Geography at Netley

How pupils develop their knowledge and skills in Geography from Lower to Upper School.

Lower and Upper School Geography (National Curriculum Objectives)

Local Area **Beyond the UK** **Fieldwork**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1		**What is special about my local area?** **Walk around local area** Develop knowledge of their locality - throughout. Identify the difference between human and physical features H&P Features Human and physical features of locality (first hand observations)		**How do people travel around London?** **River Thames Boat Trip** Name, locate and identify key characteristics of England's capital city - London. Compass points - North, South, East, West To describe the location of features		**What makes planet earth unique?** 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 Use world maps, atlases and globes to

		Identify seasonal and daily weather patterns in the UK Identify the capital city of England and that England is a country in the UK Describe location of routes using: Simple directional language - near, far, left, right Aerial photographs / perspectives to recognise landmarks Devise a simple map with a basic key Identify basic features on a map using a key		To describe routes on a map Devise a simple map		identify the United Kingdom and its countries. Use simple compass directions and locational directional language to describe the location +Fieldwork Day - orienteering on the school grounds with local secondary school students *New 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.
Y2			**Where is Kenya and what is it like there?** • name and locate the world's seven continents and five oceans			Trip: Fieldwork Day - Mad about Maps session at Hampstead Heath

			• 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 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 • 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 • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features		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 and physical features; devise a simple map; and use and construct basic symbols in a key
Y3			**What is it like in Japan?** • 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		Epping Forest - orienteering and map work skills use maps, atlases, globes and digital/computer mapping to locate 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) ● 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 ● 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		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.

			• 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		
Y4			**How different are India and England?** Locate countries the world's countries…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	**Why travel through Euston?** 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.	**Trip: River Fleet** *New **What is so special about rivers?** *New 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

			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) understand geographical similarities and differences through the study of human and physical geography physical geography, including: climate zones 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 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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	patterns; and understand how some of these aspects have changed over time 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 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.
Y5 Residential trip	**What does the future hold for our Rainforests? (Amazon)** **Trip: Kew Gardens** 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					**Trip: Camley Street Map Work** *New use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and

	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 Locate the Arctic and Antarctic Circles and Tropics of Cancer and Capricorn on different maps and explain their relevance to biomes Begin to identify lines of latitude and longitude on maps Locate countries, cities and major human and physical landmarks studied on different maps using search functions and geographical knowledge, relating and comparing details between different maps Understand how geographical features such as rivers, mountains, elevation and terrain are marked on different maps and use this information to compare locations Describe similarities and differences between multiple locations based on statistical data, maps, pictures and videos Use map skills to make reasoned judgements about where a photo was taken Discuss how physical and human geographical features make life different in other parts of the				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. **How can I create a map for someone else to follow?***New use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	world Explain the issues around fair trade including generating solutions Discuss how land use has changed based on the changing needs of humans Describe and explain the causes and implications of global warming Develop informed and reasoned arguments about our impact on the planet					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.
Y6 Residential trip	**Why visit Greece?** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their					**Queen Elizabeth Olympic Park - orienteering day** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	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) 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					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

	a region within North or South America 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied					

Curriculum map with key questions, retrieval, outcome and trips

Retrieval topics KS2 Final Outcomes Local Area Beyond the UK Fieldwork

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1		What is special about my local area? Local area walk Retrieve EYFS: Looking after the environment and recycling		How do people travel around London? Thames Boat Trip Retrieve EYFS: Chinese New Year & Food around the world		What makes planet earth unique? + At school fieldwork day Retrieve EYFS: Minibeasts, living environments
Y2			Where is Kenya and what is it like there? Retrieve: How do people travel around London?			+Mad about Maps Hampstead Heath session

Y3			**What is it like in Japan?** **Retrieve: Where is Kenya and what is it like there?** Final outcome: Children make videos as news reporters, reporting on 'Where is Japan and what is it like?' - share with Y4 as retrieval?			Epping Forest trip?*New
Y4			**How different are India and England?** **Retrieve: What is it like in Japan?** Final outcome: Welcome leaflet for anyone who has moved from India to our local area?		**Why travel through Euston?** **Survey at Euston Station** **Retrieve: Mapwork skills / general geography knowledge** Final outcome: Invite someone from Euston Station and present graphs and data collected from surveys?	**Trip: River Fleet** *New **What is so special about rivers?** *New **Retrieve: general knowledge e.g. continents, capital cities etc**
Y5 **Residential trips**	**What does the future hold for our Rainforests? (Amazon)** **Kew Gardens Trip** **Retrieve: Japan (2024-25)** **India / England (2025 onwards)** Final outcome: Write letters to local MPs about the importance of protecting the planet from climate change					**How can I create a map for someone else to follow?** *New* **+Camley Street Map Work session** **Retrieve: What is so special about Euston?** Final outcome: Create digital maps of the school grounds for KS1 fieldwork days
Y6 **Residential trips**	**Why visit Greece?** **Retrieve: Rainforests** Final outcome: Travel brochure inviting people living in London to visit Greece					Mapwork and orienteering at Queen Elizabeth Olympic Park