

Darley Churchtown Primary School – Curriculum for Geography

Long term plan showing coverage of National Curriculum objectives (two-year curriculum cycle due to mixed age classes)

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Naming oceans and continents	Naming 4 countries in the United Kingdom Naming capital cities			Comparing Matlock with a contrasting non European Place (NYC)	
Class 2	Locate the world's countries - Europe	Mountains	Settlement and land use		Locate the world's countries – N/S America (rainforests)	Volcanoes and earthquakes
Class 3	Rivers	Know, name and locate European countries and their capital cities.		Locate and name cities of the UK	Geography fieldwork – Eyam	Navigate a map using 8-point compass points and 6-point grid references

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Seasonal and daily weather		North and South Poles including the equator	map work (studying our locality)	The United Kingdom Naming capital cities Human and physical features of our country	Human and physical features of our locality (Matlock)

Class 2	Locate and name counties and cities of the UK			Climate zones – track temperatures of Matlock, arctic, tropical etc.	Geography fieldwork – mapping local land use	
Class 3	Locate the world's countries Fieldwork – Cromford	Understand climate zones, biomes and vegetation belts Know the location of the Arctic and Antarctic Circle			Know name and locate non-European countries and their capital cities.	Know about time zones, latitude and longitude Know the Greenwich meridian Know the tropics of Cancer, Capricorn in relation to the equator

Progression map showing key skills to be taught over the curriculum cycle

Area of learning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location knowledge	- Know the names of the four countries in the United Kingdom and locate them on a map. - Name the capital cities of England, Wales, Scotland and Northern Ireland	- Name the continents of the world and locate them on a map - Locate the equator on a world map - Name the world's oceans and locate them on a map. - Know about some of the main things that are in hot and cold places	- Locate 6 European countries and their capital cities. - Locate the northern, southern hemispheres and equator.	- Locate cities and counties of the UK. - Locate national and local topographical features of the UK.	- Know, name and locate European countries and their capital cities. - Know the tropics of Cancer, Capricorn in relation to the equator. - Know the location of the Arctic and Antarctic Circle.	- Know name and locate non-European countries and their capital cities (including the Americas). - Know about time zones, latitude and longitude. - Know the Greenwich meridian
Human and physical	- identify seasonal and daily weather patterns in the United Kingdom. - 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	- identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (see vocabulary) - 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.	Know about volcanoes and earthquakes and their key features (see vocabulary).	- Know about the water cycle and the course of a river. - Know about settlement and land use linked to natural resources.	- Know why places are similar and dissimilar based on specific human and physical features (see vocabulary). - Locate and name some of the key mountains ranges. - Know the features of a river (see vocabulary).	- Know why places are similar and dissimilar based on human and physical features. - Understand climate zones, biomes and vegetation belts. - Economic activity, including trade links and the use of natural resources including energy, minerals and water.

Place knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	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	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country	Understand geographical similarities and differences through the study of human and physical geography of a region in a the UK.	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America
Fieldwork skills	• 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. • 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	• 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. • 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. • Devise a simple map; and use and construct basic symbols in a key • Use simple fieldwork and observational	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Navigate a map using 8-point compass points and 6-point grid references.	• Use the eight points of a compass, four-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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Navigate a map using 8-point compass points and 4-point grid references.	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Navigate a map using 8-point compass points and 6-point grid references	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Navigate a map using 8-point compass points and 6-point grid references.

	and physical features; • 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.	skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.				
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Medium term plan showing objectives taught in each year group

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1						
Class 2	- Name the 7 continents of the world and locate them on a map. - Name the world's 5 oceans and locate them on a map. - Plot the capital cities of England, Wales, Scotland and Northern Ireland. - Know what I like and do not like about a place that is different to the one I live in. - Describe a place in Europe using geographical words - Compare a place in Europe to England using physical and human features	- Know about, name and locate many of the world's most famous mountainous regions: - Alps - Pyrenees - Caucasus - Himalaya - Rockies - Andes - Know the highest mountains in each continent. - Know the key features of a mountain landscape. - Know the features of a river. - Remember from Y4 the names and locations of world and local rivers.	- What is land use? - Explore different types of land use and compare - Human and physical features within - Survey land in the school grounds and compare to a different area - Changes over time. What are they? What has caused/lead to the change? Comparisons to the Stone Age. - Identify common patterns in land use		- Know, name and locate at least six countries and cities in North and South America. - Washington (capital) - East Coast: revise NYC, Boston, Miami - West Coast: San Francisco, LA, San Diego - South America: Ro de Janeiro, Buenos Aires, Lima - Locate the Equator, Tropic of Cancer and the Tropic of Capricorn on a map. - Locate the Arctic and Antarctic Circle on a map. - Know how to use an atlas by using the index to find places. - Know why places are similar and dissimilar in relation to their human and physical features (refer to all prior knowledge) - Locate the Greenwich meridian and know how time zones work and calculate time	- Know about, locate and name the world's most famous volcanoes. - To know how and where earthquakes & volcanoes are formed - Know about and describe the key aspects of earthquakes. - Know about and describe the key aspects of volcanoes. - Vesuvius (link to Romans) - Mount Etna - Mount Teide (Canaries)

					differences around the world	
Class 3	Understand the course of the River Derwent and its tributaries; the Cromford Canal and how natural water courses were diverted to aid industry. Understand that canals are man-made features initially used for transportation; but now mainly used for tourism. To identify the Derwent Valley World Heritage site on maps; to understand the definition of an 'industrial landscape'	Know, name and locate European countries and their capital cities. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country – Greece Be able to describe and understand key features of physical geography within Europe. Exploring similarities and differences with the UK and Greece		Know the names 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 fieldwork to observe, measure, record and present the human and physical features in the local area (Eyam) using a range of methods, including sketch maps, plans and graphs, and digital technologies.	To navigate a map by Confidently using an eight point compass and grid references. Confidently using an eight point compass and grid references. Use sketch maps.

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1						
Class 2	• Know the names of the four countries in the United Kingdom and locate them on a map. • Know the names of the 4 capital cities of the UK • Know the surrounding seas • Know, name and locate the main regions and at least six cities and counties in the UK. • Know how to plan a journey from my			-To understand the difference between weather and climate -To describe polar, arctic, temperate and tropical climates -To name countries in each of these climate zones -To describe how global warming is effecting climate change	-Understanding of compasses and 4 figure grid references: what are they? Why are they used? -Ordnance survey map work: 4 figure grid references focused on the local area surrounding the school -8 points of compass – use to create instructions to somewhere in the area surrounding the school	

	town/city to another place in England.			-To compare daily life in our climate and another one	-Sketch map of school including a key and featuring key roads and features of the immediate area surrounding. -Walk of the local area to create map this can be compared to scaled map e.g. ordnance survey and google maps of the local area	
Class 3	Local Study To identify the Derwent Valley World Heritage site on maps; to understand the definition of an 'industrial landscape' Words of the lesson: industrial landscape; conservation Geographical area: Human and physical geography Geographical area: Location Knowledge Geographical skills and fieldwork To understand how the landscape has changed due to change of industry from industrial to tourist. Words of the lesson: industry, land use, tourism	Explore polar climates and landscapes and compare the two polar regions. (Compare the North and South poles in terms of temperature, and how humans and wildlife survive there)			Know name and locate non-European countries and their capital cities (including the Americas). Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America- Compare London and New York	Identify the position and significance of latitude, longitude, Northern Hemisphere and Southern Hemisphere and time zones (including day and night). (Sp1) Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

	Geographical area: Human and physical geography Geographical area: Location Knowledge Geographical skills and fieldwork Understand the course of the River Derwent and its tributaries; the Cromford Canal and how natural water courses were diverted to aid industry. Understand that canals are man-made features initially used for transportation; but now mainly used for tourism. Words of the lesson: transportation; navigation; tributaries, meander, flood plains;					
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