

## Geography

### Knowledge and objectives coverage

Objectives	Generic knowledge and skills
<p>Year 1</p> <p><b>Autumn-Hidden treasures of Lifton</b></p> <p>What should we include on our map of Lifton? What is special about our school grounds? How can we use maps to give us directions in and around Lifton?</p> <p><b>Autumn - (comparison)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• key human features, including: city, town, village, factory, farm, house, office, port harbour and shop</li><li>• devise a simple map; and use and construct basic symbols in a key</li></ul> <p><b>Spring- Endangered Animals</b></p> <p>Why are some animals endangered? Where do different animals live and are they endangered?</p>	<p><b>YEAR 1</b></p> <p><b>Locational knowledge, geographical language</b></p> <ul style="list-style-type: none"><li>• Name the four countries of the UK</li><li>• Name some of the main towns and cities in the United Kingdom (inc. Plymouth, Exeter, London, Edinburgh, Cardiff, Belfast)</li></ul> <p><b>Fieldwork skills and map work</b></p> <ul style="list-style-type: none"><li>• Locate the four countries of the United Kingdom on a map</li><li>• Find where they live on a map of the UK</li></ul>

Are there any endangered animals in the UK?

- name and locate the world's seven continents and five oceans
- 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

**Summer -Cities, (link with Castles, Kings and Queens)**

**Unique UK**

Do all UK capital cities have castles?

What is so special about the United Kingdom?

Where do I Live?

Where do I go to school?

- name locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Year 2

**Autumn- Around the world: Continents, countries and oceans**

Can you name the continents and oceans of the world?

What is the difference between a continent and a country?

What is the difference between an ocean and the sea?

- name and locate the world's seven continents and five oceans
- use world maps, atlases and globes to identify the United Kingdom and

**YEAR 2**

**Locational knowledge, geographical language**

• Use compass directions(N, S, E, W) to describe locations

**Fieldwork skills and map work**

- Name the continents of the world and find them in an atlas (Europe, North America, South America, Africa, Asia, Antarctica, Oceania)
- Name the world's oceans and find them in an atlas

its countries  
as well as the countries, continents and oceans studied at this key stage

### Spring - Extreme climates

What is amazing about Africa?

What are the different habitats of Africa?

What is different about the lives of people living in a Kenyan village and Lifton village?

- 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

### Summer- Coasts and oceans

What is unique about the landscape of the UK? (include UK islands)

What is special about the seaside? (Link to local seaside locations - Bude)

If we need to add a fieldwork element into year 2, we could do one linked to the seaside e.g. what types of shells/pebbles/plants can we find at the beach?

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;
- 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

(Atlantic, Pacific, Indian, Arctic, Southern)

- Name and locate the main cities of England, Wales, Scotland and Ireland (London, Birmingham, Cardiff, Edinburgh, Belfast, Dublin) and the seas surrounding the UK
- Use simple compass directions and locational/directional language when using maps
- locate the equator and North and South Poles and explain how the weather affects these areas
- Locate rainforests

Year 3

### Autumn- Angry Earth and Dinosaurs

**YEAR 3**

**Locational knowledge, geographical language**

- Describe route and direction using 8 compass points

What is found underground?

What causes volcanoes, earthquakes, tsunamis and tornados?

How do volcanoes affect people's lives?

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes
- 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

### Spring - Living Off The Land

What are sketch maps?

How can a compass help find locations on the map?

What trade links do we have and how have they changed?

How do we use the land in the UK?

- 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 studied

### Summer- Mining and Minerals

Why is our local land so special?

Which mines are there in our local area and what has been mined there?

e.g. N, S, E, W, NW, NE, SW, SE

• Name a number of countries in the Northern Hemisphere (Inc. England, Scotland, Wales, Northern Ireland, Ireland, Canada, USA, Russia, Germany, France, Spain, Italy)

### Fieldwork skills and map work

- Understand and use 4 and 6 figure grid references
- Name and locate the capital cities of neighbouring European countries (inc. Paris, Madrid, Dublin, Rome, Berlin and revise Edinburgh, Cardiff, London, Belfast)
- Name and locate some of the world's mega cities (Eg. Tokyo, Delhi, Shanghai, Mexico City, New York, Mumbai, Sao Paulo, Beijing, Dhaka, Karachi)
- Use eight points of a compass
- Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles
- Locate the countries of Europe, North and South America (inc. Canada, USA inc. Alaska, Mexico, Cuba, Columbia, Peru, Brazil, Argentina)

How are mines shown on maps?

What physical features are near mines, railways, rivers etc?

- 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

Year 4

### Autumn - Egypt and the River Nile

Why was the River Nile so important in Ancient Egypt?

What is the water cycle?

What are the different states of water and how do they change?

Water pollution-what can you do?

- human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)and the water cycle

### Spring- Who built Rome ?

Where is Rome?

What are the human and physical features of Italy?

What other cities are in Europe-how do they compare with Rome?

- locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Year 4

### Locational knowledge, geographical language

- Describe route and direction linking N/S/E/W with degrees on the compass
- Know the difference between the British Isles, Great Britain and UK
- Know the countries that make up the European Union (and the fact that Britain is now not part of it) (27 countries in total)
- Name the areas of origin of the main ethnic groups in the UK and in their school
- Understand the concept of biomes

### Fieldwork skills and map work

- Locate the Tropic of Cancer and the Tropic of Capricorn
- Name up to six cities in the UK and locate them on a map (revise: Plymouth, Exeter, London, Edinburgh, Cardiff, Belfast - Learn: Birmingham, Glasgow, Liverpool, Bristol, Manchester, Sheffield)
- Locate and name some of the main islands that

## Summer - Great Britain

How are countries of Great Britain different?

How is land used in GB and how has this changed over time?

What are the secrets and legends of the UK?

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics Land-use patterns; and understand how some of these aspects have changed over time

surround the UK (Hebrides, Shetland Islands, Orkney Islands, Isles of Scilly, Isle of Mann)

- Locate and name geographical features on an Ordnance Survey map
- Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries across the world.
- Name and locate major worlds, jungles and deserts (EG. Antarctica, Arctic, Sahara, Arabian, Gobi, Kalahari deserts and rainforests of Borneo, Amazon, India, Sri Lanka and West Africa)

Year 5/6

## Autumn - Tricky Time Zones

Why are there different time zones around the world?

What are the different time zones around the world?

What time is it in...?

What is winter/summer like in Longyearbyden?

- 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

## YEAR 5/6

### Locational knowledge, geographical language

**Y5** • Describe route, direction and location, linking 8 points of compass to degrees on compass

• Name the rivers of the UK (Tamar, Exe, Axe, Thames, Wye, Severn, Great Ouse, Trent, Ouse, Tyne, Tweed)

• Develop concept of biomes

**Y6** • Continue to perfect accuracy in describing routes using 8 points of the compass by accurately referring to angles. (Introduce the concept of 16 points.)

• Cement use of 6 figure grid references.

• Explain how the time zones work

night)

### Spring- Hola Mexico!

What is the physical and human landscape of Mexico?

How does this compare to the UK?

What is the fiesta trail?

What does Mexico look like from above?

- 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
- 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

### Summer - Dartmoor/ Lifton

Could you navigate Dartmoor? Lifton?

I'm a Y6 pupil, can you get me out of here?

Can I name the rivers of the UK?

Can I plan a walk across Dartmoor using a 6 figure grid reference?

- use maps, atlases, globes and digital/computer mapping to locate

### Fieldwork skills and map work

**Y5** • Name and locate many of the world's major rivers on maps (Volga, Danube, Rhine, Yangtze, Ganges, Yellow, Nile, Congo, Murray, Darling, Mississippi, Amazon) Also see above for UK rivers

• Name and locate many of the world's most famous mountain regions and volcanoes on maps (Rockies, Andes, Alps, Himalayas + three UK highest mountains: Scafell Pike, Snowdon, Ben Nevis. Volcanoes of Japan, Iceland, Hawaii, Italy, Cape Verdi, Guatemala etc)

**Y6** • use OS maps to answer questions

• use eight points on a compass

• Revise capital cities of Europe and major cities from around the world. Including capitals of: USA, Canada, South America - as below, most European cities, India, Kenya, Egypt, New Zealand, Australia, Japan, China, Pakistan

• Revise and extend naming of the USA and Canada, Central + North and South American (Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, Guyana, Suriname, Paraguay, Guatemala Brazil, Uruguay, Galapagos Islands) countries on a world map and atlas

countries and describe features studied

- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 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.

*Vocabulary-put in link from vocab ninja*