



**Aim High....Fly High!**

### **Curriculum implementation map – Geography**

The mapping table below shows where curriculum objectives related to the subject area above are covered. This table is intended as guidance and may be modified according to the needs/experiences of individual cohorts of learners. The four 'Big Ideas' for our Geography curriculum – Locational and place knowledge, human and physical geography, skills and fieldwork – are interwoven throughout the topics below.

#### **Cycle A**

<b><u>KS1</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b><u>NC</u></b>		<i>Pupils 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.</i>				
		<u>Why is our world so wonderful?</u>  <b>Human and Physical</b> <ul style="list-style-type: none"> <li>- 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</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>- use world maps, atlases and globes</li> </ul>	<u>What is life like in Kenya?</u>  <b>Field work</b> <ul style="list-style-type: none"> <li>- North south east west and near far left and right to describe location of features and routes on a map.</li> </ul> <b>Locational and place knowledge</b> <ul style="list-style-type: none"> <li>- Use world maps, atlases and globes to identify the United Kingdom</li> </ul>	<u>What is our capital city like?</u>  <b>Locational and place knowledge</b> <ul style="list-style-type: none"> <li>- Name &amp; locate the capital city of the UK.</li> <li>- Understand London house the government and Royal Family.</li> </ul> <b>Skills</b>		






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			<p>and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- Using maps of London; plan a trip to London</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>- Identify key landmarks in city.</li> </ul>		
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## Aim High....Fly High!

<u>LKS2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>NC</u>	Pupils 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					
	<u>Anglo-Saxons</u>  <b>Field work</b> <ul style="list-style-type: none"> <li>- Use fieldwork to observe, measure, record and present the human physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li> </ul>	<u>How might the land have looked during Anglo Saxon times?</u> <b>Locational and place knowledge</b> <ul style="list-style-type: none"> <li>- Name and locate counties and cities of uk.</li> <li>- Geographical regions and identifying human and physical characteristics, key topographical features including hills mountains coasts and rivers.</li> <li>- Land use patterns and understand how some of these have change over time.</li> </ul>	<u>What does Europe look like?</u> (country focus Ukraine) <b>Locational and place knowledge</b> <ul style="list-style-type: none"> <li>- Locate worlds countries but focus on Europe. Concentrating on environmental regions, key features countries and cities.</li> <li>- understand geographical similarities and differences through the study of human and</li> </ul>	 <b>Skills</b> <ul style="list-style-type: none"> <li>- 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</li> <li>- Use maps, atlases, globes and digital computer mapping to</li> </ul>	<u>Ancient Egyptians</u>  <b>Skills</b> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital computer mapping to locate countries and describe features.</li> </ul>	<u>What do other areas of the world look like?</u> <b>Human and Physical</b> <ul style="list-style-type: none"> <li>- 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</li> </ul>



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			<p>physical geography of a region of the united kingdom, in a European country and a region within North or South America.</p> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts.</li> </ul>	locate countries and describe features.		
<b><u>UKS2</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b><u>NC</u></b>	<i>Pupils 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</i>					



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	<p><u>How do volcanoes form?</u></p> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>- Locate worlds countries but focus on North and South America. Concentrating on environmental regions, key features countries and cities.</li> </ul>	<p><u>How does our position on the planet affect climate and time?</u></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>- 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)</li> </ul>	<p><u>World War 1 and 2</u></p> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of: human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital computer mapping to locate countries and describe features.</li> </ul> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>- Name and locate counties and</li> </ul>	<p><u>How did the war affect Europe?</u></p> <p><b>Field work</b></p> <ul style="list-style-type: none"> <li>- Use fieldwork to observe, measure, record and present the human physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- use the eight points of a compass, four and six-figure grid references, symbols and key (including</li> </ul>	<p><u>Ancient Greeks</u></p>	<p><u>Australia</u></p>
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### Aim High....Fly High!

			<p>cities of uk. Geographical regions and identifying human and physical characteristics key topographical features including hills mountains coasts and rivers. Land use patterns and understand how some of these have change over time.</p>	<p>the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>		
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### Cycle B:

<u>KS1</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>NC</u>	<p><i>Pupils 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.</i></p>					



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	<p><u>Where do I live?</u></p> <ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Use world maps, atlases and globes to identify the United Kingdom and its countries</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – urban and rural</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>- use simple fieldwork and observational skills to study the</li> </ul>	,	<p><u>What a wonderful world?</u></p> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>- the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>- name and locate the world's seven continents and five oceans</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- use world maps, atlases and globes to identify the United Kingdom and</li> </ul>			<p><u>Where is our school?</u></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>- to know where the school is in relation to the country, continent and world.</li> </ul> <p><b>Field work</b></p> <ul style="list-style-type: none"> <li>- Explore the school and house. To give directions around school. Basic understanding of directions and relations of places. Where is the school in relation to the park etc.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- North south east west and near far left and right to describe location of</li> </ul>
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	geography of their school and its grounds and the key human and physical features of its surrounding environment.		<p>its countries, as well as the countries, continents and oceans studied at this key stage</p> <p><b>Field work</b></p> <ul style="list-style-type: none"> <li>- 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</li> </ul>			<p>features and routes on a map.</p> <p><b>Human and Physical</b> use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
<b><u>LKS2</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b><u>NC</u></b>	<i>Pupils 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</i>					





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	<p><u>How might the land have looked during iron age times?</u></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>- Locate worlds countries but focus on Europe (including Russia) North and South America, Concentrating on environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>- Name and locate counties and cities of uk. Geographical regions and identifying human and physical characteristics</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>- key topographical features including</li> </ul>		<p><u>What does Europe look like?</u></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	<p><u>Mountains</u></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>- 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)</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of physical geography,</li> </ul>	<p><u>The Maya Civilization</u></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>- Locate worlds countries but focus on north and south America.</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>- Concentrating on environmental regions, key features countries and cities.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital computer mapping to locate countries and describe features.</li> </ul>	<p><u>What do other areas of the world look like? (Southern hemisphere.)</u></p> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography of a region of the region in a North or south America.</li> <li>- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,</li> </ul>
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	hills mountains coasts and rivers. Land use patterns and understand how some of these have change over time.			including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  <b>Field work</b> - Use fieldwork to observe, measure, record and present the human physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.		food, minerals and water.
<b><u>UKS2</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
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	<p><u>Why did the Vikings come here?</u></p> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of 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</li> </ul> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</li> </ul>	<p><u>Vicious Vikings!</u></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>- Name and locate counties and cities of UK. Geographical regions and identifying human and physical characteristics, key topographical features including hills mountains coasts and rivers.</li> <li>- Land use patterns and understand how some of these have change over time.</li> </ul>	<p><u>What do the role of rivers play in local farming?</u></p> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>- Describe key aspect physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>- Locate world countries but focus on Europe. Concentrating on environmental regions, key features</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b>Field work</b></p> <ul style="list-style-type: none"> <li>- Use fieldwork to observe, measure, record and present the human physical features in the local area using a range of methods, including sketch maps, plans and</li> </ul>		
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	Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		countries and cities.	graphs and digital technologies.		
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