

Ethelbert Road Primary School Geography curriculum



Intent

At Ethelbert Road Primary School we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. We pride ourselves on our creative learning environment and classroom displays.

Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our locality is an important part of our learning. The geography curriculum at Ethelbert Road enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Ethelbert Road and also to their further education and beyond.

Implementation

Geography at Ethelbert Road is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Cross curricular outcomes in geography are specifically planned for, with strong links between geography and literacy lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Impact

Outcomes in topic books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Regular school trips within our locality and further a field provide further relevant and contextual learning.

KS1 National Curriculum Subject Content:	KS2 National Curriculum Subject Content:
<p>Pupils should be taught about:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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 <p>Place knowledge</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 <p>Human and physical geography</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 Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the, continents and oceans studied at this key stage Use simple compass directions (North, South countries, 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. 	<p>Pupils should be taught about:</p> <p>Locational knowledge</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 Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</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 America <p>Human and physical geography</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 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>Geographical skills and fieldwork</p> <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.

Whole School Geography Curriculum

Stage	Year	Area of Learning	Early Learning Goals
EYFS	Reception	Understanding of the World	<p>People, culture and communities</p> <ul style="list-style-type: none"> 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 <p>The Natural World</p> <ul style="list-style-type: none"> 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.

Stage	Year	Topic Name	Geographical Enquiry Question	Main NC Focus	Substantive knowledge
Key Stage 1	Year 1	Where I live-local Study	What is it like where I live?	Use simple fieldwork and observations of geography of their school and its grounds, and use aerial photos and plan perspectives, to identify the key human/ physical features of their surrounding environment, including some basic locational language Devise simple maps Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Identify seasonal and daily weather patterns in the UK	Locational knowledge, place knowledge, environmental, human and physical geography, geography skills and fieldwork
		The Polar Regions	How is life different in other parts of the world?	Use world maps, atlases and globes to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Identify key human and physical features 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	
		Australia	What is it like to live on the other side of the world?	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 world maps, atlases and globes Identify key human and physical features	
	Year 2	China	Where do these people live?	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world's seven continents and five oceans Use world maps, atlases and globes 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	
		Into the Woods-local study	How can I find my way around?	Use simple compass directions (North, South countries, 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.	
		Hot, Hot, Hot	Are all deserts close to the equator?	Identify seasonal and daily weather patterns in the UK and the location of the hot and cold areas of the world in relation to the Equator and the North and South Poles. Use aerial photos and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	

Lower Key Stage 2	Year 3	Europe	Where is Europe and what is it like to live there?	Locate the world's countries, using maps to focus on Europe(including the location of Russia) 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 in a European country Identify the position of Equator, Northern Hemisphere and Southern Hemisphere Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
		Volcanoes and Earthquakes	How does the Earth shake, rattle and roll?	Describe and understand key aspects of physical geography, including volcanoes and earthquakes Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
		Faversham Creek-local study	How can I describe the features of where I live?	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. Name and locate some key geographical regions of the UK, and their identifying human and physical characteristics, some key topographical features (including hills, mountains, coasts and rivers) and some key land-use patterns
	Year 4	Rivers and Mountains	Where is the best place to build a city?	Physical geography, including rivers and mountains 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), Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
		The Water Cycle-local study	How does water go around and round?	Describe and understand key aspects of physical geography, including 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.
		Road Trip USA	How does life in North America compare with life in the UK?	Locate the worlds countries using maps, including North and South America 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 and a region within North America Identify the position of the Prime/Greenwich Meridian and time zones (including day and night) Use the eight points of a compass
Upper Key Stage 2	Years 5 & 6 A	Scandinavia	How much does our local geography impact our lives?	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) Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
		The Geography of the UK	What is a National Park and how are they protected?	Name and locate counties and cities of the UK, geographical regions, and their identifying human and physical characteristics, topographical features and land-use patterns; and understand how some of these aspects have changed over time. 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
		Faversham past, present and future	How and why is my local environment changing?	Identify geographical characteristics of the UK and understand how some have changed over time Local geography: changes in the local environment 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
	Years 5 & 6 B	South America	How does the story of migration and population distribution in Brazil, compare with the UK?	Understand similarities and differences of a region of the UK, and a region within South America. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains. Describe and understand aspects of human geography, including settlement and land use.
		The Amazon Rainforest	What is the impact of deforestation in the Amazon Rainforest?	Describe and understand aspects of human geography, including settlement and land use. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains. 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
		Journeys and Trade	Why is 'fair trade' fair?	Use maps, atlases and digital mapping to locate countries and describe features. Describe and understand aspects of human geography, including economic activity, trade links, and the distribution of natural resources including energy, food, minerals and water.

Year 1 – Knowledge, Skills and Understanding Breakdown for Geography

Areas of Study:

- **The Polar Regions**
- **Local Study of Faversham**
- **Australia**

Geographical Knowledge	Geographical Enquiry	Physical Geography	Human Geography
<ul style="list-style-type: none"> • I can identify the four countries that make up the United Kingdom. • I can name some of the main towns and cities in the United Kingdom. • I can point out where the equator, north pole and south pole are on a globe or atlas. • I can construct a simple map 	<ul style="list-style-type: none"> • I can say what I like about my locality. • I can sort things that I like and don't like. • I can answer some questions using different resources, such as books, the internet and atlases. • I can think of a few good questions to ask about a locality. • I can answer questions about the weather and keep a weather chart. • I can use locational language, eg. near, far, below and next to describe the location of features and routes on a map of the school. 	<ul style="list-style-type: none"> • I know what my address is. • I can explain the main features of a hot and cold place. • I can describe a locality using words and pictures. • I can explain how the weather changes with each season. • I can name key features associated with a town or village, e.g. church, farm, shop, house. • I know and recognise weather symbols. 	<ul style="list-style-type: none"> • I can begin to explain why I would wear different clothes at different times of the year. • I can say something about the people who live in hot and cold places. • I can explain what I might wear if they lived in a very hot or a very cold place.

Challenging

<ul style="list-style-type: none"> • I can name a few towns surrounding where I live. 	<ul style="list-style-type: none"> • I can answer questions using a weather chart. • I can make plausible predictions about what the weather may be like later in the day or tomorrow. 	<ul style="list-style-type: none"> • I can identify some differences of key features, eg. comparing a town and a village 	<ul style="list-style-type: none"> • I can name different jobs that people living in their area might do.
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Year 2 – Knowledge, Skills and Understanding Breakdown for Geography

Areas of Study:

- **China**
- **Into the Woods**
- **Hot, Hot, Hot (Deserts)**

Geographical Knowledge	Geographical Enquiry	Physical Geography	Human Geography
<ul style="list-style-type: none"> • I can name the continents of the world and find them in an atlas. • I can name the world’s oceans and find them in an atlas. • I can they name the main cities of England, Wales, Scotland and Ireland. • I can find where I live on a map of the UK. 	<ul style="list-style-type: none"> • I can label a diagram or photograph using some geographical words. • I can find out about a locality by using different sources of evidence. • I can find out about a locality by asking some good questions to someone else. • I can say what I like and don’t like about my locality and another locality that is different. • I can use directional language and simple compass points to describe the location of features and routes on a map. • I can construct a simple map using basic symbols in a key. 	<ul style="list-style-type: none"> • I can describe some physical features of my own locality. • I can explain what makes a locality special. • I can describe some places which are not near the school. • I can describe a place outside Europe using geographical words. • I can describe some of the features associated with an island. • I can describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley. 	<ul style="list-style-type: none"> • I can describe human features of my own locality • I can explain how the jobs people do may be different in different parts of the world. • I can think about how people may try to improve an area. • I can explain what facilities a town or village might need.

Challenging

<ul style="list-style-type: none"> I can locate some of the world's major rivers and mountain ranges. I can point out the North, South, East and West associated with maps and compasses. 	<ul style="list-style-type: none"> I can make inferences by looking at a weather chart. I can make plausible predictions about what the weather may be like in different parts of the world. 	<ul style="list-style-type: none"> I can find the longest and shortest route using a map. I can use a map, photographs, film or plan to describe a contrasting locality outside Europe. 	<ul style="list-style-type: none"> I can explain how the weather affects different people.
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Year 3 – Knowledge, Skills and Understanding Breakdown for Geography			
Areas of Study: <ul style="list-style-type: none"> Europe – focus on the Mediterranean Volcanoes and Earthquakes Local Study: Faversham Creek 			
Geographical Knowledge	Geographical Enquiry	Physical Geography	Human Geography
<ul style="list-style-type: none"> I can name a number of countries in the Northern Hemisphere (including Russia). I can locate and name some of the world's most famous volcanoes. I can name and locate the capital cities of neighbouring European countries. I know the names of and locate at least eight European countries. I know at least five differences between living in the UK and a Mediterranean country. 	<ul style="list-style-type: none"> I use correct geographical words to describe a place and the things that happen there. I can identify key features of a locality by using a map. I can use maps and atlases appropriately by using contents and indexes. I know and can name the four points of a compass. I can accurately plot NSEW on a map. I can make accurate measurements of distances within 100Km. I can use maps to locate European countries and capitals. 	<ul style="list-style-type: none"> I can describe how volcanoes are created. I can describe how earthquakes are created. I can label the different parts of a volcano. I can name the layers of the Earth. I can confidently describe physical features in a locality. I can locate the Mediterranean and explain why it is a popular holiday destination. 	<ul style="list-style-type: none"> I can describe how volcanoes have an impact on people's lives. I can confidently describe human features in a locality. I can explain why a locality has certain human features. I can explain why a place is like it is. I can explain how the lives of people living in the Mediterranean would be different from their own.
Challenging			

<ul style="list-style-type: none"> I can name the two largest seas around Europe. 	<ul style="list-style-type: none"> I can work out how long it would take to get to a given destination taking account of the mode of transport. 	<ul style="list-style-type: none"> I can explain why a locality has certain physical features. 	<ul style="list-style-type: none"> I can they explain how people's lives vary due to the physical features of their environment.
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Year 4 – Knowledge, Skills and Understanding Breakdown for Geography

Areas of Study: <ul style="list-style-type: none"> Rivers and Mountains The Water Cycle Road Trip USA 			
Geographical Knowledge	Geographical Enquiry	Physical Geography	Human Geography
<ul style="list-style-type: none"> I know the names of and can locate at least eight counties and at least six cities in the UK. I can name and locate the Equator and the Northern and Southern Hemispheres. I know where the main mountainous regions are in the UK. I know, name and locate the main rivers in the UK. I can name and locate many of the world's major rivers on maps. I can name and locate many of the world's most famous mountain regions on maps. I can locate the USA and Canada on a world map and atlas. I know key differences between living in the UK and in a country in either North or South America. 	<ul style="list-style-type: none"> I can find the same place on a globe and in an atlas. I can label the same features on an aerial photograph as on a map. I can accurately measure and collect information, e.g. rainfall, temperature, wind speed, noise levels etc. I can plan a journey to a place in England. I recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE). I can use appropriate symbols to represent different physical features on a map. 	<ul style="list-style-type: none"> I know and can label the main features of a river. I know the name of and can locate a number of the world's longest rivers. I know the names of a number of world's highest mountains. I can explain the features of the water cycle. I can explain why water is such a valuable commodity. I can compare the human and physical features in an area of the UK to an area of the USA 	<ul style="list-style-type: none"> I can suggest different ways that a locality could be changed and improved. I know why most cities are located by a river. I can compare the human and physical features in an area of the UK to an area of the USA.

Challenging			
<ul style="list-style-type: none"> I can name the counties that make up the home counties of England. 	<ul style="list-style-type: none"> I can give accurate measurements between 2 given places. 	<ul style="list-style-type: none"> I can explain how a locality has changed over time with reference to physical features. 	<ul style="list-style-type: none"> I am beginning to understand the impact of tourism on the physical environment.

Year 5/6 A – Knowledge, Skills and Understanding Breakdown for Geography			
Areas of Study: <ul style="list-style-type: none"> Scandinavia The Geography of the UK Local Study: Faversham – Past, Present and Future 			
Geographical Knowledge	Geographical Enquiry	Physical Geography	Human Geography
<ul style="list-style-type: none"> I know the difference between the British Isles, Great Britain and UK. I can locate and name some of main islands that surround the UK. I know the names of a number of European capitals. I am aware of different weather in different parts of the world. I can recognise key symbols used on ordnance survey maps. I can name the largest desert in the world. I can explain how time zones work. I can identify the position and significance of the Prime/ Greenwich Meridian and time zones. 	<ul style="list-style-type: none"> I can collect information about a place and use it in a report. I can map land use. I can find possible answers to my own geographical questions. I can make detailed sketches and plans and then improve their accuracy later. I can plan a journey to a place in England. I know how to use graphs to record features such as temperature or rainfall across the world. I can carry out a survey to discover features of a locality. I can confidently explain scale and use maps with a range of scales. I can accurately use a 4 and 6-figure grid reference. I can use OS maps to answer questions. 	<ul style="list-style-type: none"> I can explain how a location fits into its wider geographical location, with reference to physical features. I can explain why people choose to settle in a location due to its physical features. 	<ul style="list-style-type: none"> I can explain how a locality has changed over time with reference to human features. I can explain why people are attracted to live by rivers. I can explain how a location fits into its wider geographical location, with reference to human and economical features. I can explain what a place might be like in the future, taking account of issues impacting on human features. I can suggest different ways that a locality could be changed and improved.

Challenging			
<ul style="list-style-type: none"> I can begin to recognise the climate of a given country according to its location on the map. 	<ul style="list-style-type: none"> I can accurately map a journey using digital mapping. 	<ul style="list-style-type: none"> I can explain what a place (open to environmental and physical change) might be like in the future taking account of physical features. 	<ul style="list-style-type: none"> I can report on ways in which humans have both improved and damaged the environment.

Year 5/6 B – Knowledge, Skills and Understanding Breakdown for Geography

Areas of Study: <ul style="list-style-type: none"> South America The Amazon Rainforest Journeys and Trade 			
Geographical Knowledge	Geographical Enquiry	Physical Geography	Human Geography
<ul style="list-style-type: none"> I can identify the position and significance of lines of latitude and longitude. I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles. I can locate and name the main countries in South America on a world map and atlas. I can identify human and physical characteristics of South America. 	<ul style="list-style-type: none"> I can choose the best way to collect information needed and decide the most appropriate units of measure. I can make careful measurements and use the data. I can use maps, aerial photos, plans and web resources to describe what a locality might be like. I know how to use graphs to record features such as temperature or rainfall across the world. I can create sketch maps when carrying out a field study. 	<ul style="list-style-type: none"> I can give extended description of the physical features of different places around the world. I can describe how some places are similar and others are different in relation to their physical features. I know main human and physical difference between developed and developing countries. I know what is meant by biomes and what are the features of a specific biome. I can label layers of a rainforest. 	<ul style="list-style-type: none"> I can give an extended description of the human features of different places around the world. I can map land use with my own criteria. I can describe how some settlements are similar and others are different in relation to their physical features. I know why industrial areas and ports are important. I know main human and physical difference between developed and developing countries. I can find different views about an environmental issue. What is my view?

			<ul style="list-style-type: none"> I can explain how people are trying to manage their environment. I can explain what deforestation is.
Challenging			
<ul style="list-style-type: none"> I can name the main lines of latitude and meridian of longitude. 	<ul style="list-style-type: none"> I can define geographical questions to guide their research. I can use a range of self-selected resources to answer questions. 	<ul style="list-style-type: none"> I understand the term sustainable development. I can use it in different contexts. 	<ul style="list-style-type: none"> I can explain how human activity has caused an environment to change. I can analyse population data on two settlements and report on findings and questions raised.

Area of Geography	Year 3	Year 4	Year 5/6 A	Year 5/6 B
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	Europe (Russia)	Road Trip USA	Scandinavia	South America Rainforest
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	Local Study: Faversham Creek	Road Trip USA Rivers and Mountains	The Geography of the UK Local Study: Faversham – Past, Present and Future	
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)	Europe (Equator, Northern and Southern Hemisphere, Arctic and Antarctic)	Road Trip USA	Scandinavia	South America Rainforest
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	Local Study: Faversham Creek Europe – Mediterranean	Road Trip USA		South America Rainforest
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	Volcanoes and Earthquakes	Rivers and Mountains The Water Cycle		The Rainforest
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	Local Study: Faversham Creek	Road Trip USA	Local Study: Faversham – Past, Present and Future	South America
Geographical Skills and Fieldwork				
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Europe Volcanoes and Earthquakes	Road Trip USA	Geography of the UK	South America The Rainforest
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		USA Road Trip	Geography of the UK	South America The Rainforest
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	Local Study: Faversham Creek	Rivers and Mountains	Faversham	