



## Geography Knowledge, Skills and Vocabulary Routeway

### National Curriculum Requirements

#### By the end of Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

##### Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

##### Place knowledge

- 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

##### Human and physical geography

- 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

##### Geographical skills and fieldwork

- 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 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
- 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

#### By the end of Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

##### 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)

##### 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 in North or South America

##### 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
  - 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

##### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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

Year Group	Autumn	Spring	Summer
Reception	<p style="text-align: center;"><b>On entry: Milestone 3</b> <b>People, Cultures and Communities</b></p> <p>I can identify some features on a map. I can understand simple differences between where I live and another place, using observation, discussion and books. I talk about significant events in my own experience. I am developing positive attitudes about differences between people. I know there are differences in where people worship and that people celebrate special days.</p>		
	<p style="text-align: center;"><b>Milestone 4</b> <b>People, Cultures and Communities</b></p> <ul style="list-style-type: none"> <li>- I can identify a range of features on a map.</li> <li>- I understand differences between where I live and another UK area.</li> <li>- I can explain how life may be different for children living elsewhere.</li> <li>- I know some of the things that make me unique.</li> <li>- I can talk about some similarities and differences in relation to friends and family.</li> <li>- I can say what might happen on some special days.</li> <li>- I can name some places of worship.</li> </ul>	<p style="text-align: center;"><b>Milestone 5</b> <b>People, Cultures and Communities</b></p> <ul style="list-style-type: none"> <li>- I use a map to find features in 'real life'.</li> <li>- I identify similarities/differences between where I live and homes/schools in other countries and I can compare life for children in different countries.</li> <li>- I can talk about past and present events in my life and in those of family members.</li> <li>- I show positive attitudes about differences between people.</li> <li>- I join in with celebrations and can recall what happened last year at that time.</li> </ul>	<p style="text-align: center;"><b>Milestone 6</b> <b>People, Cultures and Communities</b></p> <ul style="list-style-type: none"> <li>- I can explain, in simple terms, the difference between human and physical features on maps.</li> <li>- I can use a range of ways to find out about life in the UK compared with other countries and articulate these.</li> <li>- I know that other children do not always enjoy the same things as me, and I know about similarities and differences between myself and others.</li> <li>- I can talk about what others celebrate and understand that some special days repeat annually.</li> <li>- I know why religious venues are special and who goes there.</li> </ul> <p><b>ELG: People, Cultures and Communities</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• Know some similarities and differences between religious and cultural communities, drawing on their experiences and what has been read in class</li> <li>• Explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps</li> </ul>
Year 1	<p style="text-align: center;"><b>Coventry, St. John's and Me!</b> <i>National Curriculum</i></p> <ul style="list-style-type: none"> <li>• Use aerial photographs and plan perspectives to recognise landmarks (knowledge of Coventry Cathedral, Lady Godiva statue)</li> <li>• Devise a simple map (knowledge of a bird's eye view and how maps relate to locations); and use and construct basic symbols in a key (knowledge of the following symbols: school, shop, parking, church, post office, river)</li> <li>• Use locational and directional language (knowledge of near and far, left and right, forwards and backwards, turn) to describe the</li> </ul>	<p style="text-align: center;"><b>Time Travel!</b> <i>National Curriculum</i></p> <ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom (knowledge of England, Northern Ireland, Scotland, Wales, Cardiff, Edinburgh, Belfast, London)</li> <li>• use maps and atlases to identify the United Kingdom and its countries (knowledge that Atlases are used to locate places around the world and that the United Kingdom is made up of England, Scotland, Northern Ireland and Wales)</li> </ul>	<p style="text-align: center;"><b>Exploring the world!</b> <i>National Curriculum</i></p> <ul style="list-style-type: none"> <li>• name and locate the world's 7 continents and 5 oceans and use world maps and atlases to identify them (knowledge of the name and location of Europe, Africa, North America, South America, Australia (in the wider region of Oceania), Asia, Antarctica, Pacific Ocean, Indian Ocean, Atlantic Ocean, Southern Ocean, Arctic Ocean. Also, knowledge that Atlases are used to locate these key continents and Oceans)</li> </ul>

	<p>location of features (see below) and routes on a map (knowledge of a circular route through Allesley Park)</p> <ul style="list-style-type: none"> <li>Identify seasonal weather patterns in Coventry (knowledge of the 4 seasons and the weather associated in each season)</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds (knowledge of school, field, wooded area, pond, car park,) and the key human and physical features of its surrounding environment/local area (knowledge of key vocabulary- see above) – <b>FELDFWORK</b></li> </ul> <p>Use basic geographical vocabulary to refer to: Key physical features, including: <b>hill, stream, wooded area, pond,</b> Key human features, including: <b>city, house, office, shop and church, roads, park, school</b></p> <p><u>Vocabulary</u> hill, stream, wooded area, pond, city, house, office, shop and church, roads, park, route, direction, human, physical, landmark, school, (Coventry Cathedral, Lady Godiva), map, car park</p> <p><u>Cross-Curricular Skills</u></p> <ul style="list-style-type: none"> <li>Look down on objects and make a plan</li> <li>Give and follow simple instructions to get from one place to another</li> <li>Use programmable toys to move around a course and screen, following simple directional symbols</li> <li>Recognise differences between their own and others' lives</li> </ul>	<ul style="list-style-type: none"> <li>use simple compass directions (knowledge of north, south, east and west) and locational and directional language (knowledge of north, south, east, west, near and far, left and right, forwards and backwards, turn) , to describe the location of features on a map (knowledge of key London landmarks- Buckingham Palace, Houses of Parliament, London Eye, Big Ben, Tower of London, Tower Bridge)</li> </ul> <p><u>Vocabulary</u> country, capital city, United Kingdom, England, Northern Ireland, Wales and Scotland, North South, East, West, compass, directions, location, Atlas, Atlantic Ocean, map, Buckingham Palace, Houses of Parliament, London Eye, Big Ben, Tower of London, Tower Bridge, near and far, left and right, forwards and backwards, turn</p> <p><u>Cross-Curricular Skills</u></p> <ul style="list-style-type: none"> <li>Use simple, electronic globes and maps</li> <li>Use the zoom facility of digital maps of the UK. and understand that zooming in/out means more/less detail can be seen (<b>locating London Landmarks</b>)</li> </ul>	<ul style="list-style-type: none"> <li>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (knowledge that the Equator is hot and the north and south poles are cold)</li> </ul> <p><u>Vocabulary</u> Europe, Africa, North America, South America, Australia, Asia, Antarctica, Pacific Ocean, Indian Ocean, Atlantic Ocean, Southern Ocean, Arctic Ocean, Equator, North and South Poles, continents</p> <p><u>Skills</u> To add simple labels to a map (<b>continents and oceans as listed above</b>)</p>
Year 2	<p><b>Zoom! Soar! Whizz!</b> <u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and surrounding oceans studied at this key stage (Knowledge of the location of the English Channel, North Sea, Atlantic Ocean, Irish Sea, in addition to England, Northern Ireland, Scotland, Wales, Cardiff, Edinburgh, Belfast, London, Republic of Ireland)</li> <li>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (knowledge of the flags of England, Scotland, Northern Ireland, Wales and how they combine to make the Union Jack)</li> <li>use simple compass directions and locational and directional language (knowledge of half, quarter, 3 quarter turns, clockwise and anti-clockwise, in addition to north, south, east, west, near and far, left and right, forwards and backwards)</li> </ul> <p><u>Vocabulary</u> .English Channel, North Sea, Atlantic Ocean, Irish Sea, half, quarter, 3 quarter turns, clockwise and anti-clockwise United Kingdom, England, Northern Ireland, Wales and Scotland, North South, East, West, compass, directions, location, Atlas, Atlantic Ocean, map, countries, capital cities, , in addition to north, south, east, west, near and far, left and right, forwards and backwards</p> <p><u>Cross-Curricular Skills</u></p> <ul style="list-style-type: none"> <li>Describe and label electronic images produced (flags of countries in the UK)</li> </ul>	<p><b>Saving the world</b> <u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> <li>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles (knowledge of the location of the Arctic Ocean and Continent of Antarctica in relation to the North and South Poles. Also, knowledge of countries on the Equator- Brazil, Kenya, Indonesia, deepening their knowledge of both hot and cold areas of the world)</li> </ul> <p>Use basic geographical vocabulary to refer to: key physical features: sea, ocean, forest, ice cap,</p> <p><u>Vocabulary</u> equator, North Pole, South Pole, sea, ocean, forest, Arctic Circle, Antarctica, Brazil, Kenya, Indonesia</p> <p><u>Cross-Curricular Skills</u> Ask simple geographical locations about the world and their environment (to reinforce knowledge of changing environments and the reasons for this)</p> <p><b>(Include knowledge that low carbon foods are better for the environment and it is important to buy local produce and seasonal foods- link to climate change!)</b></p>	<p><b>Happy Holidays</b> <u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> <li>Identify daily weather patterns in the United Kingdom (knowledge of the different types of weather and weather patterns across a period of time)</li> <li>use world maps and atlases to identify the 7 continents and 5 oceans studied at this key stage (knowledge of the name and location of Europe, Africa, North America, South America, Australia (in the wider region of Oceania), Asia, Antarctica, Pacific Ocean, Indian Ocean, Atlantic Ocean, Southern Ocean, Arctic Ocean. Also, knowledge that continents can be located on a range of maps and globes)</li> <li>Studying and identifying the human (roads, houses, shops, pier, beach, train station, port) and physical geography (ocean, beach, mountain, woods, cliff) of a small area of the United Kingdom: Weston-super-mare, and of a small area in a contrasting non-European country- Moi's bridge, Kenya (Human: bridge, dirt tracks, houses, church, school, quarry, factory Physical: River, soil, lake, farmland, coast)</li> <li>Use aerial photographs to recognise landmarks and basic human and physical features of Weston- Super-Mare- linked to school visit (see above)</li> <li>Understand geographical similarities and differences- Weston-Super-Mare and Moi's Bridge, Kenya (buildings, temperature, towns, rivers/ seas, bridges/ piers, houses, shops)</li> </ul>

	<ul style="list-style-type: none"> <li>Use simple, electronic globes and maps</li> </ul>		<ul style="list-style-type: none"> <li>use simple fieldwork (knowledge of human and physical features of Weston-Super-Mare) and observational skills to study the geography of Weston-Super-Mare.</li> </ul> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, coast, wood, cliff, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather- see above</li> <li>key human features, including: city, town, village, factory, farm, house, office, harbour, port and shop- see above</li> </ul> <p style="text-align: center;"><b>Discrete teaching FIELDWORK</b></p> <p>Study of the sense in the local school area. Creating sense maps including observational sketches and sound maps.</p> <p>Optional links to art with the use of shading on to maps for plotting.</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, weather, town, factory, farm, house, office, harbour, port and shop, similarities, differences, Europe, Africa, Moi's Bridge, Weston-Super-Mare, human and physical features, bridge, dirt tracks, houses, church, school, quarry, factory, River, soil, lake, farmland, coast beach, woods</p> <p style="text-align: center;"><u>Cross-Curricular Skills</u></p> <ul style="list-style-type: none"> <li>Use the zoom facility of digital maps to explore how different countries across the world can be located efficiently- and consolidating understanding that zooming in/out means more/less detail can be seen (Weston-Super-Mare and Moi's Bridge)</li> </ul>
Year 3	<p style="text-align: center;"><b>Set in Stone!</b> <u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom (Knowledge: Stone Age settlements are found in the following counties: Wiltshire, West Midlands, Warwickshire, Orkney)</li> <li>use computer mapping to locate countries and describe features studied (Knowledge: Skara Brae is in Kirkwall, Scotland and Stonehenge is in Salisbury, England)</li> </ul> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Counties (Wiltshire, West Midlands, Warwickshire, Orkney), Kirkwall, Salisbury, locate, Skara Brae, Stonehenge</p> <p style="text-align: center;"><u>Cross-Curricular Skills</u></p> <ul style="list-style-type: none"> <li>Add photos to digital maps</li> <li>Link features on maps to photos and aerial views</li> </ul>	<p style="text-align: center;"><b>Going Global</b> <u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> <li>identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, (Knowledge: The Equator is an imaginary circle around Earth. It divides Earth into two equal parts: the Northern Hemisphere and the Southern Hemisphere. It runs east and west halfway between the North and South poles. The Arctic circle is located around the North Pole and the Antarctic circle is located around the South Pole.</li> <li>use maps, atlases and digital/computer mapping to locate countries and describe features studied (Knowledge: Location of South America in comparison to Europe and the location of Brazil and the UK)</li> <li>understand geographical similarities and differences through the study of physical and human geography (Physical: Climate, vegetation, river Human: Land use, distribution of water and food-Fair Trade) of a region of the United Kingdom (Crinan Woods, Scotland) and a region in South America (Brazil- The Amazon) concentrating on their environmental regions (temperate and tropical rainforests),</li> </ul> <p style="text-align: center;"><u>Vocabulary</u></p>	<p style="text-align: center;"><b>Egyptian Discovery</b> <u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> <li>locate the world's countries (Knowledge of location of North African Countries- Egypt)</li> <li>Identifying major cities (Knowledge that Cairo is the capital city)</li> <li>Locate Egypt's environmental regions (Biome- Sahara desert, flood plain, river) and identify and describe key physical (river, climate, vegetation belt) and human characteristics (Land use: pyramids, use of water, economic activity including trade links.)</li> </ul> <p style="text-align: center;"><u>Vocabulary</u></p> <p>rivers, trade, Egypt, Cairo, pyramids, continents, physical and human characteristics, rivers, climate, vegetation belt, economic activity including trade links. Land use: pyramids, use of water,</p> <p style="text-align: center;"><u>Cross-Curricular Skills</u></p> <p>View a range of satellite images (Coventry and Egypt)</p> <p style="text-align: center;"><b>Discrete teaching FIELDWORK</b></p> <p>Weather study of local area using fieldwork to observe, measure, record and present climate and forecasts in the local area using a range of methods including graphs and digital technologies.</p> <p>Optional links to prior learning in climate and comparisons of weather</p>

		<p>deforestation, climate zones, natural resources including food, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, rainforest, Brazil, Peru, Chile, South America, Fair Trade</p> <p><u>Cross-Curricular Skills</u></p> <p>Use zoom facility on a digital map to locate places at different scales. Ask more searching questions when investigating places.</p>	
<p>Year 4</p>	<p><b>White Water Adventure</b> <u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate the world's countries (Knowledge of UK, Russia, Italy, France, Spain, Germany and Switzerland). Use maps to focus on Europe to describe environmental regions (Mountains: Alps and Pyrenees (Spain) and Rivers: Rhine (Germany) and Thames in addition to reference to the Nile), key physical characteristics (mountains, rivers and valleys)</li> <li>identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn. (Knowledge: Know what latitude and longitude are and the purpose of the tropics)</li> <li>use 4 figure grid references to build their knowledge of the United Kingdom and the wider world (Knowledge: To know what 4 figure grid references are and that they are used to locate places more specifically on maps)</li> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including the water cycle, mountains, rivers and valleys</li> <li>Distribution of natural materials- water and energy (Knowledge of the purpose of wind farms and hydroelectricity)</li> </ul> </li> <li>use fieldwork to observe, measure, record and present physical features in the local area using a range of methods, including sketch maps and charts- (knowledge of the skills required to answer a field work question- e.g. how to measure and track the changing water levels and flow in the local stream) <b>FIELDWORK</b></li> </ul> <p><u>Vocabulary</u></p> <p>Water cycle (evaporation, condensation, precipitation, transpiration), mountains, rivers (source, mouth, estuary) climate change, latitude, longitude, the Tropics of Cancer and Capricorn, 4 figure, grid, reference, valley</p>	<p><b>I minute to Midnight</b> <u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>human geography, including: economic activity (knowledge that money choices can impact on climate change), distribution of natural resources (knowledge that climate change impacts on the availability of food worldwide and the mass production of food is impacting on climate change. As a result of climate change, water distribution is changing around the globe.</li> <li>Physical geography including climate zones (knowledge that the ice caps are melting during to climate change and the destruction of rainforests (taught in Year 3) is impacting on climate change)</li> </ul> </li> </ul> <p><u>Vocabulary</u></p> <p>economy, climate change, distribution, resources, climate zone, plastic pollution, carbon footprint, carbon dioxide</p> <p><u>Additional Skills</u></p> <p>Making comparisons of people's lives with their own lives and their own situation. Show increasing empathy and describe similarities and differences. Understanding the impact of choices on a global level.</p>	<p><b>Under Attack</b> <u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (Knowledge: To know that the Roman Empire started in Italy and spread into Europe, West Asia and North Africa concentrating on countries part of Roman Empire in comparison to modern day equivalent countries.</li> <li>name and locate counties (Warwickshire, West Midlands,) and cities (knowledge of London, Manchester, Birmingham and Wroexeter) of the United Kingdom, identifying human features (Knowledge: Roman settlements-see above, trade, land use)</li> <li>Understand how human features (mentioned above) have changed over time- differences between Romans and modern day</li> </ul> <p><u>Vocabulary</u></p> <p>settlement, economy, economics, trade, land use, :</p> <p><u>Cross-Curricular Skills</u></p> <p>Use a scale bar to calculate some distances. Make a simple scaled drawing (during visit to Wroexeter)</p> <p><u>Suggesting teaching links</u></p> <p>Roman and Current cities - Roman cities: Londinium- London, Eboracum- York, Manucium- Manchester, Metchley- Birmingham, Viroconium- Cornoviorum- Wroexeter</p>

	<p style="text-align: center;"><u>Cross-Curricular Skills</u> Use spreadsheets, tables and charts to collect and display geographical data.</p>		
<p>Year 5</p>	<p style="text-align: center;"><b>Back to the dark ages</b> <u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> <li>use 6-figure grid references, symbols and key (including the use of Ordnance Survey maps of the UK) to build their knowledge of the United Kingdom. (Knowledge: To know a 6 figure grid reference precisely locate places where the Saxons and Vikings settled in the UK)</li> </ul> <p style="text-align: center;"><u>Vocabulary</u> 6 figure grid reference, axis, longitude and latitude lines, counties,</p> <p style="text-align: center;"><u>Cross-Curricular Skills</u> Read and compare scales.</p>	<p style="text-align: center;"><b>On your marks, get set, go</b> <u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> <li>locate some of the world's countries (knowledge of the location of Greece and it's surrounding countries- Turkey, Albania, North Macedonia and Bulgaria- in comparison to the U.K),</li> <li>Identifying major cities and environmental regions of Greece (Knowledge of where Athens is located. Knowledge of ancient Greek regions: Mount Olympus, The Peloponnese Central Greece and Northern Greece.</li> <li>Identify key physical and human characteristics (knowledge of Ancient Greece and modern Greece- Physical Features: Climate zones, Mountains- Mount Olympus Human: Acropolis, Parthenon, settlements/cities)</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region in a European country</li> </ul> <p style="text-align: center;"><u>Vocabulary</u> Regions, Greece, Athens, European, characteristics, Climate, Mountains, Acropolis, Parthenon, Turkey, Albania, North Macedonia and Bulgaria, Athens, The Peloponnese, Sparta, Corinth, and Argos.</p> <p style="text-align: center;"><u>Cross-Curricular Skills</u> Compare different maps</p>	<p style="text-align: center;"><b>Building our Future</b> <u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom (knowledge: focus on counties and cities within and surrounding the Peak District- Derbyshire, Staffordshire, Leicestershire, Nottinghamshire in comparison the West Midlands and Manchester)</li> <li>Use 6-figure grid references, symbols and key (knowledge of Ordnance Survey maps and the information they provide of the Peak District) to build their knowledge of the United Kingdom and the wider world (Knowledge that 6 figure grid references allow us to locate places more accurately. Children to use knowledge to identify geographical regions and features listed above)</li> <li>Understand how geographical features (see above) have changed over time (and the impact of these changes)</li> <li>Name geographical regions (Peak District)- and their identifying human and physical characteristics and key topographical features (Physical/ Topographical: hills, valleys, peaks, reservoirs, rivers, Biomes: Forests, grasslands Human Features: Land use patterns).</li> <li>use the 8 points of a compass- <b>FIELD STUDY AT DOVEDALE</b></li> <li>use <b>fieldwork</b> 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</li> <li>\\</li> </ul> <div style="background-color: #d4edda; padding: 10px; border: 1px solid #c3e6cb;"> <p style="text-align: center;"><b>Discrete teaching COVID 19 FIELDWORK COVERAGE</b></p> <p style="text-align: center;">Study of Egypt and the different regions with Egypt. Using grid references and plotting onto map points of interest.</p> <p style="text-align: center;">Ask and answer questions with causal focus – e.g. Why are certain areas of land use for particular use? How could development change in the future? Links to transport, housing, socio-economic factors, links to historical information</p> <p style="text-align: center;"><u>Vocabulary</u> North-East, North-West, South-East, South-West, hills, peaks, reservoirs, climate zones, biomes (forest)</p> <p style="text-align: center;"><u>Skills</u> Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news (for/ against arguments relating to a proposed housing development in the Peak District- write persuasive letters to local councils)</p> <p style="text-align: center;">Ask and answer questions that are more causal- e.g. Why is that happening in that place? Could it happen here? How is it likely to change in the future?</p> </div>
<p>Year 6</p>	<p style="text-align: center;"><b>Catastrophel</b> <u>National Curriculum and Key Knowledge</u></p>	<p style="text-align: center;"><b>Operation: Moonlight Sonata</b> <u>National Curriculum and Key Knowledge</u></p>	<p style="text-align: center;"><b>I will shine!</b></p> <div style="background-color: #d4edda; padding: 10px; border: 1px solid #c3e6cb;"> <p style="text-align: center;"><b>Discrete teaching FIELDWORK</b></p> <p style="text-align: center;">Land use study of Coventry (option to compare to another area) using fieldwork to observe, measure, record and present the land use in the local area using a range of methods, plans and graphs, and digital</p> </div>

	<ul style="list-style-type: none"> <li>• use maps and computer mapping to locate countries and describe features studied (Knowledge: Location of Mountains/Volcanoes around the world: Mount Vesuvius- Italy, Europe, Krakatoa- Indonesia, Asia, Mount St. Helen's- USA- North America, Cotopaxi- Ecuador, South America, Mount Kilimanjaro- Tanzania Africa and their features)</li> <li>• identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn (knowledge of where volcanoes are located and why)</li> <li>• describe and understand key aspects of: physical geography, including: climate zones- tropic of cancer, capricorn, biomes, volcanoes and earthquakes, Human Geography including: types of settlement and land use (Knowledge of land use and changing settlements around Mount Vesuvius)</li> </ul> <p style="text-align: center;"><u>Vocabulary</u></p> <p>climate zones, biomes, mountains, volcanoes (crust, magma, lava, extinct, eruption, dormant, crater, active) and earthquakes (tectonic plates, plate boundary, Richter scale, Seismic waves), settlements, land-use, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p style="text-align: center;"><u>Skills</u></p> <p>Explain geographical changes and patterns (Knowledge of when earthquakes happen and Volcanoes erupt. Is there a pattern? How does this affect land use?)</p>	<ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on key human characteristics, countries, and major cities (knowledge: location of countries of Axis and Allies and major cities affected by World War 2- Coventry, Dresden, London, Berlin, Belfast, Glasgow, Manchester, Portsmouth, Warsaw. Knowledge of how the war spread and where the war spread to)</li> <li>• identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) (knowledge that longitude lines link to time zones)</li> <li>• Identify counties and cities of the United Kingdom (knowledge of counties (West Midlands, Hampshire, Lanarkshire, Greater Manchester, County Antrim, Middlesex (previously County of London) and cities affected by WW2- see above.)</li> <li>• identify human characteristics (Knowledge: Human characteristics of Coventry during WW2) and understand how some of these aspects have changed over time- linked to the effects of Coventry Blitz- Old Cathedral bombed, changes in city centre buildings)</li> </ul> <p style="text-align: center;"><u>Vocabulary</u></p> <p>changing environment, computer mapping, landscapes</p> <p style="text-align: center;"><u>Skills</u></p>	<p style="text-align: center;"><u>Vocabulary</u></p> <p>Land use, digimap, residential, greenspace, farmland, commercial, inner and outer city, suburb, region</p>
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