

Geography overview - 2014 Curriculum

| | Autumn | Spring | Summer |
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| Year 1 | <p>Local Area:</p> <ul style="list-style-type: none"> Use simple field work and observational skills to study the geography of their school, its grounds and key human and physical features of its surrounding environment. Map reading and drawing using a simple key and symbols. Identify British Isles and Capital cities. | <p>Weather:</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans. | <p>UK Localities:</p> <ul style="list-style-type: none"> Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas. |
| Year 2 | <p>Struay:</p> <ul style="list-style-type: none"> To look at and identify areas of a British Isles map, locating Scotland, Wales, England and Northern Ireland and knowing capital cities and other landmarks. To know the Seas surrounding British Isles. To study the physical and human geography of Struay and compare it to where we live. | <p>Mexico:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans. | <p>Seaside Holiday: Brighton</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas. 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. |
| Year 3 | <p>Weather:</p> <ul style="list-style-type: none"> To identify different weather patterns and climates. To use maps and atlases to locate continents and to use this information in relation to the equator to identify climate patterns. To have an understanding of the way of life in different weather climates to our own. | <p>Europe:</p> <ul style="list-style-type: none"> Locate the world's countries, focusing on Europe. Look at their environmental regions, key physical and human characteristics, countries and major cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | <p>Jamaica:</p> <ul style="list-style-type: none"> To locate different countries and continents using maps, atlases and globes. To locate Jamaica and have an understanding of its basic geography. To compare and contrast physical and human geography to where we live. |

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| Year 4 | <p>Settlements and Mapping:</p> <ul style="list-style-type: none"> • Learning about human geography including types of settlements and land use, economic activity including trade links. • Look at Ordnance Survey maps. • Name and locate counties and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features including hills, mountains, coasts and rivers and land use patterns. • Understand how some of these aspects have changed over time | <p>Philippines:</p> <ul style="list-style-type: none"> • To research and learn about climate zones, biomes and vegetation belts, rivers and mountains. • To compare and contrast physical and human geography to where we live. | <p>Frozen Planet:</p> <ul style="list-style-type: none"> • 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). |
| Year 5 | <p>Europe - Iceland:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country. | | <p>Compass Skills:</p> <ul style="list-style-type: none"> • Use the eight points of a compass, four and six-figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. |
| Year 6 | <p>North America:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North America/ South America. | <p>Physical Geography - Natural disasters:</p> | <p>Isle of Wight - Contrasting Locality:</p> |