and routes on a map. - Plan a route on a map of our local area and make a map using a key - Use aerial photographs and plan perspectives 	<ul style="list-style-type: none"> - Find geographical similarities and differences through studying the human/physical geography of an area of the UK, and of a small area in a contrasting non-European country. - Name and locate the world's seven continents and 5 oceans. 	<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. 		<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. 	<ul style="list-style-type: none"> -Use fieldwork and observational skills to study our school and its grounds and the key human and physical features of its surrounding environments.
3	<ul style="list-style-type: none"> -A study of human and physical features around the local area -Development of map skills focusing on OS maps and using grid references and compass points to navigate 		<ul style="list-style-type: none"> -Locating world's countries using maps focusing on the position and significance of the Arctic and Antarctic Circle -A study of the polar regions comparing and contrasting human and physical features 	<ul style="list-style-type: none"> -A study of how human activity has impacted on physical geography 		
4			<ul style="list-style-type: none"> -We will use: atlases to find places and understand scale and distance on a maps, aerial photos, satellite images and smaller scale aerial views. - We will name and locate UK geographical regions, their identifying physical/human characteristics, including some cities and key features of topography. 		<ul style="list-style-type: none"> We will be using aerial views to learn about rainforests. We will begin to develop a wider geographical vocabulary to describe places. 	<ul style="list-style-type: none"> We will be describing places or geographical features in different ways.
5	<ul style="list-style-type: none"> - Geographical similarities and differences of a region of North America and related locational knowledge - Use symbols, keys and data to create maps 		<ul style="list-style-type: none"> Investigating African Savannah - identify the position and significance of the Equator (link to climate) - Human and physical geography 		<ul style="list-style-type: none"> Where recycling goes around the world from Britain Land-use patterns and how have changed over time 	
6	<ul style="list-style-type: none"> - I know some of the world's countries concentrating on human characteristics and major cities - I can study human geography of a region within N America 	<ul style="list-style-type: none"> - Study of the world's countries focusing on key physical aspects - I can give a few reasons for the impact of geographical influences/effects on people, place or themes studied 	<ul style="list-style-type: none"> - I can find out about geographical regions of the UK and identifying their physical and human characteristics, including more cities and detail of the key topographical features - I can explain how these aspects have changed over time 	<ul style="list-style-type: none"> - I use fieldwork to observe, measure and record human and physical features in the local area using a range of methods - I can draw a detailed sketch map using symbols and a key - I can understand and use 6 figure grid references to interpret OS maps 	<ul style="list-style-type: none"> - I can use precise geographical words when describing geographical places, features and processes - I can interpret a range of sources of geographical information including maps, globes, aerial photos, and Geographical Information Systems 	



In Geography, we aim for our children to:

- Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Be competent in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps and writing at length.