

Geography



End of Year Expectations

	Unit	National Curriculum Objectives	Key Knowledge	Enrichment
Year 6	Where would you place your self-sustaining settlement? Transport and Infrastructure Environment And sustainability Trade and industry Culture and Leisure	<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 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 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. 	<ul style="list-style-type: none"> ➤ To know that settlements have formed in specific places for specific geographical reasons. ➤ To know that settlements must be able to sustain themselves. ➤ To know that energy to run a settlement can be supplied in multiples ways, some sustainable, others not. ➤ To know that settlements need to develop an economy ➤ To know what an economy is and how it works. ➤ To know that economies can be created by trade. ➤ To know that not all economies need to be based around money/currency. ➤ To know that different housing is suitable for different environments and purposes. ➤ To know that once a settlement is a certain size, services need to be provided centrally. ➤ To know that culture and leisure are part of what makes a settlement an attractive place to live and pay into its economy 	To a piece of land to discuss and investigate how a settlement could form there (eg. Aylestone Meadows), a village to hypothesise about why a settlement formed there.
	How do I become a Cartographer? Transport and Infrastructure	<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) 	<ul style="list-style-type: none"> ➤ To know that a cartographer makes maps. ➤ To know that methods of producing maps have changed over time. ➤ To know that map accuracy can vary. ➤ To know that different types of maps include digital maps, google earth, satellite navigation systems, atlases, Ordnance survey maps, city maps, self-created direction sketches etc. 	Local area walk using a map

		<ul style="list-style-type: none"> ➤ 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, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> ➤ To know that contour lines tell us the shape of the land. ➤ To know that different symbols on the map mean different things. ➤ To know that maps have scales and know what this means. ➤ To know you can find specific areas on a map using grid references. ➤ To know how to use 6 figure maps references. ➤ To know that the Earth's rotation means that we live in different time zones. ➤ To know that we use Greenwich mean time. ➤ To know that the clocks change due to daylight saving 	
Year 5	<p>What is a biome?</p> <p>Environment and Sustainability</p>	<ul style="list-style-type: none"> ➤ describe and understand the key aspects of physical geography, including: biomes and vegetation belts. 	<ul style="list-style-type: none"> ➤ To know what a biome is and its features ➤ To give examples of different types of biomes (rainforests, tundras, grass/wetlands, deserts) and their features ➤ To identify key biomes on a map and know what countries they are in (the Amazon, the Sahara, the Arctic tundra?) ➤ To know the layers of the rainforest. ➤ To know the impact of different biomes on the global environment. ➤ To know the threats to different biomes (human and physical). ➤ To know what can survive/thrive in different biomes. 	Botanical Gardens
	<p>How is life different in Brazil?</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 	<ul style="list-style-type: none"> ➤ To know where the continent of South America is and what continents and countries neighbour it. ➤ To know key geographical features of South America (Pacific Ocean, Atlantic Ocean, Caribbean Sea, Andes, Amazon) 	Brazilian food

	<p>Trade and Industry</p> <p>Culture and Leisure</p>	<p>their environmental regions, key physical and human characteristics, countries, and major cities</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 United Kingdom, a region in a European country, and a region within North or South American ➤ 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. 	<ul style="list-style-type: none"> ➤ To be able to label a map of the countries of South America and know their capital cities and recognise their flags. ➤ To understand what a natural resource is and be able to tell what natural resources the UK has compared to South America. ➤ To understand the term economy. ➤ To recognise the difference between Brazil's economy and the UK's ➤ To understand what a favela is, why they exist and what it is like to live there. ➤ To understand how Brazil interacts with other countries through trade. ➤ To understand what is meant by fair trade and the implications that this has for producers in Brazil 	
<p>Year 4</p>	<p>What are mountains and how do humans interact with them?</p> <p>Environment and Sustainability</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 	<ul style="list-style-type: none"> ➤ To know why we have mountains ➤ To name and locate mountain ranges in the world ➤ To name the features of a mountain ➤ To state what people do in mountain ranges 	

		<ul style="list-style-type: none"> ➤ describe and understand the key features of mountains. 		
	<p>Why do people travel to Italy for their holiday?</p> <p>Culture and Leisure</p> <p>Environment and Sustainability</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 United Kingdom and a region in a European country, ➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ➤ 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. 	<ul style="list-style-type: none"> ➤ To know where Italy is located in Europe and what countries border it. ➤ To know that the Mediterranean consists of several seas. ➤ To know that the language spoken is Italian ➤ To know that the capital city is Rome ➤ To know what the flag looks like ➤ To know that the Alps are in the north and the Apennines run down the middle. ➤ To know features of Rome, Venice, Florence and Milan ➤ To know that tourists visit Italy for the weather, the beaches, the food, the culture (art and music) and the history ➤ To know what religions are followed in Italy ➤ To know what food are eaten, what they are made of and how important food is in Italian culture ➤ To know how life is different in Italy to here 	Pizza making
Year 3	<p>Why do we experience natural disasters?</p> <p>Environment and Sustainability</p>	<ul style="list-style-type: none"> ➤ Describe and understand key aspects of: physical geography of volcanoes and earthquakes ➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> ➤ To explain what causes a bushfire ➤ To be able to locate where bushfires may occur ➤ To explain how we prevent flooding ➤ To know the different types of flooding ➤ To explain what a hurricane is ➤ To locate where hurricanes may occur ➤ To explain how people may be able to survive them ➤ To explain the different layers of the earth ➤ To explain what tectonic plates are ➤ To explain how tectonic plates cause earthquakes ➤ To locate where earthquakes and volcanoes occur ➤ To explain what a volcano is ➤ To explain why people live near volcanoes ➤ To label the different parts of a volcano 	

	<p>How is the River Soar used?</p> <p>Transport and Infrastructure</p> <p>Trade and industry</p> <p>Environment and sustainability</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 of rivers ➤ 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. 	<ul style="list-style-type: none"> ➤ To be able to name and locate famous rivers in the world. ➤ To label features of a river and give definitions of the features too. ➤ To be able to state the differences between urban and rural. ➤ To state why people choose to live by a river. ➤ To locate the river soar on a map. ➤ To state where the river soar starts and ends. ➤ To know how the river soar is used. 	<p>Walk along the River Soar</p>
<p>Year 2</p>	<p>How can we help Scaredy Squirrel get home?</p> <p>Environment and sustainability</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 United Kingdom ➤ 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 	<ul style="list-style-type: none"> ➤ Locate where Leicester is in the UK ➤ Recall the 4 points on a compass ➤ Know where Western Park is ➤ How to create a map ➤ How to use a map accurately 	<p>Western Park</p>

		<p>use and construct basic symbols in a key</p> <ul style="list-style-type: none"> ➤ 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. 		
	<p>Would you prefer to live in England or Kenya?</p> <p>People, families and communities</p> <p>Culture and Leisure</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 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 areas of the world in relation to the Equator and the North and South Poles ➤ Use world maps, atlases and globes to identify 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 	<ul style="list-style-type: none"> ➤ To know the continents and oceans in the world ➤ To locate where Kenya is on the map ➤ To know what the weather is like in Kenya ➤ To state what it is like to live in Kenya ➤ To know some of the cities in Kenya ➤ To know what a Kenyan countryside is like ➤ To know what's similar and different to those who live in England and Kenya 	<p>African Dance Workshop</p> <p>English novel study: Lila and the Secret of Rain</p>
Year 1	<p>Where does the bus go?</p> <p>Transport and Infrastructure</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 United Kingdom ➤ Use world maps, atlases and globes to identify the United Kingdom and its countries 	<ul style="list-style-type: none"> ➤ To know what a map is ➤ To locate the school on a map ➤ To know and recognise street and road signs ➤ To know different types of transport used to travel within Leicester ➤ To know different types of transport used to travel outside of Leicester ➤ To know what's outside of CTK 	<p>Bus trip</p>

		<ul style="list-style-type: none"> ➤ Use aerial photographs to recognise landmarks and basic human and physical features ➤ Devise a simple map; and use and construct basic symbols in a key 		
<p>What is it like to live by the seaside?</p> <p>Environment and sustainability</p> <p>Culture and Leisure</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 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 	<ul style="list-style-type: none"> ➤ To be able to name the 4 countries of the UK and the capital cities. ➤ To recognise the 4 flags that belong to the countries in the UK. ➤ To name the seas that surround the UK. ➤ To identify features of the seaside. ➤ To identify some physical and human features in the UK. 	<p>Seaside role play area</p> <p>Seaside trip</p>
<p>Would you prefer to live in a hot or cold country?</p> <p>Environment and sustainability</p> <p>Culture and Leisure</p>		<ul style="list-style-type: none"> ➤ 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 (please highlight the features that you look at) - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (please 	<ul style="list-style-type: none"> ➤ To know what it is like to live close to the equator ➤ To locate hot places in the world ➤ To locate cold places in the world ➤ To know what people in hot and cold countries do 	<p>Weather role play area</p>

		highlight the features that you look at)		
EYFS	People, Culture and Communities	<ul style="list-style-type: none"> ➤ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps ➤ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class ➤ 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. 	<ul style="list-style-type: none"> ➤ To talk about the seasons and how these change the environment throughout the year- Autumn ➤ To talk about the seasons and how these change the environment throughout the year- Winter ➤ To talk about the seasons and how these change the environment throughout the year- Spring ➤ To talk about key features in my local environment ➤ To talk about how my local environment is the same / different from the environment in stories. ➤ To make simple maps of my local environment, with support ➤ To talk about how my local environment is the same / different from the environment in stories ➤ To use maps and plans to design my own garden. ➤ To talk about the seasons and how these change the environment throughout the year- Summer 	<p>Related learning activities in continuous provision</p> <p>Local area walk</p> <p>Western Park</p>