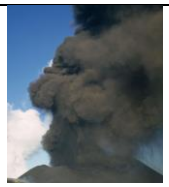
Sandy Hill Academy

aspire academy trust

Geography Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me and Autumn 	Special Times 	Special Times 	Special Times 	Habitats 	Special Times 
Year 1	How does the weather affect our lives? 		Why does it matter where our food comes from? 		Why do we love being beside the seaside so much? 	
Year 2	What is the geography of where I live? 		Why don't penguins need to fly? 		How does the geography of Kampong Ayer compare with the geography of where I live? 	
Year 3	Why do some earthquakes cause more damage than others? 		Beyond the Magic Kingdom: What is the Sunshine State really like? 		Why do so many people live in megacities? 	
Year 4	How can we live more sustainably? 		Why are jungles so wet and deserts so dry? 		How and why is my local environment changing? 	
Year 5	Who are Britain's National Parks for? Compare local National Parks with Northumberland National Park. 		Why are mountains so important? Compare Mount Everest with the Brecon Beacons. 		What is a river? Compare the river Tamar with the river Tees and Tyne. 	
Year 6	Why is fair trade fair? 		How is climate change affecting the world?		How do volcanoes affect the lives of people on Hiemaey?	

Note: Geographical skills and Fieldwork are linked and taught through Connected Geography. In addition, first-hand fieldwork will be undertaken through local history study units and visits, enriching meaningful National Curriculum learning.

Geography: Progression of Skills and Knowledge

Year Group/Strand	Locational Knowledge
Year 1	• Learn names of countries within the United Kingdom. • Learn names of cities and surrounding seas in the United Kingdom. • Begin to match boundaries (e.g., find same boundary of a country on different scale maps) of the UK. • Begin to spatially match places e.g., recognise UK on a small scale and larger scale map. • Locate and name on UK map major features e.g., London, River Thames, home location seas.
Year 2	• Name and locate the worlds' seven continents and five oceans. • Begin to match boundaries (e.g., find same boundary of a country on different scale maps) around the world.
Year 3	• Name and locate states and main cities of North America concentrating on environmental regions, key physical and human characteristics, countries and major cities. • Locate places on larger scale maps and identify where equator, Northern and Southern Hemisphere are in relation to South America.
Year 4	• Name and locate states and main cities of South America concentrating on environmental regions, key physical and human characteristics, countries and major cities. • Identify the Equator, Northern Hemisphere, Southern Hemisphere and the countries that lie within them.
Year 5	• Use maps to name and locate counties and cities of UK. • Identify the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and the countries that lie within them. • Identify key human and physical characteristics of the UK and how they have changed over time. • Identify land use patterns of the UK. • Discuss and identify time zones across the world. • Locate and identify key human and physical characteristics of the UK. • Identify key topographical features of the UK (e.g., hills, mountains, coasts and rivers).
Year 6	• Use maps to name and locate countries and cities of Europe. • Use latitude and longitude on atlas maps and globes.

Year Group/Strand	Place Knowledge
Year 1	• Identify and describe where places are in the UK. • Make simple comparisons between features of different places.
Year 2	• Identify and describe where places are around the world. • Make simple comparisons between features of different places. • Recognise how places are linked to other places in the world. • Compare and contrast a small area of the United Kingdom with a small area in a non-European country.
Year 3	• Study of human and physical geography of a region in North America (Florida and San Francisco). • Begin to identify significant places and environments. • Identify and describe where places are around the world. • Compare and contrast areas within North America.
Year 4	• Study of human and physical geography of a region in South America - Mexico and Brazil. • Begin to identify significant places and environments. • Identify and describe where places are around the world.
Year 5	• Study of human and physical geography of a region of the United Kingdom (North, West and London). • Identify significant places and environments • Identify and describe where places are around the world. • Compare and contrast areas within the UK.
Year 6	• Study of human and physical geography of a region in a European country (Rhone, Alpés and Centre) • Confidently identify significant places and environments. • Identify and describe where places are around the world • Compare and contrast areas within other European countries (Not UK)

Year Group/Strand	Human and Physical Geography
Year 1	• Use geographical vocabulary including beach, cliff, coast, sea, etc for physical features. • Use geographical vocabulary including city, town, port, factory, farm etc. for human features. • Recognise human and physical features in the local area. • Recognise how places have become the way they are and how they continue to change. • Identify and describe what places are like. • Identify seasonal and daily weather patterns in the UK.
Year 2	• Use geographical vocabulary as year one and including: forest, vegetation, ocean, weather etc for physical features. • Use geographical vocabulary as Year One including: city, town, harbour, port, factory, farm etc for human features. • Recognise human and physical features of non-European countries studied. • Identify hot and cold areas of the world in relation to the equator and the North and South Poles.
Year 3	• Use appropriate geographical vocabulary related to the topic. • Locate the key human and physical characteristics of North America. • Identify and learn about volcanoes and earthquakes.
Year 4	• Use appropriate geographical vocabulary related to the topic. • Recognise how and why people may seek to manage environments sustainably. • Recognise and describe biomes and vegetation belts around the world. • To learn about the distribution of natural resources including energy. • Recognise how people can improve an environment or destroy it.
Year 5	• Use appropriate geographical vocabulary related to the topic. • Recognise and describe key rivers and around the world.

	• Understand the water cycle. • To learn about settlements and environmental impact.	
Year 6	• Use appropriate geographical vocabulary related to the topic • Recognise and describe key mountains around the world. • Investigate how decisions about places and environments affect the future quality of people's lives. • Recognise and describe biomes and vegetation belts around the world. • To learn about distribution of natural resources including energy. • To learn about trade links between countries.	
Year Group/Strand	**Geographical Skills**	**Fieldwork**
(Geographical Skills and Fieldwork linked to Connected Geography and incorporated throughout the year)		
Year 1	• Follow directions including N, S, E, W. • Have experience of maps and attempts to make own, real or imaginary. • Use own symbols on imaginary map. • Use a plan view. • Use an Infant atlas to locate places. • Use NF books, stories, maps, pictures, photos and internet as sources of information. • Follow a route on a map using directional language such as near/far, left/right. • Have experience of aerial photographs and try to identify known places with support.	• Make observations about where things are e.g. around school and local area. • Express their own views about places and the local area. • Draw simple features they observe in the local area. • Use a camera in the field, with help, to record what they have seen and label.

Year 2	• Follow a route on a map using N, S, E, W. • Draw a map of a real or imaginary place e.g. add detail to a sketch map from aerial photo. • Use an infant atlas and globes to locate place. • Use large scale maps. • Use an Infant atlas to locate places. • Use NF books, stories, maps, pictures, photos and internet as sources of information. • Follow a route on a map using directional language such as near/far, left/right and understand how to use a key. • Have experience of aerial photographs and try to identify known places.	• Begin to collect and record evidence with support. • Use simple fieldwork and observational skills to study school and grounds. • Investigate similarities and differences into local habitats. • Gather data about specific habitats. • Join labels to correct features on plans, maps and photographs. • Try to make a simple scale drawing. • Experience simple plan views.
Year 3	• Use eight compass points to follow or give directions. • Use letters or number coordinates to locate features on a map. • Use large scale OS maps. • Use atlases to find out about other features of places e.g. mountains. • Use NF books, stories, maps, pictures, photos and internet as sources of information. • Follow a route on larger scale maps. • Begin to use maps sites on internet (digimap/google/mario). • Have experience of aerial photographs and identify known places.	• Begin to collect and record evidence. • Analyse evidence and draw conclusions eg make comparisons with two locations using photos pictures, temperatures and location. • Draw a sketch of a simple feature from an observation or photo-Make a map of a short route experienced with features in correct order. • Start to draw plan views.
Year 4	• Use letters or number coordinates to locate features on a map confidently. • Begin to recognise symbols on an OS map.	• Collect and record evidence. • Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps.

	• Use large and medium scale OS maps. • Use atlases to find out about other features of places e.g. mountains, weather patterns. • Use NF books, stories, maps, pictures, photos and internet as sources of information. • Follow a route on larger scale maps. • Use maps sites on internet (digimap/google/mario). • Use satellite images and aerial photographs to extend learning within topic.	• Begin to use a variety of sources of evidence to express views about the school. • Begin to use recordings for their investigation. • Begin to draw a variety of thematic maps based on their own data. • Begin to draw a sketch map from a high viewpoint. • Continue to draw plan views.
Year 5	• Use eight-point compass points well. • Begin to use four figure coordinates to locate features on a map. • Recognise and use OS map symbols. • Use medium scale land range OS maps. • Use atlases and globes to find out about other features of places e.g. mountains, weather patterns • Begin to use primary and secondary sources of information for evidence. • Start to follow a short route on an OS map. • Use maps sites on internet (digimap/google/mario). • Continue to use satellite images and aerial photographs to extend learning within topic.	• Collect and record evidence. • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life. • Use a variety of sources of evidence to express views about the local area. • Use sketches as evidence in an investigation in the local area. • Select and use a range of measuring instruments and investigations. • Begin to use recordings for their investigation. • Draw a variety of thematic maps based on their own data. • Make a map of a short route experienced with features in correct order. • Use a database to interrogate and amend data collected. • Draw a plan view with some accuracy.

Year 6	• Use eight-point compass points confidently and accurately. • Begin to use six figure coordinates to locate features on a map. • Recognise and use OS map symbols and describe features shown on a OS map • Draw and use maps and plan in a range of scales. • Use atlases to find out about other features of places e.g. mountains, weather patterns. • Use primary and secondary sources of information for evidence. • Follow a short route on an OS map independently. • Use maps sites on internet (digimap/google/mario) • Create maps using aerial photographs and satellite images.	• Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. fieldwork, data on land use, comparing land use data, look at patterns and explain reasons behind it. • Draw a sketch of key features of topic studied with increasing accuracy. • Select and use a range of measuring instruments and investigations. • Begin to use recordings for their investigation. • Draw a variety of thematic maps based on their own data. • Draw a sketch map using symbols and a key. • Begin to draw plans of increasing complexity.