

CPJA - GEOGRAPHY: SKILLS AND TOPICS

From Sept 2016

National Curriculum for Geography- extending from local area to UK, Europe, North and South America	Content that needs to be covered	YEAR 3 GEOGRAPHY KEY SKILLS
<p><u>Geography Subject Content</u> <u>Locational Knowledge</u> Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Name and locate countries and cities of the UK and the main countries of Europe identifying the major cities, rivers and mountains</p> <p><u>Place Knowledge</u> Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting European Country – Italy, Sicily.</p> <p><u>Human and Physical Geography</u> Describe and understand key aspects of: physical geography (including climate zones, rivers, Touching on a study of volcanoes – causes, effects etc. Do a short study of the Pacific Ring of Fire and compare to Sicily</p> <p>Study how human Geography has changed over time (These can all be covered in one or two lessons of each history topic) Focusing on settlements and land use Pre Roman and Roman Era.</p> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 and 4 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record 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><u>GEOGRAPHY CONTENT:</u></p> <ul style="list-style-type: none"> • A small area of UK. Linked to history contrasting to us • Our School and its surrounding area. • Recap from KS1 <p style="background-color: yellow;">Key Focus questions possible ideas</p> <p style="background-color: yellow;">Why did the stone age civilization, the iron age settlers choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today?</p>	<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> • Can they identify key features of a locality by using a map? • Can they begin to use 4 figure grid references and accurately plot NSEW on a map? • Can they Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. • Can they say how a place is changing (e.g. new houses being built) • Can they undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school. <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> • Can they use maps and atlases appropriately by using contents and indexes? • Can they Locate places in the world where volcanoes occur and Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts? • Can they Discuss how volcanoes affect human life e.g. settlements and spatial variation? • Can they confidently describe physical features, rivers, mountains, volcanoes in a locality? • Can they explain how a location fits to its geographical features? • Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)? • Can they describe the main features of a village explaining why they have settled there? <p><u>Human Geography</u></p> <ul style="list-style-type: none"> • Can they confidently describe human features in a locality? • Can they explain why a locality has certain human features? • Can they explain why a place is like it is? <p><u>Geographical Knowledge</u></p> <ul style="list-style-type: none"> • Do they know the difference between the British Ilse, GB ad the UK? Can they name up to 6 cities in the UK? Can they locate and name some of the main islands around the UK?

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National Curriculum for Geography	Content that needs to be covered	YEAR 4 GEOGRAPHY KEY SKILLS
<p><u>Geography Subject Content</u> <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including location of Russia) and North/South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Name and locate counties and their geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), also understanding how some of these aspects have changed over time. Identify the significance and position 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><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Understanding geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of: physical geography (including climate zones, , rivers, mountains, and the water cycle) - Human geography (including types of settlement and land use, economic activity including trade links) <p><u>Geographical skills and fieldwork</u></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 the compass, four figure grid references (incl. Ordnance survey maps) to build their knowledge of the UK and wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies 	<p><u>GEOGRAPHY CONTENT:</u></p> <ul style="list-style-type: none"> Human and physical study of area/region within North America - compared with an area of UK. - Could link this to water and changes to life style due to temperature Theme - Water and its effect on people/places, including study of rivers. Habitats (biomes) and vegetation belts (link to Science) Settlement - Romans Water cycle <p><u>Challenge Objectives</u></p> <ul style="list-style-type: none"> •Can they give accurate measurements between 2 given places within the UK? •Can they explain how a locality has changed over time with reference to physical features? •Can they explain how people are trying to manage their environment? •Can they name the counties that make up the home counties of London? •Can they name some of the main towns and cities in Yorkshire and Lancashire? <p>Key Focus questions possible ideas</p> <p>Why did the Romans settle where they did? How did they trade? How did they move around?</p>	<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> Can they use geographical terminology when describing the features of a location? Can they carry out a survey to discover features of cities and villages? Can they build on prior knowledge of UK regions by using maps to locate countries of Europe finding the same place on an atlas? Can they use maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas? Can they use the language of 'north', 'south', 'east', 'west' to relate countries to each other? Can they label the same features on an aerial photograph as on a map? Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> •Can they describe the main features of a well-known city? •Can they explain how the water cycle works? •Can they describe the main physical differences between cities and villages? •Can they use appropriate symbols to represent different physical features on a map? <p><u>Human Geography</u></p> <ul style="list-style-type: none"> •Can they explain why people are attracted to live in cities? •Can they explain why people may choose to live in a village rather than a city? •Can they explain how a locality has changed over time with reference to human features? •Can they find different views about an environmental issue? What is their view? •Can they suggest different ways that a locality could be changed and improved? <p><u>Geographical Knowledge</u></p> <ul style="list-style-type: none"> •Can they locate the Tropic of Cancer and the Tropic of Capricorn? •Do they know the difference between the British Isles, Great Britain and UK? •Can they identify and name the Arctic and Antarctic circles? <p>Can they name and locate many of the world's major rivers? Can they locate the USA and Canada on a world map?</p> <ul style="list-style-type: none"> •Can they name the areas of origin of the main ethnic groups in the UK & in their school?

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<p><u>Geography Subject Content</u> <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on and North/South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Make connections between the Equator and the tropics and Africa, identify largest urban areas in Africa and the deserts/plains etc. Compare 2 different regions in Africa, rural/urban Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns, also understanding how some of these aspects have changed over time The Prime/Greenwich Meridian and time zones (including day and night) <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Understanding geographical similarities and differences through the study of human and physical geography of a region of the UK, a region within South America (Rainforest) <p><u>Human and Physical Geography</u></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, the distribution of natural resources including energy, food, minerals and water) (Fairtrade) <p><u>Geographical skills and fieldwork</u></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 the compass, four and six figure grid references (incl. Ordnance survey maps) to build their knowledge of the UK and wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies 	<p><u>GEOGRAPHY CONTENT</u></p> <ul style="list-style-type: none"> Human and physical study of area/region within Europe - compared with an area of UK. Theme - An environmental issue: Link to Brazilian rainforest and vegetation belts Climate Zones Mountains A non- European country (Africa) <p><u>Challenge Objectives</u></p> <ul style="list-style-type: none"> •Can they work out an accurate itinerary detailing a journey to another part of the world? •Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? •Can they report on ways in which humans have both improved and damaged the environment? •Can they begin to recognise the climate of a given country according to its location on the map? <p>Key Focus questions possible ideas</p> <p>Study photographs and maps of 3 different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?</p>	<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> •Can they collect information about a place and use it in a report? •Can they map land use? •Can they find possible answers to their own geographical questions? •Can they make detailed sketches and plans; improving their accuracy later? •Can they plan a journey to a place in another part of the world, taking account of distance and time? <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> •Can they explain why many cities of the world are situated by rivers? •Can they locate the Mediterranean and explain why it is a popular holiday destination? •Can they explain why water is such a valuable commodity? <p><u>Human Geography</u></p> <ul style="list-style-type: none"> •Can they explain why people are attracted to live by rivers? •Can they explain how a location fits into its wider geographical location; with reference to human and economical features? <p>Can they explain how life in the Mediterranean would be different to their own?</p> <ul style="list-style-type: none"> •Can they explain what a place might be like in the future, taking account of issues impacting on human features? <p><u>Geographical Knowledge</u></p> <ul style="list-style-type: none"> •Can they name and locate many of the world's most famous mountain regions on maps? • Can they name and locate some well- known European countries? <p>Can they name and number countries in the Northern Hemisphere?</p> <p>Are they aware of the weather in different parts of the world, especially Europe?</p> <p>Can they name and locate capital cities of neighbouring European countries?</p> <p>Do they know the countries that make up the EU?</p>

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<p><u>Geography Subject Content</u> <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including location of Russia) and North/South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities • Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, Focusing on a study based around volcanoes and earthquakes) and land-use patterns, also understanding how some of these aspects have changed over time. • Identify the significance and position 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) 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, the distribution of natural resources including energy, food, minerals and water) <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • Understanding geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America <p><u>Human and Physical Geography</u> <u>Geographical skills and fieldwork</u></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 the compass, four and six figure grid references (incl. Ordnance survey maps) to build their knowledge of the UK and wider world • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies 	<p><u>GEOGRAPHY CONTENT</u></p> <ul style="list-style-type: none"> • Human and physical study of area/region within North America- compared with an area of UK. • Theme - How settlements change. • Volcanoes and Earthquakes • Land Use <p><u>Challenge Objectives</u></p> <ul style="list-style-type: none"> •Can they define geographical questions to guide their research? •Can they use a range of self-selected resources to answer questions? •Can they plan a journey to another part of the world which takes account of time zones? •Do they understand the term sustainable development? Can they use it in different contexts? •Can they explain how human activity has caused an environment to change? •Can they analyse population data on two settlements and report on findings and questions raised? •Can they name and locate the main canals that link different continents? •Can they name the main lines of latitude and meridian of longitude? <p>Key Focus questions possible ideas</p> <p>Whilst studying history, Why did the Anglo Saxons and the Vikings choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Anglo Saxon Merton like? How did they trade? How is that different today?</p>	<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> •Can they confidently explain scale and use maps with a range of scales? •Can they choose the best way to collect information needed and decide the most appropriate units of measure? •Can they make careful measurements and use the data? •Can they use OS maps to answer questions? •Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> •Can they give extended descriptions of the physical features of different places around the world? •Can they describe how some places are similar and others are different in relation to their human features? •Can they accurately use a 4 figure grid reference? •Can they create sketch maps when carrying out a field study? <p>Can they describe how volcanoes and earthquakes are created?</p> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> •Can they give an extended description of the human features of different places around the world? •Can they map land use with their own criteria? •Can they describe how some places are similar and others are different in relation to their physical features? <p>Can they explain how natural disasters have an impact on people's lives?</p> <p><u>Geographical Knowledge</u></p> <ul style="list-style-type: none"> •Can they recognise key symbols used on Ordnance Survey maps? •Can they name the largest desert in the world? •Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? •Can they explain how the time zones work? <p>Can they locate and name some of the world's most famous volcanoes?</p> <p>Can they locate and name the main countries in South America on a world map and atlas?</p>

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