

Geography long term plan

National Curriculum coverage

Additional content to support the GC

Key Themes				
Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Skills and Fieldwork
<p><u>Vocabulary which could relate to this theme</u></p> <p>Countries, continents, sea, North America, South America, Europe, Africa, Asia, Australia, and Antarctica, Pacific, Atlantic, Arctic, Indian, Southern, United Kingdom, England, Scotland, Northern Ireland, Republic of Ireland, Wales, London, Edinburgh, Cardiff, Belfast, Dublin, North Sea, Russia, countries of the world, Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic Circle, Prime/ Greenwich Meridian and time zones</p>	<p><u>Vocabulary which could relate to this theme</u></p> <p>Australia, Canada, Hong Kong, United Kingdom, Sahara Desert, Brazil, France, North/ South Shields, European countries, similarities and differences</p>	<p><u>Vocabulary which could relate to this theme</u></p> <p>City, town, village, factory, farm, house, office, port, harbour and shop, hot and cold areas, settlement and land use, economic activity including trade links, distribution, natural resources, energy, food, minerals and water</p>	<p><u>Vocabulary which could relate to this theme</u></p> <p>Seasonal, weather patterns, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, hot and cold areas, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</p>	<p><u>Vocabulary which could relate to this theme</u></p> <p>Map, globe, fieldwork, atlas, United Kingdom, countries, continents, compass, North, East, South, West, direction, near, far, left, right, aerial photographs, landmarks, human features, physical features, simple map, key, environment, four and six figure grid reference, sketch maps, plans, statistics, graph, technology and Ordnance survey maps</p>

Foundation stage

Guidance

People, Cultures and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

	Autumn	Spring	Summer
Reception	Identity and Diversity	Sustainable Development	Peace and Conflict
	<p><u>Unit: What is in my school environment?</u></p> <p><u>Supplementary Questions/ Content</u> Immediate environment - observation, discussion, stories, non-fiction texts and maps. Discuss the weather and changes within it (visit to the wildlife area weekly during forest school.) Know the immediate surroundings of the school. Describe the local environment using simple geographical vocabulary (street, house, forest, school)</p> <p><u>Core concepts:</u> Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork</p>	<p><u>Unit: The Polar Bears Home</u></p> <p><u>Supplementary Questions/ Content</u> Polar regions <i>Why might the polar bears need our help?</i> Explore books from around the world. Look at maps/atlasses/ globes and recognise places on them. Discuss similarities and differences between environments (Polar/Antarctica and own). <u>Core concepts:</u> Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork</p> <p><u>Unit: MITNE week</u> Local environment (farming) Using a map to plan a route Understand that Belsay is in England/UK</p>	<p><u>Unit: My Journey To School</u></p> <p><u>Supplementary Questions/ Content</u> <i>Why are maps helpful?</i> Look at and create maps (journeys) - made up, e.g. Fairytales and real (school). Aerial photographs. Landmarks - Physical/Human. Discuss similarities and differences between environments (fiction or non-fiction).</p> <p><u>Core concepts:</u> Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork</p>

		<u>Core concepts:</u> Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork	
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Key Stage 1

National Curriculum objectives

Locational Knowledge

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

- 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

Human and Physical Geography

- 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
- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, , including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Skills and Fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- 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
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Guidance

Children should:

- Develop knowledge about the world, United Kingdom and their locality.
- Understand basic subject specific vocabulary in relation to human and physical geography.
- Begin to use geographical skills, including first hand observation, to enhance locational awareness.

Cycle A	Power and Governance	Sustainable development	Peace and conflict
	<p><u>Unit: How has London changed since 1666?</u></p> <p><u>Supplementary Questions/ Content</u> Which countries make up the United Kingdom? (recap and including customs, capital cities and symbols) Which seas surround the UK? (recap) Where is London? How have maps of London changed since 1666? (Compare 1666 and 2022) Where are the locations of London landmarks? What are the key features of a map?</p> <p><u>National Curriculum objective</u></p> <ul style="list-style-type: none"> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - 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 - Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - Key human features, , including: city, town, village, factory, farm, 	<p><u>Unit: Why does Australia have a different climate to the UK?</u></p> <p><u>Supplementary Questions/ Content</u> Where is Australia on a map? What is the difference between a country and a continent? How do Australia and the UK compare? What is the weather like in the UK and Australia? What/ Where is the equator? Where are the Northern and Southern Hemispheres? How much does it rain in the UK? How is the weather recorded? How much rain falls in Ponteland in one week? Are there any differences or similarities between landforms in London and Sydney? How would I get to Australia and what would I see?</p> <p><u>National Curriculum objective</u></p> <ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans - 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 - 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 - Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - Key physical features, including: 	<p><u>Unit: Changes to maps over time (then and now)</u></p> <p><u>Supplementary Questions/ Content</u> What are the key features of rural and urban areas? Where were children evacuated to and why? What did London look like in WWII compared to now? <u>Skills-</u> London focus with WWII Aerial photographs Newcastle in WWII - maps What is in my local area? Compass Directions Making maps of the local area Rural and Urban areas Fieldwork in local area</p> <p><u>National Curriculum objective</u></p> <ul style="list-style-type: none"> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - Key human features, , including: city, town, village, factory, farm, house, office, port, harbour and shop - 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 <p><u>Key Vocabulary</u> United Kingdom, England, London, human/ physical features, river,</p>

	<p>house, office, port, harbour and shop</p> <p>Key Vocabulary United Kingdom, England, London, human/ physical features, river, landmark, city, north, east, south, west, key</p> <p>Core concepts: Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork</p> <p>Countries/ Continents covered: - UK (London focus)</p>	<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Key Vocabulary United Kingdom, England, London, human/ physical features, river, landmark, city, north, east, south, west, key, Australia, Sydney, country, continent, climate, hot, seasonal, equator</p> <p>Core concepts: Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork</p> <p>Countries/ Continents covered: - Australia (Sydney) - UK (London)</p>	<p>landmark, city, north, east, south, west, key, then, now, Northumberland, Newcastle, Durham, county</p> <p>Core concepts: Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork</p> <p>Countries/ Continents covered: - UK (London/ North East focus)</p>
Cycle B	Identity and Diversity	Social Justice	Globalisation and Interdependence
	<p>Unit: What is the geography of where I live like? <i>British Isles focus</i></p> <p>Supplementary Questions/ Content Where is Britain and the 4 countries of the UK and the surrounding seas? What are the capital cities of the UK? What are human and physical features? How does Newcastle's physical and human features compare to Edinburgh? How do buildings compare?</p>	<p>Unit: Why does it matter where my food comes from? <i>Map focus</i></p> <p>Supplementary Questions/ Content What is fairtrade? Where does my food come from? Map work - drawing maps and reading maps What is an aerial photograph? What is a continent? What is an ocean? How are places linked?</p>	<p>Unit: Continents and Oceans</p> <p>Supplementary Questions/ Content Where is Canada and what human and physical features are there? How many continents and oceans are there? Which continents are hot and cold? How does Asia and Antarctica compare?</p> <p>National Curriculum objective - Name and locate the world's seven continents and five oceans</p>

What does my journey to school look like?

National Curriculum objective

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Key Vocabulary

United Kingdom, England, Scotland, Wales, Northern Ireland, human/physical features, Edinburgh, London, Cardiff, Belfast

Core concepts: Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork

Countries/ Continents covered:

- UK (also Ponteland)

How is India's climate different to the UK?

How are India's physical and human features different to the UK?

How is food sent overseas?

National Curriculum objective

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- 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
- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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

Key Vocabulary

United Kingdom, England, India, tea, similarities, differences, settlements, economic activity, climate, human/physical features, country, continent

- 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
- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Key Vocabulary

Antarctica, Asia, climate, hot, dry, cold, wet, tropical, continent, ocean, human/physical features

Core concepts: Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork

Countries/ Continents covered:

- UK/ Canada (comparing)
- Antarctica (conservation)
- Asia (tropical climate)

		<p>Core concepts: Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork</p> <p>Countries/ Continents covered:</p> <ul style="list-style-type: none">- India- UK	
		<p><u>Unit: MITNE week</u></p> <p>Bridges and local landmarks</p> <p><u>Key Vocabulary</u></p> <p>Tyne Bridge, Millennium Bridge, Angel of the North, St James Park, construction, Gateshead, Newcastle, landmark, structure</p> <p>Core concepts: Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork</p>	

Lower Key Stage 2

National Curriculum objectives

Locational Knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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)

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and Physical Geography

- Describe and understand key aspects of:
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human

Guidance

Children should:

- Extend their knowledge and understanding beyond the local area (including the UK, Europe, North and South America)
- Name the location and characteristics of a range of the world's most significant human and physical features.
- Develop geographical knowledge, understanding and skills to enhance locational and place knowledge.

and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Cycle A	Peace and Conflict	Sustainable development	Globalisation and interdependence
	<p><u>Unit: What are the main countries of Europe?</u></p> <p><u>Supplementary Questions/ Content</u> Exploring maps Locating countries of Europe (must include Italy & Greece) Drawing simple keys Use eight points of a compass to locate European countries Use four figure grid references to locate (Italy focus) Routes for trade Name and locate countries on a map Compare and contrast rivers in Europe Compare and contrast with the Nile (links with history)</p> <p><u>National Curriculum objective</u></p> <ul style="list-style-type: none"> - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge 	<p><u>Unit: Why are jungles so wet?</u></p> <p><u>Supplementary Questions/ Content</u> Compare world climates with a focus on Brazil and UK Cultures Identify parts of a river (River Thames/ Amazon River) Land use Comparing statistics (e.g. rainfall & temperature) Water cycle</p> <p><u>National Curriculum objective</u></p> <ul style="list-style-type: none"> - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the 	<p><u>Unit: What is the impact of the environment on human activity?</u></p> <p><u>Supplementary Questions/ Content</u> Why do refugees/migrants have to move? Impact of climate change in Africa Physical features Flooding/ Droughts in Somalia/ Cyclones Comparing refugees in European countries and reasons for their displacement</p> <p><u>National Curriculum objective</u></p> <ul style="list-style-type: none"> - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - Use maps, atlases, globes and digital/computer mapping to locate

of the United Kingdom and the wider world

Key Vocabulary

Europe, country, continent, physical features, river, grid reference, coordinates, landmarks, climate, map, similarities, differences, Nile

Core concepts: Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork

Countries/ Continents covered:

- Countries in Europe
- Italy
- Greece

Prime/Greenwich Meridian and time zones (including day and night)

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Describe and understand key aspects of:
 - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key Vocabulary

Brazil, UK, jungle, season, climate, river, Amazon, Amazon river, River Thames, river basin, equator, South America, tropical, southern hemisphere, hot, wet, map, globe, land use

Core concepts: Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork

Countries/ Continents covered:

- Brazil (Amazon focus)
- UK (London focus)

countries and describe features studied

Key Vocabulary

Africa, Somalia, drought, flooding, cyclones, environment, refugee, physical features, human features, displacement, climate change

Core concepts: Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork

Countries/ Continents covered:

- Africa (broad focus and also Somalia)
- European countries

Cycle B	Social Justice and Equity	Identity and Diversity	Sustainable development
	<p><u>Unit: What is the relationship between Anglo-Saxon settlement and land use, then and now?</u></p> <p><u>Supplementary Questions/ Content</u> What is a settlement? How have settlements changed? Compare Anglo-Saxon maps with UK map now (counties focus) Anglo-Saxon relocation/ settlements in Scandinavia, Germany and the Netherlands Identify human/ physical features and land use needs/ mountain ranges Draw maps of local places, including sketches from field work (visit Anglo Saxon Farm and Village Museum - Jarrow Hall)</p> <p><u>National Curriculum objective</u></p> <ul style="list-style-type: none"> - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Describe and understand key aspects of: 	<p><u>Unit: Why/ How is Belsay changing?</u></p> <p><u>Supplementary Questions/ Content</u> Fieldwork - walk around Belsay river Features of River in Belsay. Find longest and shortest routes using a map Field sketches Comparing old maps of area to new</p> <p><u>National Curriculum objective</u></p> <ul style="list-style-type: none"> - 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 - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p><u>Key Vocabulary</u></p>	<p><u>Unit: How do extreme events impact the environment?</u></p> <p><u>Supplementary Questions/ Content</u> Making graphs Comparing data Extreme locations Latitude and longitude Flooding (North West England/ India) Hurricanes (South USA) Mount Everest Mountains & volcanoes Tectonic plates</p> <p><u>National Curriculum objective</u></p> <ul style="list-style-type: none"> - Describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p><u>Key Vocabulary</u> Europe, Asia, India, North West England, USA, The Ganges, tectonic plates,</p>

	<ul style="list-style-type: none"> - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p><u>Key Vocabulary</u> United Kingdom, map, then and now, settlement, land use, river, natural resources, counties, change, similarities</p> <p><u>Core concepts:</u> Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork</p> <p><u>Countries/ Continents covered:</u> - Scandinavia/ Germany/ Netherlands - United Kingdom</p>	United Kingdom, England, North East, Belsay, observe, record, maps, old, new, river, features <p><u>Core concepts:</u> Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork</p> <p><u>Countries/ Continents covered:</u> - United Kingdom (Ponteland)</p>	extreme events, cyclones, hurricane, volcano, eruption, location, Mount Everest, data, graph, observation <p><u>Core concepts:</u> Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork</p> <p><u>Countries/ Continents covered:</u> - USA (South) - India - UK (North East England, Morpeth)</p>
			<p><u>Unit: Why is fairtrade fair?</u></p> <p><u>Supplementary Questions/ Content</u> How does fairtrade work? Finding Fairtrade countries Tropics & equator Farm to fork</p> <p><u>National Curriculum objective</u> - Locate the world's countries, using</p>

maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- Describe and understand key aspects of:
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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
- 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)

Key Vocabulary

Africa, Ghana, fairtrade, economic activity, food, climate, vegetation, tropics, equator, tropics of Cancer and Capricorn

Core concepts: Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork

Countries/ Continents covered:

- Africa (Ghana)

National Curriculum objectives

Locational Knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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)

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and Physical Geography

- Describe and understand key aspects of:
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods,

Guidance

Children should:

- Extend their knowledge and understanding beyond the local area (including the UK, Europe, North and South America)
- Name the location and characteristics of a range of the world's most significant human and physical features.
- Develop geographical knowledge, understanding and skills to enhance locational and place knowledge.

including sketch maps, plans and graphs, and digital technologies.

including sketch maps, plans and graphs, and digital technologies.			
Cycle A	Social Justice and Equity	Identity and Diversity	Globalisation and interdependence Power and Governance
	<p><u>Unit: Why do so many people live in megacities?</u></p> <p><u>Supplementary Questions/ Content</u> Features of a megacity Identifying megacities Comparing Brasilia, Baghdad and Milton Keynes Advantages and disadvantages of living in megacities Geographical similarities and differences</p> <p><u>National Curriculum objective</u></p> <ul style="list-style-type: none"> - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	<p><u>Unit: Why did the Maya leave their jungle cities?</u></p> <p><u>Supplementary Questions/ Content</u> Identify and locate where the Mayans lived Draw a map of Mesoamerica and locate key countries of current Central America in relation to Chichen Itza Human and physical changes (trade link changes, overpopulation, drought, environmental changes)</p> <p><u>National Curriculum objective</u></p> <ul style="list-style-type: none"> - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - 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 <p><u>Key Vocabulary</u></p>	<p><u>Unit: How are Russia and the UK similar/ different? (not covered due to ongoing Russia/Ukraine situation)</u></p> <p><u>(2022 - How are The Americas and the UK similar/ different?)</u></p> <p><u>Supplementary Questions/ Content</u> Location of Russia and the UK Time zones (11 time zones in Russia) Physical (topography)/ human features in UK and North and South America Landmarks Cultures Climates/ vegetation belts Economic activity Biomes (6 different biomes)</p> <p><u>National Curriculum objective</u></p> <ul style="list-style-type: none"> - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,

- Describe and understand key aspects of:
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

Key Vocabulary

Human and physical features, Brasilia, Baghdad, Milton Keynes, compare, contrast, megacity, climate, trade, settlement, space, country, continent, locate

Core concepts: Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork

Countries/ Continents covered:

South America (Brasilia)
Europe (UK, Milton Keynes)
Asia (Baghdad)

Central America, Maya, city, trade routes, overpopulation, environmental changes

Core concepts: Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork

Countries/ Continents covered:

Central America

mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

- 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)
- Describe and understand key aspects of:
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use 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

Key Vocabulary

United Kingdom, Russia, Europe, time zone, physical and human features, topography, mountains, climate, culture, map, location, similar, different

Core concepts: Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork

Countries/ Continents covered:

- Russia
- United Kingdom

Cycle B	Peace and Conflict	Sustainable development	Human rights
	<p><u>Unit: United Kingdom</u></p> <p><u>Supplementary Questions/ Content</u> Name and locate counties and cities of UK Look at geographical regions Identify human/ physical characteristics Topographical features Six figure grid references Compare and contrast changes over time</p> <p><u>National Curriculum objective</u></p> <ul style="list-style-type: none"> - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use 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 <p><u>Key Vocabulary</u> UK, counties, topographical features, hills, mountains, landmarks, coast, changes, six figure grid reference, OS map, key, symbol, evaluate, compare, contrast,</p>	<p><u>Unit: Our Impact On The Ocean</u></p> <p><u>Supplementary Questions/ Content</u> How many oceans are there? Ocean landmarks (Great Barrier Reef, Mariana trench, Red Sea, Mid-Atlantic Ridge). Name and locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Suggest how human activities can cause changes to environment and to the different views people hold Make a plausible case for environmental change Interpret other people’s arguments for change, analysing their viewpoints.</p> <p>Farming links:</p> <ul style="list-style-type: none"> • Are we overfishing our seas? <p><u>National Curriculum objective</u></p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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) - Use 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 <p><u>Key Vocabulary</u></p>	<p><u>Unit: France</u></p> <p><u>Supplementary Questions/ Content</u> Locate France on a map Environmental regions and main cities Human and physical characteristics Compare and contrast an area of France with an area of the UK Trade links with world Visit an area of France</p> <p><u>National Curriculum objective</u></p> <ul style="list-style-type: none"> - Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America - 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 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	<p><u>Core concepts:</u> Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork</p> <p>Countries/ Continents covered:</p> <ul style="list-style-type: none"> - UK - Counties in UK 	<p>Ocean, sea, lake, sustainability, compare, contrast, trench, polar, tropics, equator, Arctic/ Antarctic circle, marine, analyse, change, environment</p> <p><u>Core concepts:</u> Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork</p> <p>Countries/ Continents covered:</p> <ul style="list-style-type: none"> - Antarctica - Arctic 	<p>Key Vocabulary</p> <p>France, Europe, country, location, land use, landmark, transport, trade links, grid reference, map, human and physical features</p> <p><u>Core concepts:</u> Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork</p> <p>Countries/ Continents covered:</p> <ul style="list-style-type: none"> - Europe - France
		<p>MITNE Week</p> <p><u>Unit: How does the River Tyne change from source to sea?</u></p> <p><u>Supplementary Questions/ Content</u></p> <p>Locating River Tyne Features of a river from source to sea Gradient/ Valley/ Depth/ Width</p> <p><u>National Curriculum objective</u></p> <ul style="list-style-type: none"> - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - Describe and understand key aspects 	

		<p>of:</p> <ul style="list-style-type: none"> - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <p>Key Vocabulary Cumbria, Northumberland, Newcastle, North East England, River Tyne, source, sea, location, gradient, valley, depth, width</p> <p>Core concepts: Locational knowledge, place knowledge, human geography, physical geography, skills and fieldwork</p> <p>Countries/ Continents covered: - North East England (Cumbria, Northumberland, Newcastle)</p>	
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Geography through Made in the North East week		MITNE Book	Other
N	Farming		
R	Farming		
Y1	Bridges		
Y2	Inventions		
Y3	Castles including the Pele Tower		Land use/ suitability for

			building a castle
Y4	Transport with particular focus on Newcastle airport		
Y5	Mining		
Y6	Ship building		Port of the Tyne (access to the world through waters)

Local area	
R	MITNE (farming), immediate environment (school)
Y1	MITNE (bridges), Ponteland
Y2	Ponteland, Newcastle
Y3	MITNE (castles)
Y4	MITNE (transport), Changes in Ponteland
Y5	MITNE (mining), River Tyne
Y6	MITNE (ship building)

Geography of the UK	
R	England (understand it is in UK)
Y1	British Isles
Y2	London, Australia/London comparison, changes to maps over time (North East focus)
Y3	Brazil/ UK comparison
Y4	Anglo-Saxon settlement, Russia/ UK comparison, North East flooding
Y5	River Tyne, Milton Keynes

Y6	United Kingdom
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Geography of the world	
R	
Y1	India/ UK comparison, Continents and Oceans
Y2	Australia/UK comparison
Y3	European countries, Brazil, Africa (Somalia)
Y4	Russia, India, South USA
Y5	Central America, Brasilia, Baghdad
Y6	France, Antarctica, Arctic

Locational Knowledge	
N	<ul style="list-style-type: none"> • Comment and ask questions about the local environment using simple geographical vocabulary - e.g. street, house, forest, school • Talk about a place that they have been on holiday • Become aware of different environments e.g. the beach, the forest etc • With support, know that they have been to a place for a holiday
R	<ul style="list-style-type: none"> • Describe the local environment using simple geographical vocabulary - e.g. street, house, forest, school • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps • Know some similarities and differences between contrasting environments, drawing on their experiences and what has been read in class • Know that Ponteland is in England/UK
Y1	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas • Compare and contrast characteristics of England and South India • Name and locate the world's seven continents and five oceans
Y2	<ul style="list-style-type: none"> • Compare and contrast characteristics of the four countries of the United Kingdom and its surrounding seas, such as flags, cultural customs, traditions, symbols and capital cities

	<ul style="list-style-type: none"> • Name and locate the world's seven continents • Compare and contrast characteristics (climate/ landforms) of London and Sydney
Y3	<ul style="list-style-type: none"> • Locate the United Kingdom, Italy and Greece within Europe • Understand how land-use differs between countries (industrial - River Thames, agriculture - Amazon River)
Y4	<ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom • Understand how land use has changed over time and the impact of this • Identifying the physical and human characteristics of Russia and the UK and how they compare • Identify the position and significance of the Prime Meridian and the Tropics of Cancer and Capricorn
Y5	<ul style="list-style-type: none"> • Locate the River Tyne on a map of the UK • A comparative study of regions in Northern (Milton Keynes) and Southern Hemispheres (Brasilia, Baghdad), with a focus on urbanisation and how these aspects have changed over time
Y6	<ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, key topographical features of cities including London and three others that include a coastline, a river and hills • Identify the position and significance of Arctic and Antarctic Circle

Place Knowledge

N	<ul style="list-style-type: none"> • Look at simplified/pictorial maps of places • With an adult, draw simple maps. e.g. story map of Bear Hunt • Understand the school boundaries • Become aware of different environments e.g. the beach, the forest etc
R	<ul style="list-style-type: none"> • Look at and recognise places on maps, globes and atlases. • Draw simple plans and maps of a known area/made up place and talk about them • Use a given map to plan a route e.g. walk around Northumberlandia, walk to the park • Know the immediate surroundings of the school • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps • Know some similarities and differences between contrasting environments, drawing on their experiences and what has been read in class
Y1	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of the local area and another area in the United Kingdom
Y2	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and a contrasting Non-European country
Y3	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and a

	contrasting country from Europe, Asia, Africa and North/ South America
Y4	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and two contrasting countries from Europe, Asia, Africa and North/ South America
Y5	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and two contrasting countries in or beyond Europe and North/South America.
Y6	<ul style="list-style-type: none"> Understand geographical similarities and differences through locational comparative study.

Human and Physical Geography	
N	<ul style="list-style-type: none"> Comment and ask questions about the local environment using simple geographical vocabulary - e.g. street, house, forest, school Be aware of changes in weather
R	<ul style="list-style-type: none"> Describe the local environment using simple geographical vocabulary - e.g. street, house, forest, school Discuss the weather and the changes within it
Y1	<ul style="list-style-type: none"> Identify and observe seasonal changes and daily weather patterns in the United Kingdom Identify key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, park, season and weather Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour, playground, school and shop
Y2	<ul style="list-style-type: none"> Record and compare seasonal changes and daily weather patterns in the United Kingdom and Australia Identify and understand the significance of the equator on the world climate, including North and South Pole Compare and contrast key physical and human features of two contrasting areas
Y3	<ul style="list-style-type: none"> Describe and understand key aspects of the water cycle and the impact on human geography through distribution of natural resources Describe and understand key features of natural disasters
Y4	<ul style="list-style-type: none"> Describe and understand key aspects of climate zones, biomes and vegetation belts including tundra, temperate forest and taiga Consider how physical geography impacts on land use, trade links, economic activity and types of settlement Describe and understand key features of natural disasters
Y5	<ul style="list-style-type: none"> Describe and understand key aspects of rivers, including formation, features of a river, impact on human geography and sustainability Compare and contrast key physical and human features of at least two contrasting areas
Y6	<ul style="list-style-type: none"> In depth locational study to understand the significance of human activity on physical geography Consider the probable future and possible future if things remain unchanged Create potential solutions for a preferred future

Geographical Skills and Fieldwork	
N	<ul style="list-style-type: none"> ● Enjoy books about the world ● Explore the immediate environment ● Be aware of changes in weather
R	<ul style="list-style-type: none"> ● Explore books about the world ● Talk about and describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps ● Discuss the weather and the changes within it
Y1	<ul style="list-style-type: none"> ● Use simple locational and directional language, such as near, far, left, right, forwards and backwards to describe the location of features and routes on a map ● Use aerial photographs and maps with basic symbols to recognise landmarks of the local area such as schools, shops and parks ● Use simple fieldwork and observational skills to study the geographical features of their school and the local area, identifying the human and physical geography
Y2	<ul style="list-style-type: none"> ● Use simple compass directions, such as north, south, east and west to describe the location of features and routes on a map ● Use aerial photographs to devise a simple map and construct basic symbols in a key to recognise landmarks ● Use simple fieldwork and observational skills to compare the geography of their school and the local area with another area familiar to them, identifying the human and physical features
Y3	<ul style="list-style-type: none"> ● Use the eight points of a compass to describe the locational knowledge of the United Kingdom and the wider world ● Use maps, atlases and globes to locate countries and features studied
Y4	<ul style="list-style-type: none"> ● Use four figure grid references to describe the locational knowledge of the United Kingdom and the wider world ● Use maps, atlases and globes to locate countries and describe features studied
Y5	<ul style="list-style-type: none"> ● Use six figure grid references to build locational knowledge of the United Kingdom and the wider world ● Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, such as sketch maps, plans and graphs ● Use maps, atlases and globes to locate countries and describe and compare features studied
Y6	<ul style="list-style-type: none"> ● Use fieldwork to observe, measure, record and present the human and physical features of an area using digital technologies ● Use maps, digital maps, atlases and globes to locate countries and describe and compare features studied

How can I be a good geographer?	
N	<ul style="list-style-type: none"> ● Show curiosity about the world ● Ask meaningful questions
R	<ul style="list-style-type: none"> ● Show curiosity about the world ● Ask meaningful questions ● Describe where they live

	<ul style="list-style-type: none"> ● Articulate likes and dislikes about their immediate surroundings
Y1	<ul style="list-style-type: none"> ● Explain where they live and describe some of the physical features ● Identify what they like and don't like about their locality and give reasons why ● Answer some questions using different geographical resources ● Ask relevant geographical questions using a range of sources provided ● Show empathy towards a geographical event or issue and explain the impact on people or place
Y2	<ul style="list-style-type: none"> ● Label a diagram or photograph using some geographical vocabulary ● Describe a locality ● Identify key features of a locality by using a map ● Use a range of geographical evidence to make predictions ● Make comparisons between people and places and explain their reasons
Y3	<ul style="list-style-type: none"> ● Select geographical vocabulary independently to describe and compare localities ● Identify that localities may have similar and different characteristics ● Use and compare two maps explaining the purpose of each Collaboration matters ● Make geographical inferences through a variety of geographical sources ● Make links using prior knowledge and ask and answer geographical questions
Y4	<ul style="list-style-type: none"> ● Explain how a locality has changed over time with reference to physical features and human features ● Suggest different ways that a locality could be changed and improved ● Identify different views around a geographical issue and state their own view ● Research and collect information about people and places and present it e.g. a report, a poster, a brochure ● Ask questions, analyse a range of evidence and explain their findings based on a geographical source ● Identify geographical patterns and make connections
Y5	<ul style="list-style-type: none"> ● Identify the links between human and physical geography ● Make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features ● Explain views in relation to environmental change and geographical issues and compare these with the views of others ● Pose a geographical hypothesis using various sources to draw a conclusion ● Rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises ● Evaluate geographical information/ sources and draw appropriate conclusions
Y6	<ul style="list-style-type: none"> ● Explain the links between human and physical geographical processes and how these may affect the future ● Explain a range of geographical processes and the effects on people and places ● Make careful measurements (eg: rainfall, population, temperature, sea level) and input them into the appropriate form (eg: table, tally, graph) ● Present their research through self- selected representations E.g reports, leaflets, drama, art, multimedia ● Collect statistics about people and places from field work or research and analyse data looking for trends ● Interpret other people's arguments for change, analysing and evaluating their viewpoints