St Mary's C of E Primary Academy Folkestone

Geography Curriculum

Intent: Our curriculum sparks children's curiosity about the world, and guides them to explore people, places and processes involved in it. Our Geography curriculum is structured around carefully planned pupil progression, encompassing the knowledge and skills required by the national curriculum in a range of regional and thematic units. Key concepts and locations, including our local area, are revisited each year in increasingly complex contexts. Our curriculum imparts the knowledge and skills of enquiry, mapwork, and fieldwork in context. The curriculum also connects learning to real-world contexts, empowering students with the knowledge to understand and the skills to tackle complex issues, such as climate change and sustainability, at both a local and global scale. The curriculum aims to enable pupils to know and understand more about the world, and view it through a geographical lens.

Big idea	Concept/ Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind	**Human features and landmarks**	**Skill** Name and describe the purpose of human features and landmarks. **Covered x 5** Our Wonderful World x 1 - Geog Bright Lights, Big City x 4 - Geog	**Skill** Use geographical vocabulary to describe how and why people use a range of human features. **Covered x 2** Coastline x 2 - Geog	**Skill** Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location. **Covered x 4** One Planet, Our World x 1 - Geog Through the Ages x 2 - His	**Skill** Describe a range of human features and their location and explain how they are interconnected. **Covered x 1** Interconnected World x 1 - Geog	**Skill** Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. **Covered x 3** Investigating Our World x 1 - Geog Sow, Grow and Farm x 2 - Geog	**Skill** Explain how humans function in the place they live. **Covered x 4** Our Changing World x 1 - Geog Frozen Kingdoms x 2 - Geog Maafa x 1 - His
		Core Knowledge Human features have been made by people and include houses, bridges and roads. A landmark can be made by humans or nature. They mark important places and can often be seen from far away. A landmark can help you find your location. Some landmarks, such as places of worship, provide a service for the community. Some landmarks tell us something about the past such as statues and monuments. Buckingham Palace, London Eye and Big Ben are examples of significant landmarks in London.	**Core Knowledge** Human features have been made by people and include houses, bridges and roads. People use human features for work, travel, entertainment and living in.	**Core Knowledge** Ancient human features include standing stones, henges, Cursus monuments and long barrows. Ancient human features were built as monuments, burial grounds and for religious ceremonies. Most human made features such as shops, houses and places of worship are located in populated settlements. Some human features such as supermarkets and airports are located out of populated areas and are connected by roads and railways.	**Core Knowledge** Britain's railway network links major towns and cities across Britain and are sometimes linked to ferry interchanges and airports.	**Core Knowledge** Transport networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. The journey that food travels from producer to consumer is measured in food miles. A motorway is a main road built for fast travel over long distances. In the United Kingdom motorways run north to south and east to west across the country.	**Core Knowledge** The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.
	Settlements and land use	**Skill** Identify the characteristics of a settlement. **Covered x 3** Our Wonderful World x 1 - Geog Bright Lights, Big City x 2 - Geog	**Skill** Describe the size, location and function of a local industry. **Covered x 1** Coastline x 1 - Geog	**Skill** Describe the type and characteristics of settlement or land use in an area or region. **Covered x 2** One Planet, Our World x 2 - Geog	**Skill** Explain ways that settlements, land use or water systems are used in the UK and other parts of the world. **Covered x 3** Interconnected World x 1 - Geog Misty Mountain, Winding River x 2 - Geog	**Skill** Describe in detail the different types of agricultural land use in the UK. **Covered x 1** Sow, Grow and Farm x 1 - Geog	**Skill** Describe the distribution of natural resources in an area or country. **Covered x 1** Frozen Kingdoms x 1 - Geog
		Core Knowledge The three main types of human settlement include cities, towns and villages.	**Core Knowledge** Tourism is an industry that helps people travel away from home for pleasure.	**Core Knowledge** Cities are characterised by factors such as size, population, location and their physical and human features.	**Core Knowledge** A river is a natural flowing watercourse. A river can be used by humans for farming, leisure and transport.	**Core Knowledge** Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and	**Core Knowledge** Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.

St Mary's C of E Primary Academy Folkestone

Geography Curriculum

		A city is the largest type of settlement with the most houses, people, shops and other buildings. London is a city, the capital of England and the largest settlement in the United Kingdom.		There are five main types of land use including agricultural, commercial, recreational, residential and transportation.	Rivers and lakes are used for leisure. A canal is a managed waterway. In Britain, canals were built during the Industrial Revolution to transport raw goods. The use of canals declined as railways and roads were developed. Today, canals are mostly used for recreation and leisure.	mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers.	
Processes	**Climate and weather**	**Skill** Identify patterns in daily and seasonal weather. **Covered x 2** Bright Lights, Big City x 2 - Geog	**Skill** Describe simple weather patterns of hot and cold places. **Covered x 1** Coastline x 1 - Geog	**Skill** Explain how the weather affects the use of urban and rural environments. **Covered x 1** One Planet, Our World x 1 - Geog	**Skill** Explain climatic variations of a country or continent. **Covered x 1** Interconnected World x 1 - Geog	**Skill** Explain how the climate affects land use. **Covered x 1** Sow, Grow and Farm x 1 - Geog	**Skill** Evaluate the extent to which climate and extreme weather affect how people live. **Covered x 1** Our Changing World x 1 - Geog
		Core Knowledge There are four seasons in the UK: spring, summer, autumn and winter. Each season has its own typical weather pattern.	**Core Knowledge** Hot places are close to the equator and cold places are far away from the equator. Temperate places are between the hot and cold places. A temperate place is never extremely hot or extremely cold. The UK has a temperate climate.	**Core Knowledge** The weather can affect what people do, the natural and built environment.	**Core Knowledge** Countries in the continents of North and South America have contrasting climates, which means that the typical weather conditions can be very different.	**Core Knowledge** Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use.	**Core Knowledge** Climate change can intensify natural weather events such as storms, heatwaves, floods, sandstorms and droughts to make them more extreme and more destructive. The poorest countries are the most vulnerable to the effects of extreme weather due to little industry, farming and money and are particularly affected by the impact of climate change. Developing countries often have widespread poverty and ineffective governments. They cannot prepare as well for extreme weather events and lack the money to recover quickly afterwards.
	Physical processes	**Skill** Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity. **Covered x 1** Seasonal Changes x 1 - Sci	**Skill** Describe, in simple terms, the effects of erosion. **Covered x 1** Coastline x 1 - Geog	**Skill** Explain the physical processes that cause earthquakes. **Covered x 4** Rocks, Relics and Rumbles x 4 - Geog	**Skill** Use specific geographical vocabulary and diagrams to explain the water cycle. **Covered x 1** Misty Mountain, Winding River x 1 - Geog	**Skill** Describe how soil fertility, drainage and climate affect agricultural land use. **Covered x 3** Sow, Grow and Farm x 3 - Geog	**Skill** Describe the physical processes, including weather, that affect two different locations. **Covered x 1** Our Changing World x 1 - Geog
		Core Knowledge Weather is a physical process.	**Core Knowledge** Erosion is a physical process. Erosion is caused by wind and water, including waves, floods, rivers and rainfall.	**Core Knowledge** Earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre.	**Core Knowledge** Water is constantly recycled through the water cycle. The four stages of the water cycle are: evaporation, condensation, precipitation and collection.	**Core Knowledge** Soil fertility, drainage and climate influence the placement and success of agricultural land.	**Core Knowledge** The Global Climate Risk Index uses data from countries around the world to analyse which countries are most affected by extreme weather events.
Investigation	**Geographical resources**	**Skill** Identify features and landmarks on an aerial photograph or plan perspective.	**Skill** Study aerial photographs to describe the features and characteristics of an area of land.	**Skill** Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.	**Skill** Study and draw conclusions about places and geographical features using a range of geographical resources, including maps,	**Skill** Analyse and compare a place, or places, using aerial photographs. atlases and maps.	**Skill** Use satellite imaging and maps of different scales to find out geographical information about a place.

St Mary's C of E Primary Academy Folkestone

Geography Curriculum

		Covered x 2 Our Wonderful World x 1 - Geog Bright Lights, Big City x 1 - Geog	**Covered x 1** Coastline x 1 - Geog	**Covered x 1** One Planet, Our World x 1 - Geog	atlases, globes and digital mapping. **Covered x 4** Interconnected World x 1 - Geog Misty Mountain, Winding River x 2 - Geog Invasion x 1 - Geog	**Covered x 3** Investigating Our World x 2 - Geog Groundbreaking Greeks x 1 - His	**Covered x 2** Our Changing World x 2 - Geog
		Core Knowledge An aerial photograph or plan perspective shows an area of land from above.	**Core Knowledge** An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).	**Core Knowledge** Maps, globes and digital mapping tools can help to locate and describe significant geographical features such as countries, oceans and seas.	**Core Knowledge** An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.	**Core Knowledge** People use map symbols, six-figure grid references and compass directions to analyse and compare places and features on Ordnance Survey and other maps.	**Core Knowledge** A scale on a map is written as a ratio, for example, 1cm:800km. Distances on maps can be measured using grid lines, the scale, a ruler, a finger, string and the scale bar.
	Data analysis	**Skill** Collect simple data during fieldwork activities. **Covered x 1** Our Wonderful World x 1 - Geog	**Skill** Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). **Covered x 3** Let's Explore the World x 2 - Geog Coastline x 1 - Geog	**Skill** Analyse primary data, identifying any patterns observed. **Covered x 2** One Planet, Our World x 2 - Geog	**Skill** Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. **Covered x 1** Misty Mountain, Winding River x 1 - Geog	**Skill** Summarise geographical data to draw conclusions. **Covered x 1** Investigating Our World x 1 - Geog	**Skill** Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary. **Covered x 2** Our Changing World x 2 - Geog
		Core Knowledge Data is information. Data can be numbers or measurements.	**Core Knowledge** Data can be recorded in different ways, including tables, charts and pictograms.	**Core Knowledge** Primary data refers to the first-hand data gathered by observation and investigation.	**Core Knowledge** Secondary data refers to second hand information gathered by reports, published surveys, maps, books and the internet.	**Core Knowledge** Demographic and economic statistics can help geographers to draw conclusions.	**Core Knowledge** Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).
	Fieldwork	**Skill** Carry out fieldwork tasks to identify characteristics of the school grounds or locality. **Covered x 3** Our Wonderful World x 1 - Geog Bright Lights, Big City x 1 - Geog School Days x 1 - His	**Skill** Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. **Covered x 4** Let's Explore the World x 2 - Geog Coastline x 2 - Geog	**Skill** Gather evidence to answer a geographical question or enquiry. **Covered x 1** One Planet, Our World x 1 - Geog	**Skill** Investigate a geographical hypothesis using a range of fieldwork techniques. **Covered x 1** Interconnected World x 1 - Geog	**Skill** Construct or carry out a geographical enquiry by gathering and analysing a range of sources. **Covered x 2** Sow, Grow and Farm x 2 - Geog	**Skill** Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. **Covered x 2** Our Changing World x 1 - Geog Frozen Kingdoms x 1 - Geog
		Core Knowledge Field work includes observing and collecting data (information) about people, places and natural environments.	**Core Knowledge** Fieldwork can help to answer questions about the local community.	**Core Knowledge** Geographical evidence includes facts, information and numerical data.	**Core Knowledge** Fieldwork can help inform and answer a geographical hypothesis. Methods that help draw conclusions about a hypothesis include surveying, studying maps, collecting and analysing numerical data.	*Broad knowledge* A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment	**Core Knowledge** Fieldwork can help to answer questions about the local environment.
Materials	**Natural and human-made materials**		**Skill** Describe the properties of natural and human-made materials and where they are found in the environment. **Covered x 1** Uses of Materials x 1 - Sci	**Skill** Name and describe the types, appearance and properties of rocks. **Covered x 3** Rocks, Relics and Rumbles x 3 - Geog	**Skill** a) Describe and explain the transportation of materials by rivers. **Covered x 1** Misty Mountain, Winding River x 1 - Geog b) Describe the properties of different	**Skill** Explain how the topography and soil type affect the location of different agricultural regions. **Covered x 1** Sow, Grow and Farm x 1 - Geog	**Skill** Explain how the presence of ice makes the polar oceans different to other oceans on Earth. **Covered x 1** Frozen Kingdoms x 1 - Geog

St Mary's C of E Primary Academy Folkestone

Geography Curriculum

					types of soil. **Covered x 1** Misty Mountain, Winding River x 1 - Geog		
			Core Knowledge Materials found in the environment can be natural (rock, stone, water, sand, soil, water and clay) and human-made (brick, glass, plastic and concrete). Natural and human-made materials are used to make human features.	**Core Knowledge** There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny.	**Core Knowledge** a) Rivers transport materials in four ways. a) Solution is when minerals are dissolved and carried in the water. a) Suspension is when fine, light material is carried. a) Saltation is when small pebbles and stones are carried along the riverbed. *Traction is when large boulders and rocks are rolled along the riverbed. b) The properties of soil include texture, structure, porosity, chemistry and colour. b) Loam is a soil type with roughly equal amounts of sand, silt and clay particles. b) Loam is good for plant growth.	**Core Knowledge** Farming is affected by the climate (typical weather), topography (shape of the land) and soil type of the farm's location.	**Core Knowledge** The polar oceans are significantly colder than other world oceans.
Nature	**Physical features**	**Skill** Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. **Covered x 2** Our Wonderful World x 1 - Geog Bright Lights, Big City x 1 - Geog	**Skill** Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. **Covered x 2** Coastline x 2 - Geog	**Skill** a) Describe the parts of a volcano or earthquake. **Covered x 3** Rocks, Relics and Rumbles x 3 - Geog b) Name and describe properties of the Earth's four layers. **Covered x 2** One Planet, Our World x 1 - Geog Rocks, Relics and Rumbles x 1 - Geog	**Skill** Identify, describe and explain the formation of different mountain types. **Covered x 1** Misty Mountain, Winding River x 1 - Geog	**Skill** Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. **Covered x 1** Sow, Grow and Farm x 1 - Geog	**Skill** Compare and describe physical features of polar landscapes. **Covered x 2** Frozen Kingdoms x 2 - Geog
		Core Knowledge Physical features are made by nature. They include hills, mountains, beaches and oceans.	**Core Knowledge** Physical features include beaches, stacks, cliffs, arches, rivers, lakes and woodland. A stack is a physical feature of a coastline. Stacks are formed when waves crash against the rocks of a cliff face. The force of the water causes the rocks to collapse, forming stacks.	**Core Knowledge** a) A volcano is a mountain or hill with an opening in the Earth's crust that allows magma, gas and ash to reach the surface. a) Volcanoes are either active, dormant or extinct. a) There are four main types of volcano: shield, stratovolcano, cinder cone and lava dome. a) The two types of volcanic eruption are effusive and explosive.	**Core Knowledge** Mountains are made when the Earth's tectonic plates push together, move apart or when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.	**Core Knowledge** North America is broadly categorised into six major biomes. These are the Tundra biome, Coniferous forest biome, Prairie biome, Deciduous forest biome, Desert biome, and the Tropical rainforest biome. South America includes a broad equatorial zone in the north to a narrow sub-Arctic zone in the south.	**Core Knowledge** The six main physical features of a polar landscape are: iceburg, glacier, mountain, ice field, tundra and boreal forest.

St Mary's C of E Primary Academy Folkestone

Geography Curriculum

				a) When an explosive eruption occurs hot air, ash and rocks rush downhill like an avalanche. This is called a pyroclastic flow and is extremely dangerous. b) The Earth is made of four different layers: inner core, outer core, mantle and crust.			
	Environment	**Skill** Describe how pollution and litter affect the local environment and school grounds. **Covered x 2** School Days x 2 - His	**Skill** Describe ways to improve the local environment. **Covered x 1** Let's Explore the World x 1 - Geog	**Skill** Identify the five major climate zones on Earth. **Covered x 1** One Planet, Our World x 1 - Geog	**Skill** Describe altitudinal zonation on mountains. **Covered x 1** Misty Mountain, Winding River x 1 - Geog	**Skill** Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics. **Covered x 4** Investigating Our World x 3 - Geog Sow, Grow and Farm x 1 - Geog	**Skill** Explain how climate change affects climate zones and biomes across the world. **Covered x 2** Our Changing World x 1 - Geog Frozen Kingdoms x 1 - Geog
		Core Knowledge Litter and pollution have a harmful effect on the areas where we live, work and play.	*Broad knowledge* The local environment can be improved by picking up litter, planting flowers and improving amenities.	**Core Knowledge** The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.	**Core Knowledge** The four altitudinal zones from highest to lowest are: glacier, tundra and meadow, coniferous and deciduous forest and subtropical rainforest.	**Core Knowledge** Climate zones are areas with distinct climates, weather patterns, latitude, plants and animals. Vegetation belts are areas where certain species of plant grow. Biomes are large areas that share similar climates, vegetation belts and animal species. They also include aquatic areas.	**Core Knowledge** Climate change effects the water, temperature, greenhouse gases and weather of a biome. The four main causes of climate change are: burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock. Climate change affects the water, temperature, greenhouse gases and weather of a biome. The four main causes of climate change are: burning fossil fuels, deforestation, overpopulation and rearing livestock.
	Sustainability	**Skill** Describe ways to protect natural environments, such as woodlands, hedgerows and meadows. **Covered x 1** Our Wonderful World x 1 - Geog	**Skill** Describe how human behaviour can be beneficial to local and global environments, now and in the longer term. **Covered x 4** Let's Explore the World x 1 - Geog Uses of Materials x 1 - Sci Animal Survival x 1 - Sci	**Skill** Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment. **Covered x 1** One Planet, Our World x 1 - Geog	**Skill** Describe how natural resources can be harnessed to create sustainable energy. **Covered x 2** Interconnected World x 1 - Geog Electrical Circuits and Conductors x 1 - Sci	**Skill** Identify and explain ways that people can improve the production of products without compromising the needs of future generations. **Covered x 1** Investigating Our World x 1 - Geog	**Skill** Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth. **Covered x 1** Our Changing World x 1 - Geog
		Core Knowledge People can protect the environment by preserving woodlands and hedgerows, recycling and getting rid of waste carefully.	**Core Knowledge** Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future.	**Core Knowledge** People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products.	**Core Knowledge** Renewable energy includes solar power, wind power, hydropower, geothermal energy and bioenergy. Humans use natural resources to make energy. Natural resources such as coal and oil cannot be replaced and are non-renewable.	**Core Knowledge** Sustainable manufacturing processes include reducing carbon footprint, using renewable energy and investigating new technologies.	**Core Knowledge** Natural resource management (NRM) aims to create sustainable ways of using land now and in the future.
Place and space	**World**	**Skill** Name and locate the world's seven continents and five oceans on a world	**Skill** Name and locate seas surrounding the UK, as well as seas, the five oceans and seven	**Skill** Locate countries and major cities in Europe (including Russia) on a world map.	**Skill** Locate the countries and major cities of North, Central and South America on a	**Skill** Name, locate and describe major world cities.	**Skill** Explain interconnections between two or more areas of the world.

St Mary's C of E Primary Academy Folkestone

Geography Curriculum

		map. **Covered x 1** Our Wonderful World x 1 - Geog	continents around the world on a world map or globe. **Covered x 2** Let's Explore the World x 1 - Geog Coastline x 1 - Geog	**Covered x 1** One Planet, Our World x 1 - Geog	world map, atlas or globe. **Covered x 3** Interconnected World x 3 - Geog	**Covered x 1** Investigating Our World x 1 - Geog	**Covered x 1** Britain at War x 1 - His
		Core Knowledge A continent is a very large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic, Atlantic, Indian, Pacific and Southern Ocean.	**Core Knowledge** An ocean is a large sea. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. Other world seas include the Black Sea, the Red Sea and the Caspian Sea.	**Core Knowledge** Europe is a continent in the Northern Hemisphere. It has over 50 countries, including transcontinental countries such as Russia. European countries include France, Greece, Italy, Romania and Russia.	**Core Knowledge** The North American continent includes the countries of: USA, Canada, Mexico as well as the Central American countries of: Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of: Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay. Major cities in Noth America include Washington and New York in the United States of America and Toronto in Canada. Major cities in central America include San José in Costa Rica, San Salvador in El Salvador and Managua in Nicaragua. Major cities in South America include Sao Paulo in Brazil, Buenos Aires in Argentina, Bogota in Colombia and Lima in Peru.	*Broad knowledge* Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia.	**Core Knowledge** The Axis Powers were led by Germany's Adolf Hitler. The Allied Powers were led by Great Britain's prime ministers Neville Chamberlain and then Winston Churchill.
	UK	**Skill** Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. **Covered x 3** Our Wonderful World x 1 - Geog Bright Lights, Big City x 2 - Geog	**Skill** Identify characteristics of the four countries and major cities of the UK. **Covered x 1** Let's Explore the World x 1 - Geog	**Skill** Name, locate and describe some major counties and cities in the UK. Identify the topography of an area of the UK using contour lines on a map. **Covered x 2** One Planet, Our World x 2 - Geog	**Skill** a) Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. **Covered x 2** Interconnected World x 1 - Geog Misty Mountain, Winding River x 1 - Geog b) Identify the topography of an area of the UK using contour lines on a map. **Covered x 2** Misty Mountain, Winding River x 2 - Geog	**Skill** Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features. **Covered x 1** Investigating Our World x 1 - Geog	**Skill** Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world. **Covered x 1** Our Changing World x 1 - Geog
		Core Knowledge The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. The capital city of England is London. The capital city of Northern Ireland is Belfast.	**Core Knowledge** England has many famous physical features, such as the White Cliffs of Dover in the south, Cheddar Gorge in the west and lakes and mountains in the Lake District. Northern Ireland has many famous physical features, including huge columns made of rock called the Giant's Causeway in the north and Lough Neagh, the largest lake in the United Kingdom.	**Core Knowledge** Counties in the UK include Yorkshire, Suffolk, Pembrokeshire, Inverness-shire and County Armagh. Cities in the UK include Edinburgh in Scotland, Belfast in Northern Ireland, St Davids in Wales and Birmingham, Manchester and London in England. Topography is the arrangement of the natural and artificial physical features of an area.	**Core Knowledge** a) There are four mountain ranges in the UK that are home to each country's highest mountain: Ben Nevis, in the Grampian Mountains, Scotland; Scafell Pike, in the Cumbrian Mountains, England; Yr Wyddfa, also known as Snowdon, in Eryri, also known as Snowdonia, Wales and Slieve Donard, in the Mourne Mountains, Northern Ireland. a) Significant mountain ranges of the UK include the Grampian Mountains,	**Core Knowledge** The relative distance between major cities of the UK including: North to south, Dundee to Plymouth 675km and Liverpool to London 300km; west to east, Belfast to Liverpool 225km, Cardiff to Birmingham 150km and Wolverhampton to Norwich 225km.	**Core Knowledge** Settlements can be rural or urban. Settlement patterns include linear, circular, Y-shaped, T-shaped and cross-shaped. Settlements can be compact or dispersed. A settlements can grow due to factors such as migration, the building of new facilities such as homes or universities and

St Mary's C of E Primary Academy Folkestone

Geography Curriculum

		The capital city of Scotland is Edinburgh. The capital city of Wales is Cardiff.	Scotland has many famous physical features, such as the extinct volcano Arthur's Seat in Edinburgh, and the lake Loch Lomond. Wales has many famous features including Mount Snowden and the River Severn.		Snowdonia and the Pennines. a) Significant rivers of the UK include the River Tay, the River Trent and the River Wye. a) Significant forests of the UK include the New Forest and Portglenone Forest. a) Islands of the United Kingdom include Lindisfarne and Orkney Islands. b) Topography is the arrangement of the natural and artificial physical features of an area.		new roads or transport links being made.
	Location	**Skill** Locate hot and cold areas of the world in relation to the equator. **Covered x 1** Our Wonderful World x 1 - Geog	**Skill** Locate the equator and the North and South Poles on a world map or globe. **Covered x 1** Let's Explore the World x 1 - Geog	**Skill** Locate significant places using latitude and longitude. **Covered x 3** One Planet, Our World x 1 - Geog Rocks, Relics and Rumbles x 2 - Geog	**Skill** Identify the location of the Tropics of Cancer and Capricorn on a world map. **Covered x 1** Interconnected World x 1 - Geog	**Skill** Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night). **Covered x 1** Investigating Our World x 1 - Geog	**Skill** Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). **Covered x 6** Our Changing World x 2 - Geog Frozen Kingdoms x 4 - Geog
		Core Knowledge The equator is an imaginary line around the middle of the Earth. Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator.	**Core Knowledge** The Northern Hemisphere is north of the equator and the Southern Hemisphere is south of the equator. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.	**Core Knowledge** Latitude is a coordinate that specifies the north or south position of a point on the surface of the Earth. Latitude is given as an angle that ranges from -90° at the south pole to 90° at the north pole, with 0° at the equator. Longitude is the distance east or west of the Prime Meridian.	**Core Knowledge** The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator. The tropics are regions of Earth that lie roughly in the middle of the globe between the Tropic of Cancer and the Tropic of Capricorn.	**Core Knowledge** The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.	**Core Knowledge** The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced. When the Earth tilts towards the Sun it create near-constant daylight, known as polar day or Midnight Sun. When the Earth tilts away from the Sun it creates near-constant darkness, known as polar night. Latitude and longitude help identify locations in relation to the equator and the Prime Meridian. Latitude and longitude are measured in degrees. There are five major lines of latitude: Equator (0°), Tropic of Cancer (23.5°N), Tropic of Capricorn (23.5°S), Arctic Circle (66.5°N) and Antarctic Circle (66.5°S). The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other

St Mary's C of E Primary Academy Folkestone

Geography Curriculum

							longitudes are measured. The world is split into 24 meridians 15° apart because there is 24 hours in a day and 360° in one rotation. The times are calculated from GMT. Times to the east of the Prime Meridian are ahead of GMT (GMT+), times to the west are behind GMT (GMT-).
	Position	**Skill** Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. **Covered x 5** Our Wonderful World x 2 - Geog Bright Lights, Big City x 3 - Geog	**Skill** Use simple compass directions to describe the location of features or a route on a map. **Covered x 3** Let's Explore the World x 1 - Geog Coastline x 2 - Geog	**Skill** Use the eight points of a compass to locate a geographical feature or place on a map. **Covered x 2** One Planet, Our World x 1 - Geog Rocks, Relics and Rumbles x 1 - Geog	**Skill** Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map. **Covered x 1** Interconnected World x 1 - Geog	**Skill** Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. **Covered x 4** Investigating Our World x 2 - Geog Sow, Grow and Farm x 2 - Geog	**Skill** Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. **Covered x 1** Our Changing World x 1 - Geog
		Core Knowledge A location is a place or the position of something. Direction is the way you travel to get somewhere.	**Core Knowledge** A compass is an instrument that is used for finding a direction. The four cardinal points on a compass are north, south, east and west.	**Core Knowledge** The four intercardinal points on a compass are north-east, south-east, south-west and north-west.	**Core Knowledge** The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW).	**Core Knowledge** Cardinal and intercardinal compass points can be used to describe the relationship of features to each other.	**Core Knowledge** Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.
	Maps	**Skill** Draw or read a simple picture map. **Covered x 3** Our Wonderful World x 1 - Geog Bright Lights, Big City x 1 - Geog School Days x 1 - His	**Skill** Draw or read a range of simple maps that use symbols and a key. **Covered x 6** Let's Explore the World x 1 - Geog Coastline x 4 - Geog Magnificent Monarchs x 1 - His	**Skill** Use four-figure grid references to describe the location of objects and places on a simple map. **Covered x 1** One Planet, Our World x 1 - Geog	**Skill** Use four or six-figure grid references and keys to describe the location of objects and places on a map. **Covered x 5** Interconnected World x 2 - Geog Misty Mountain, Winding River x 3 - Geog	**Skill** Identify elevated areas, depressions and river basins on a relief map. **Covered x 1** Investigating Our World x 1 - Geog	**Skill** Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. **Covered x 1** Our Changing World x 1 - Geog
		Core Knowledge A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.	**Core Knowledge** Maps help people to plan a route from one place to another and to identify and locate physical and human features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.	**Core Knowledge** A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map.	**Core Knowledge** In a four-figure grid reference, the two digit eastings come first, followed by the two digit northings. A four-figure grid reference locates a square on a map. A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the	**Core Knowledge** The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat.	**Core Knowledge** Ordnance survey maps use four and six grid references to locate a feature or place. Contour lines join points of equal height above sea level and show an area's terrain. Ordnance Survey symbols are used to represent different features on the landscape. This includes buildings, roads, rivers, lakes and forests. Understanding these symbols is essential for reading and using Ordnance Survey maps effectively.

St Mary's C of E Primary Academy Folkestone

Geography Curriculum

					northing and are found up both sides of a map.		
Comparison	**Compare and contrast**	**Skill** Identify the similarities and differences between two places. **Covered x 2** Our Wonderful World x 1 - Geog Bright Lights, Big City x 1 - Geog	**Skill** Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. **Covered x 1** Let's Explore the World x 1 - Geog	**Skill** Classify, compare and contrast different types of geographical feature. **Covered x 2** One Planet, Our World x 1 - Geog Rocks, Relics and Rumbles x 1 - Geog	**Skill** Describe and compare aspects of physical features. **Covered x 3** Misty Mountain, Winding River x 3 - Geog	**Skill** Identify and describe the similarities and differences in physical and human geography between continents. **Covered x 1** Investigating Our World x 1 - Geog	**Skill** Describe the climatic similarities and differences between two regions. **Covered x 3** Frozen Kingdoms x 3 - Geog
		Core Knowledge Hot places are close to the equator and cold places are far away from the equator. Kuala Lumpur is the capital city of Malaysia. Similarities between Kuala Lumpur and London are that both cities have a river and a zoo. Differences between Kuala Lumper and London include Kuala Lumpur having a monorail while London has overground and underground trains.	**Core Knowledge** Somalia is a country on the east coast of Africa. The equator crosses through Somalia, so the climate is very hot and dry. Like the UK, Somalia has four seasons. The capital city of Somalia is called Mogadishu.	**Core Knowledge** A volcano is a physical feature, typically a conical mountain or hill, that has a crater or vent through which lava, rock fragments, hot vapour, and gas erupt or have erupted. A volcano can be active, dormant or extinct.	**Core Knowledge** A river is a body of water that flows downhill, usually to the sea. The place where a river starts is called the source. Tributaries are small rivers or streams that flow into larger rivers or lakes. The place where a river flows into the sea is called the mouth. A mountain is a natural elevation of the Earth's surface, rising to a summit. Mountains have an elevation greater than that of a hill, usually greater than 610m.	**Core Knowledge** The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate.	**Core Knowledge** Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures. Antarctica is the coldest, windiest and driest place on Earth.
Significance	**Significant places**	**Skill** Name important buildings and places and explain their importance. **Covered x 2** Bright Lights, Big City x 2 - Geog	**Skill** Name, locate and explain the significance of a place. **Covered x 4** Movers and Shakers x 1 - His Coastline x 1 - Geog Coastline x 2 - Geog	**Skill** Name and locate significant volcanoes and plate boundaries and explain why they are important. **Covered x 2** Rocks, Relics and Rumbles x 2 - Geog	**Skill** Name, locate and explain the importance of significant mountains or rivers. **Covered x 2** Misty Mountain, Winding River x 2 - Geog	**Skill** Identify some of the problems of farming in a developing country and report on ways in which these can be supported. **Covered x 1** Sow, Grow and Farm x 1 - Geog	**Skill** Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world. **Covered x 1** Our Changing World x 1 - Geog
		Core Knowledge Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past.	**Core Knowledge** Places can be significant because religious or historic events that have happened there in the past. A significant place is a location that is important to a community or society. Places can be significant because religious or historic events that have happened there in the past. Buckingham Palace in London and Balmoral Castle in Aberdeenshire are two significant royal residencies in the UK.	**Core Knowledge** The Ring of Fire is a large area around the Pacific Ocean where many earthquakes and volcanic eruptions occur. Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia.	**Core Knowledge** Significant world rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze. Significant mountain ranges of the world include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada.	**Core Knowledge** Developing countries such as Peru offer farming opportunities due to a tropical climate and rich soils but also face challenges such as lack of farming technology, labour shortages, fluctuating prices and transport issues.	**Core Knowledge** Countries worldwide trade with each other. They export and import goods, such as fossil fuels, metal ores and food. North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).

St Mary's C of E Primary Academy Folkestone

Geography Curriculum

Change	**Geographical change**	**Skill** Describe how a place or geographical feature has changed over time. **Covered x 2** Childhood x 1 - His School Days x 1 - His	**Skill** Describe how an environment has or might change over time. **Covered x 2** Coastline x 2 - Geog	**Skill** a) Describe how a significant geographical activity has changed a landscape in the short or long term. **Covered x 3** Rocks, Relics and Rumbles x 3 - Geog b) Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift). **Covered x 2** One Planet, Our World x 1 - Geog Rocks, Relics and Rumbles x 1 - Geog	**Skill** Explain how the physical processes of a river, sea or ocean have changed a landscape over time. **Covered x 2** Misty Mountain, Winding River x 2 - Geog	**Skill** Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy). **Covered x 2** Investigating Our World x 2 - Geog	**Skill** Present a detailed account of how an industry, including tourism, has changed a place or landscape over time. **Covered x 1** Frozen Kingdoms x 1 - Geog
		Core Knowledge Geographical features such as roads and towns can change over time.	**Core Knowledge** A place can change over time due to human activity such as house building, new industries and tourism. Erosion can cause the change over time to an environment or place. Erosion is a physical process. Erosion is caused by wind and water, including waves, floods, rivers and rainfall.	**Core Knowledge** a) Volcanic eruptions are an example of significant geographical activity and can destroy habitats, homes and businesses and can change the landscape. a) Earthquakes are an example of significant geographical activity and can destroy habitats, homes and businesses and can change the landscape. a) Short-term problems from earthquakes or volcanoes include fear, injury from falling debris and loss of personal items. a) Long-term problems include loss of homes, lack of water and sanitation, damaged roads and transport networks and loss of jobs and services. b) Convergent tectonic plates push together. Divergent tectonic plates pull apart. Transform tectonic plates slide past each other. b) The crust of the Earth is divided into tectonic plates that move. b) Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes, valleys and earthquakes.	**Core Knowledge** Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation.	**Core Knowledge** Settlement hierarchy is a way of grouping and ranking settlements according to their type, significance, number and size. A hamlet is at the bottom of the hierarchy and a capital city at the top.	**Core Knowledge** Tourism has had an environmental, social and economic impact on many regions and countries.

St Mary's C of E Primary Academy Folkestone

Geography Curriculum

Vocabulary	aerial photograph, atlas, capital city, city, compass, continent, country, equator, hedgerow, human feature, key, location, map, meadow, North Pole, Northern Hemisphere, ocean, physical feature, settlement, South Pole, Southern Hemisphere, symbol, town, village, woodland aerial view, autumn, capital city, city, coastline, country, forest, hill, human feature, island, lake, landmark, monument, mountain, physical feature, river, route, season, settlement, skyscraper, spring, statue, summer, weather, winter	atlas, capital city, climate, compass, continent, country, data, equator, globe, human feature, key, landfill, map, North Pole, Northern Hemisphere, ocean, physical feature, population, recycle, sea, South Pole, Southern Hemisphere, sustainability, symbol, temperate arch, atlas, bay, beach, cave, cliff, coastguard, coastline, compass, erosion, harbour, human feature, key, lifeboat, lighthouse, map, ocean, physical feature, pier, route, sea, sea wall, symbol	capital city, carbon footprint, cardinal point, city, climate, climate zone, compass, continent, continental drift, country, county, crust, earthquake, easting, equator, four-figure grid reference, human feature, inner core, intercardinal point, latitude, longitude, magma, mantle, molten, northing, outer core, physical feature, plate boundary, Prime Meridian, rural, tectonic plate, town, urban, village, volcano active volcano, cinder cone volcano, continental crust, continental drift, convergent plate boundary, crater, crust, divergent plate boundary, dormant volcano, earthquake, effusive eruption, epicentre, equator, explosive eruption, extinct volcano, focus, fossil, igneous rock, inner core, latitude, lava, lava dome volcano, longitude, magma, mantle, metamorphic rock, molten, oceanic crust, outer core, palaeontology, plate boundary, Prime Meridian, pyroclastic flow, Richter scale, sedimentary rock, seismic wave, shield volcano, stratovolcano, tectonic plate, transform plate boundary, tremor, tsunami, volcano, volcanology	atlas, canal, cardinal point, climate, compass, continent, desert climate, direction, Earth, equator, four-figure grid reference, human feature, map, physical feature, polar climate, six-figure grid reference, temperate climate, tropical climate, United Kingdom, world altitude, altitudinal zone, base, collection, contour line, dome mountain, downstream, elevation, erosion, estuary, evaporation, fault-block mountain, floodplain, fold mountain, groundwater, habitat, interlocking spurs, lake, lower course, meander, middle course, mountain, mouth, peak, plateau mountain, ridge, rill, river, riverbed, sediment, slope, source, spring, stream, topography, transportation, upper course, valley, volcanic mountain, V-shaped valley, water cycle, water vapour, waterfall	aquatic, biodiversity, biome, climate, climate zone, contour line, desert, ecosystem, equator, forest, grassland, Greenwich Mean Time (GMT), hamlet, line of latitude, line of longitude, motorway, Ordnance Survey map, population density, Prime Meridian, savannah, scale, settlement, temperate, time zone, tropical, Tropic of Cancer, Tropic of Capricorn, tundra, vegetation belt agriculture, allotment, arable farming, biome, carbon footprint, climate, climate change, climate zone, contour line, cultivate, desert zone, fertiliser, food miles, greenhouse gas, irrigation, Mediterranean zone, mixed farming, monoculture, mountain zone, pastoral farming, pesticide, polar zone, seasonality, temperate zone, topography, tropical zone	Antarctic Circle, Arctic Circle, climate, change, contour line, cyclone, equator, export, farming, fossil fuel, four-figure grid reference, global warming, Greenwich Mean Time (GMT), hurricane, import, industry, line of latitude, line of longitude, manufacturing, map scale, map symbol, natural resources Northern Hemisphere, ore, Prime Meridian, scale ratio, settlement, six-figure grid reference, Southern Hemisphere, time zone, Tropic of Cancer, Tropic of Capricorn Antarctic Circle, Antarctica, Arctic Circle, Arctic region, boreal forest, carbon footprint, climate, climate change, crevasse, equator, glacier, global warming, greenhouse effect, ice field, ice sheet, ice shelf, iceberg, indigenous, line of latitude, line of longitude, native, North Pole, Northern Hemisphere, permafrost, polar day, polar night, precipitation, Prime Meridian, South Pole, Southern Hemisphere, topography, tourism, Tropic of Cancer, Tropic of Capricorn, tundra
Significant people	Thomas Farriner (Y1 Bright Lights, Big City) King Charles II (Y1 Bright Lights, Big City)	James Cook, British explorer (Y2 Coastline)	Giuseppe Fiorelli, Italian archaeologist (Y3 Rocks, Relics and Rumbles) *Mary Anning, British palaeontologist (Y3 Rocks, Relics and Rumbles)*			**Significant People Studied:** **Ernest Shackleton, British explorer (Y6 Frozen Kingdoms)** **James Cook, British explorer (Y6 Frozen Kingdoms)** **Roald Amundsen, Norwegian explorer (Y6 Frozen Kingdoms)** **Robert Falcon Scott, British explorer (Y6 Frozen Kingdoms)** **Other People mentioned:** Adrien de Gerlache, Belgian explorer (Y6 Frozen Kingdoms) Edgar Evans, British explorer (Y6 Frozen Kingdoms) Edward Bransfield, Irish sailor (Y6 Frozen Kingdoms) Edward Wilson, British explorer and ornithologist (Y6 Frozen Kingdoms) Fabian Gottlieb von Bellingshausen, German/Russian explorer (Y6 Frozen Kingdoms) Henry Bowers, British explorer (Y6 Frozen Kingdoms) James Clark Ross, British explorer (Y6 Frozen Kingdoms) James Weddell, British sailor (Y6 Frozen Kingdoms) Lawrence Oates, British explorer (Y6 Frozen Kingdoms)

St Mary's C of E Primary Academy Folkestone

Geography Curriculum

						Nathaniel Palmer, American explorer and seal hunter (Y6 Frozen Kingdoms)
By the end of the Year, children will be able to:	Name and describe the purpose of human features and landmarks. Identify the characteristics of a settlement, EG, houses, shops. Identify patters in and describe seasonal weather changes. Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity. Use simple observational skills to collect data in fieldwork and study the characteristics and geography of the school and its grounds. Identify features and landmarks on an aerial photograph or plan perspective. Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. Describe how pollution and litter affect the local environment and school grounds. Describe ways to protect natural environments, such as woodlands, hedgerows and meadows. Name and locate the world's seven continents and five oceans on a world map. Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. Identify the UK on a world map. Locate hot and cold areas of the world in relation to the equator. Use simple locational and directional language (e.g., near and far; left and right) to describe the location of features in relation to each other. Draw or read a simple picture map. Name, describe and identify similarities and differences between two places. Name important building s and places and	Use geographical vocabulary to describe how and why people use a range of human features. Describe the size, location and function of a local industry. Describe simple weather patterns of hot and cold places. Describe, in simple terms, the effects of erosion. Study aerial photographs to describe the features and characteristics of an area of land. Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. Describe the properties of natural and human-made materials and where they are found in the environment. Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. Describe ways to improve the local environment. Describe how human behaviour can be beneficial to local and global environments, now and in the longer term. Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. Identify characteristics of the four countries and major cities of the UK. Locate the equator and the North and South Poles on a world map or globe. Use simple compass directions (North, East, South, West) to describe the location of features or a route on a map.	Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location. Describe the type and characteristics of settlement or land use in an area or region. Explain how the weather affects the use of urban and rural environments. Explain the physical processes that cause earthquakes and volcanic eruptions. Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. Analyse primary data, identifying any patterns observed. Gather evidence to answer a geographical question or enquiry. Name and describe the types, appearance and properties of rocks. Describe the parts of a volcano or earthquake. Name and describe properties of the Earth's four layers. Identify the five major climate zones on Earth. Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment. Locate countries and major cities in Europe (including Russia) on a world map. Name, locate and describe some major counties and cities in the UK. Locate significant places using latitude and longitude. Use the eight points of a compass to locate a geographical feature or place on a map. Use four-figure grid references to describe the location of objects and places on a simple map. Classify, compare and contrast different types of geographical feature.	Describe a range of human features and their location and describe how they are interconnected. Explain ways that settlements and use or water systems are used in the UK and other parts of the world. Explain climatic variations of a country or continent. Use specific geographical vocabulary and diagrams to explain the water cycle. Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. Investigate a geographical hypothesis using a range of fieldwork techniques. Describe and explain the transportation of materials by rivers. Describe the properties of different types of soil. Identify, describe and explain the formation of different mountain types. Describe altitudinal zonation on mountains. Describe how natural resources can be harnessed to create sustainable energy. Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. Identify the topography of an area of the UK using contour lines on a map. Identify the location of the Tropics of Cancer and Capricorn on a world map. Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.	Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. Describe in detail the different types of agricultural land use in the UK. Explain how the climate affects land use. Describe how soil fertility, drainage and climate affect agricultural land use. Analyse and compare a place, or places, using aerial photographs. atlases and maps. Summarise geographical data to draw conclusions. Construct or carry out a geographical enquiry by gathering and analysing a range of sources. Explain how the topography and soil type affect the location of different agricultural regions. Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics. Identify and explain ways that people can improve the production of products without compromising the needs of future generations. Name, locate and describe major world cities. Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features. Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night). Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.	Explain how humans function in the place they live, considering the impact of significant factors, such as the distribution of natural resources, culture and economic activity). Describe the distribution of natural resources in an area or country. Evaluate the extent to which climate and extreme weather affect how people live. Describe the physical processes, including weather, that affect two different locations. Use satellite imaging and maps of different scales to find out geographical information about a place. Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary. Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. Explain how the presence of ice makes the polar oceans different to other oceans on Earth. Compare and describe physical features of polar landscapes. Explain how climate change affects climate zones and biomes across the world. Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth. Explain interconnections between two or more areas of the world. Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world. Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and

St Mary's C of E Primary Academy Folkestone

Geography Curriculum

	explain their importance. Describe how a place or geographical feature has changed over time.	Draw or read a range of simple maps that use symbols and a key. Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. Name, locate and explain the significance of a place. Describe how an environment has or might change over time.	Name and locate significant volcanoes and plate boundaries and explain why they are important. Describe how a significant geographical activity has changed a landscape in the short or long term. Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).	Use four or six-figure grid references and keys to describe the location of objects and places on a map. Describe and compare aspects of physical features. Name, locate and explain the importance of significant mountains or rivers. Explain how the physical processes of a river, sea or ocean have changed a landscape over time.	Identify elevated areas, depressions and river basins on a relief map. Identify and describe the similarities and differences in physical and human geography between continents. Identify some of the problems of farming in a developing country and report on ways in which these can be supported. Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).	Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. Describe the climatic similarities and differences between two regions. Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world. Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.