



| Geography LKS2 – Year A | Autumn | Spring | Summer |
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| Topic | Our World | Volcanoes and Earthquakes | Coasts |
| Knowledge | <p>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. 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).</p> <p>Geography Skills and Fieldwork To use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. To use the 8 points of a compass, 4- and 6-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> | <p>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. 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).</p> <p>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. 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> <p>Geography Skills and Fieldwork</p> | <p>Locational Knowledge 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.</p> <p>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.</p> <p>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. 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> <p>Geography Skills and Fieldwork</p> |



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| | | To use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. | To use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. To 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 |
| Vocabulary | <p>Year 3 Ocean Sketch Fieldwork North East South West South East North West Longitude Latitude Polar Diagram Equator Factory Office Industry Compass Environment</p> <p>Year 4 Continuation from Year 3 Distance Scale Grid Reference Satellite Inland Urban/Rural Height</p> | <p>Year 3 Earthquake Volcano Natural</p> <p>Year 4 Continuation from Year 3 Natural Disaster Active Volcano Dormant Volcano Eruption Lava Extinct Volcano Tectonic Plates Ring of Fire Crust Mantle Core Sill Vent Conduit Crater Magma Ash Richter Scale Seismic waves Seismograph Plate Boundary</p> | <p>Year 3 Cliff Ocean Sea Port Coast Harbour Environment Erosion Bay Sand Tourism Tide Seaside Quay Pier Promenade</p> <p>Year 4 Import Export Distribution Coastal Trade Docks Headland Harbour Marina</p> |



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| | <p>Coastal Hemisphere Tropics of Cancer Tropics of Capricorn</p> | <p>Destruction Disaster Emergency Tsunami Tremors Epicentre Mercalli Scale</p> | <p>Landslide Peninsula Estuary Sand Dunes Groynes Salt Marsh Rock Pool Scree Sea Wall Wetland</p> |
| Skills | <p>Mapping</p> <ul style="list-style-type: none"> ● Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ● Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ● Use maps at more than one scale. ● Recognise that larger scale maps cover less area. ● Make and use simple route maps. ● Recognise patterns on maps and begin to explain what they show. ● Use the index and contents page of atlases. ● Label maps with titles to show their purpose ● Recognise that contours show height and slope. | <p>Mapping</p> <ul style="list-style-type: none"> ● Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ● Use maps at more than one scale. ● Use the index and contents page of atlases. ● Recognise that contours show height and slope. <p>Enquiry and Investigation</p> <ul style="list-style-type: none"> ● Ask more searching questions including, 'how?' and, 'why? As well as 'where?' and 'what?' when investigating places and processes. ● Make comparisons with their own lives and their own situation. ● Show increasing empathy and describe similarities as well as differences. <p>Communication</p> | <p>Mapping</p> <ul style="list-style-type: none"> ● Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ● Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ● Use the index and contents page of atlases. ● Label maps with titles to show their purpose ● Use 4 figure coordinates to locate features on maps. ● Link features on maps to photos and aerial views. <p>Fieldwork</p> <ul style="list-style-type: none"> ● Observe, measure, and record the human and physical features in the local area using a range of methods |



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| | <ul style="list-style-type: none">● Use 4 figure coordinates to locate features on maps.● Create maps of small areas with features in the correct place.● Use plan views.● Recognise some standard OS symbols.● Link features on maps to photos and aerial views.● Make a simple scaled drawing e.g. of the classroom.● Use a scale bar to calculate some distances● Relate measurement on large scale maps to measurements outside. <p>Fieldwork</p> <ul style="list-style-type: none">● Use the eight points of a compass. <p>Enquiry and Investigation</p> <ul style="list-style-type: none">● Ask more searching questions including, 'how?' and, 'why? As well as 'where?' and 'what?' when investigating places and processes.● Make comparisons with their own lives and their own situation.● Show increasing empathy and describe similarities as well as differences. <p>Communication</p> <ul style="list-style-type: none">● Identify and describe geographical features, processes (changes), and patterns. | <ul style="list-style-type: none">● Identify and describe geographical features, processes (changes), and patterns.● Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.● Express opinions and personal views about what they like and do not like about specific geographical features and situations e.g. a proposed local wind farm. <p>Use of ICT/Technology</p> <ul style="list-style-type: none">● View a range of satellite images● Draw and follow routes on digital maps.● Make use of geography in the news – online reports & websites | <p>including sketch maps, cameras, and other digital devices.</p> <ul style="list-style-type: none">● Make links between features observed in the environment to those on maps and aerial photos <p>Enquiry and Investigation</p> <ul style="list-style-type: none">● Ask more searching questions including, 'how?' and, 'why? As well as 'where?' and 'what?' when investigating places and processes.● Make comparisons with their own lives and their own situation.● Show increasing empathy and describe similarities as well as differences. <p>Communication</p> <ul style="list-style-type: none">● Identify and describe geographical features, processes (changes), and patterns.● Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.● Communicate geographical information through a range of methods including sketch maps, plans, graphs, and presentations.● Express opinions and personal views about what they like and do not like about specific geographical features and situations e.g. a proposed local wind farm. |
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| | <ul style="list-style-type: none">• Communicate geographical information through a range of methods including sketch maps, plans, graphs, and presentations. <p>Use of ICT/Technology</p> <ul style="list-style-type: none">• Use the zoom facility on digital maps to locate places at different scales.• Add a range of text and annotations to digital maps to explain features and places.• View a range of satellite images• Add photos to digital maps.• Draw and follow routes on digital maps.• Use presentation/multimedia software to record and explain geographical features and processes. | | <p>Use of ICT/Technology</p> <ul style="list-style-type: none">• Use the zoom facility on digital maps to locate places at different scales.• View a range of satellite images• Use presentation/multimedia software to record and explain geographical features and processes.• Use spreadsheets, tables, and charts to collect and display geographical data.• Make use of geography in the news – online reports & websites |
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| Geography LKS2 – Year B | Autumn | Spring | Summer |
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| Topic | Rivers and the Water Cycle | The Americas | Climate and Weather |
| Knowledge | <p>Locational Knowledge 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.</p> <p>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.</p> <p>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.</p> <p>Geography Skills and Fieldwork To use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> | <p>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. 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).</p> <p>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.</p> <p>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.</p> | <p>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).</p> <p>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.</p> |



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| | <p>To 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> | <p>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> <p>Geography Skills and Fieldwork</p> <p>To use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>To use the 8 points of a compass, 4- and 6-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> | <p>Kingdom, a region in a European country, and a region within North or South America.</p> <p>Human and Physical Geography</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Geography Skills and Fieldwork</p> <p>To use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>To 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> |
| <p>Vocabulary</p> | <p>Year 3</p> <p>Bank Canal Erosion Fresh water Mountain Ocean River Salt Water Stream Tidal River Upstream</p> <p>Year 4</p> <p>Basin Bed Channel Condensation Confluence</p> | <p>Year 3</p> <p>Settlement Community Country Continent State Environment Near Far Man Made Remote North America South America City Natural 8 Compass Points Mountains Landscapes Brazil</p> | <p>Year 3</p> <p>Climate Climate Zone Weather Weathering Temperature Season Rainfall Desert Weather Forecast Dry Frozen/freeze/freezing Iceberg Arctic Antarctic Rainfall Map India</p> <p>Year 4</p> |



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| | <p>Current Confluence Delta Downstream Estuary Evaporation Floodplain Meander Mouth Precipitation Percolation Run Off Silt Source Transpiration Tributary Watershed</p> | <p>Cuba Pacific Ocean Atlantic Ocean</p> <p>Year 4 Migration Time Zones Northern Hemisphere Southern Hemisphere Region Tropics of Cancer Tropics of Capricorn Equator Rockies Great Lakes Great Plains Canadian Shield Great Prairies</p> | <p>Warm Humid Biome Polar Equatorial Tropical Rainforest Flora Fauna Vegetation Sub-tropical Sahara Namibian Desert Mojave Desert (pronounced 'mo-harvey') Arid Glacier Ice flow Ice cap Tundra Permafrost Deciduous (trees)</p> |
| <p>Skills</p> | <p>Mapping</p> <ul style="list-style-type: none"> ● Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ● Use maps at more than one scale. ● Recognise patterns on maps and begin to explain what they show. ● Use the index and contents page of atlases. ● Recognise that contours show height and slope. ● Use 4 figure coordinates to locate features on maps. | <p>Mapping</p> <ul style="list-style-type: none"> ● Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ● Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ● Use maps at more than one scale. ● Recognise that larger scale maps cover less area. ● Use the index and contents page of atlases. | <p>Mapping</p> <ul style="list-style-type: none"> ● Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ● Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ● Use maps at more than one scale. ● Recognise that larger scale maps cover less area. ● Recognise patterns on maps and begin to explain what they show. |



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| | <ul style="list-style-type: none">● Recognise some standard OS symbols.● Link features on maps to photos and aerial views. <p>Fieldwork</p> <ul style="list-style-type: none">● Use the eight points of a compass.● Observe, measure, and record the human and physical features in the local area using a range of methods including sketch maps, cameras, and other digital devices.● Make links between features observed in the environment to those on maps and aerial photos <p>Enquiry and Investigation</p> <ul style="list-style-type: none">● Ask more searching questions including, 'how?' and, 'why? As well as 'where?' and 'what?' when investigating places and processes. <p>Communication</p> <ul style="list-style-type: none">● Identify and describe geographical features, processes (changes), and patterns.● Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.● Communicate geographical information through a range of methods including sketch maps, plans, graphs, and presentations. <p>Use of ICT/Technology</p> | <ul style="list-style-type: none">● Use 4 figure coordinates to locate features on maps.● Use plan views.● Link features on maps to photos and aerial views. <p>Fieldwork</p> <ul style="list-style-type: none">● Use the eight points of a compass. <p>Enquiry and Investigation</p> <ul style="list-style-type: none">● Ask more searching questions including, 'how?' and, 'why? As well as 'where?' and 'what?' when investigating places and processes.● Make comparisons with their own lives and their own situation.● Show increasing empathy and describe similarities as well as differences. <p>Communication</p> <ul style="list-style-type: none">● Identify and describe geographical features, processes (changes), and patterns.● Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.● Communicate geographical information through a range of methods including sketch maps, plans, graphs, and presentations.● Express opinions and personal views about what they like and do not like about specific geographical features | <ul style="list-style-type: none">● Use the index and contents page of atlases.● Use 4 figure coordinates to locate features on maps.● Link features on maps to photos and aerial views. <p>Fieldwork</p> <ul style="list-style-type: none">● Use the eight points of a compass.● Observe, measure, and record the human and physical features in the local area using a range of methods including sketch maps, cameras, and other digital devices.● Make links between features observed in the environment to those on maps and aerial photos <p>Enquiry and Investigation</p> <ul style="list-style-type: none">● Ask more searching questions including, 'how?' and, 'why? As well as 'where?' and 'what?' when investigating places and processes.● Make comparisons with their own lives and their own situation. <p>Communication</p> <ul style="list-style-type: none">● Identify and describe geographical features, processes (changes), and patterns.● Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. |
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| | <ul style="list-style-type: none">● Use the zoom facility on digital maps to locate places at different scales.● View a range of satellite images● Add photos to digital maps.● Use presentation/multimedia software to record and explain geographical features and processes.● Use spreadsheets, tables, and charts to collect and display geographical data. | <p>and situations e.g. a proposed local wind farm.</p> <p>Use of ICT/Technology</p> <ul style="list-style-type: none">● Use the zoom facility on digital maps to locate places at different scales.● Add a range of text and annotations to digital maps to explain features and places.● View a range of satellite images● Add photos to digital maps.● Use presentation/multimedia software to record and explain geographical features and processes.● Use spreadsheets, tables, and charts to collect and display geographical data.● Make use of geography in the news – online reports & websites | <ul style="list-style-type: none">● Communicate geographical information through a range of methods including sketch maps, plans, graphs, and presentations. <p>Use of ICT/Technology</p> <ul style="list-style-type: none">● Use the zoom facility on digital maps to locate places at different scales.● Add a range of text and annotations to digital maps to explain features and places.● View a range of satellite images● Use presentation/multimedia software to record and explain geographical features and processes.● Use spreadsheets, tables, and charts to collect and display geographical data. |
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