

Smithdown Primary School  
Geography Curriculum Coverage

		Learning Focus	Geographical skills and fieldwork	Human and physical geography	Place knowledge / Locational knowledge
Y1 ear	Autumn	<p>My Local Area "Smithdown Road"</p> <p>Use observational skills to study geography of the school and its grounds.</p>	<ul style="list-style-type: none"> <li>Use simple observational skills to study the geography of the school and its grounds.</li> <li>Use simple maps of the local area e.g. large scale, pictorial etc.</li> <li>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.</li> <li>Make simple maps and plans e.g. pictorial place in a story.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how some places are linked to other places e.g. roads, trains.</li> </ul>	<ul style="list-style-type: none"> <li>Link their homes with other places in their local community.</li> <li>Name, describe and compare familiar places.</li> <li>Know about some present changes that are happening in the local environment e.g. at school.</li> <li>Suggest ideas for improving the school environment.</li> </ul>
	Spring Term	<p>Where does my food come from?</p> <p>Locational knowledge of different places around the world.</p>	<ul style="list-style-type: none"> <li>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.</li> <li>Make simple maps and plans e.g. pictorial place in a story.</li> <li>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production.</li> <li>Describe seasonal weather changes.</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the UK and its countries.</li> </ul>
	Summer Term	<p>Animals Around the World</p> <p>Locational knowledge of different places around the world.</p>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify countries, continents and oceans.</li> </ul> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p>	<ul style="list-style-type: none"> <li>Describe seasonal weather changes</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> </ul>

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Year 2	Autumn Term	Liverpool	<ul style="list-style-type: none"> <li>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</li> <li>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.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</li> </ul>
	Spring Term	Food around the world	<ul style="list-style-type: none"> <li>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.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>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.</li> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> </ul>
	Summer Term	Contrasting locality  <b>Name and locate places and using world maps.</b>	<ul style="list-style-type: none"> <li>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul>

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Year 3	Autumn Term	UK Countries/North West	<ul style="list-style-type: none"> <li>Ask and respond to geographical questions,</li> <li>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</li> <li>Make plans and maps using symbols and keys.</li> <li>Use four figure grid references.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Identify physical and human features.</li> </ul>	<ul style="list-style-type: none"> <li>Identify where counties are within the UK and the key topographical features.</li> <li>Name and locate the cities of the UK.</li> <li>Understand why there are similarities and differences between places.</li> <li>Develop an awareness of how places relate each other.</li> </ul>
	Spring Term	Volcanoes/ Earthquakes	<ul style="list-style-type: none"> <li>Ask and respond to geographical questions, e.g. describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?</li> <li>Understand and use a widening range of geographical terms e.g. specific topic vocabulary</li> <li>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe physical features.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Understand why there are similarities and differences between places.</li> </ul>
	Summer Term	Local Area Study (Jeriho Lane Farm)	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary.</li> <li>Recognise that different people hold different views about an issue and begin understand some of the reasons why.</li> <li>Communicate findings in ways appropriate to the task or for the audience.</li> <li>Use the 8 points of a compass.</li> <li>Use fieldwork instruments e.g. camera</li> <li>Make more detailed fieldwork sketches / diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>Identify physical and human features of the locality.</li> </ul>	<ul style="list-style-type: none"> <li>Understand why there are similarities and differences between places.</li> </ul>

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Year 4	Autumn Term	Understand the differences and similarities between places.	<ul style="list-style-type: none"> <li>Understand and use a widening range of geographical terms e.g. specific topic vocabulary</li> <li>Plan the steps and strategies for an enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Describe human features of UK regions, cities and /or counties</li> <li>Understand the effect of landscape features on the development of a locality.</li> <li>Describe how people have been affected by changes in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Understand why there are similarities and differences between places.</li> <li>Demonstrate knowledge of features about places around him/her and beyond the UK.</li> <li>Recognise that people have differing quality of life living in different locations and environments.</li> <li>Demonstrate knowledge of features about places around him/her and beyond the UK.</li> </ul>
	Spring	Weather / water cycle  Explain about key natural resources	<ul style="list-style-type: none"> <li>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</li> </ul>	<ul style="list-style-type: none"> <li>Explain about key natural resources e.g. water in the locality</li> <li>Explore weather patterns around parts of the around the UK and parts of Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of features about places around him/her and beyond the UK.</li> <li>Recognise that people have differing quality of life living in different locations and environments.</li> <li>Know how the locality is set within a wider geographical context.</li> </ul>
	Summer Term	Location al Knowledge	<ul style="list-style-type: none"> <li>Ask and respond to geographical questions</li> <li>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement</li> <li>Measure straight line distances using the appropriate scale.</li> <li>Explore features on OS maps using 6 figure grid references.</li> <li>Draw accurate maps with more complex keys.</li> </ul>	<p>Describe human features of UK regions, cities and /or counties.</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK.</p>	<ul style="list-style-type: none"> <li>Know about the wider context of places - region, country.</li> <li>Recognise the different shapes of continents.</li> <li>Demonstrate knowledge of features about places around him/her and beyond the UK.</li> <li>Identify where countries are within Europe; including Russia.</li> <li>Know how the locality is set within a wider geographical context.</li> <li>Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.</li> </ul>

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Year 5	Autumn Term	Amazon (South America)	<ul style="list-style-type: none"> <li>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how humans affect the environment over time.</li> <li>Know about changes to world environments over time.</li> <li>Understand why people seek manage and sustain their environment.</li> <li>Understand about world weather patterns around the World and relate these climate zones.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night</li> <li>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.</li> </ul>
	Spring Term	Biomes/veg etation and trade routes	<ul style="list-style-type: none"> <li>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Understand about world weather patterns around the World and relate these climate zones</li> <li>Understand how humans affect the environment over time.</li> <li>Know about changes to world environments over time.</li> <li>Understand why people seek manage and sustain their environment.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.</li> <li>Recognise the different shapes of countries.</li> <li>Know about the wider context of places eg. county, region and country.</li> <li>Know and describe where a variety of places are in relation to physical and human features.</li> <li>Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent</li> <li>Recognise the different shapes of countries.</li> </ul>
	Summer Term	Locational Knowledge	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>Understand about world weather patterns around the World and relate these climate zones.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the different shapes of countries.</li> <li>Know about the wider context of places eg. county, region and country.</li> <li>Know and describe where a variety of places are in relation to physical and human features.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>Identify the physical characteristics and key topographical features of the countries within North America.</li> </ul>

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Year 6	Autumn Term	<b>Climate (Climate zones)</b>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</li> <li>Use maps, charts etc. to support decision making about the location of places</li> </ul>	Describe and understand key aspects including climate zones, biomes and vegetation belts	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>
	Spring Term	<b>Sustainability</b>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>
	Summer Term	<b>Mapping Skills</b>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</li> <li>Use maps, charts etc. to support decision making about the location of places</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects including climate zones, biomes and vegetation belts</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</li> </ul>