

KILLIGREW SCHOOL GEOGRAPHY CURRICULUM OVERVIEW



For more information about these topics, please refer to our progression grid and our parent information leaflet.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Location Knowledge: naming and locating different parts of the local community.</p> <p>Place Knowledge: identifying important places and noticing their different features.</p> <p>Geographical skills and fieldwork: using a range of sources including photos and simple street plans to identify places in the local environment.</p>		<p>Location Knowledge: exploring the school grounds through a spring walk.</p> <p>Place Knowledge: identifying different types of music from around the world.</p> <p>Exploring habitats and where you find them .</p> <p>Geographical skills and fieldwork: Identifying a range of different types of weather and habitats.</p>		<p>Location Knowledge: noticing and exploring the differences between land and sea.</p> <p>Place Knowledge: exploring the changes to the environment which happen through the seasons.</p> <p>Geographical skills and fieldwork: exploring different materials needed for building.</p>	
Reception	<p>Locational Knowledge: identifying features of the immediate environment such as classroom, school and school grounds.</p> <p>Place knowledge: identifying that different places have different features.</p> <p>Geographical skills and fieldwork: looking at online maps and identifying simple features of maps such as roads.</p>		<p>Locational Knowledge: exploring the school grounds through a spring walk.</p> <p>Place knowledge: learning about different countries in the world and finding out about simple features such as weather, animals, and how they differ. Beginning to learn place names such as local cities, places they have visited on holiday and places where family members live.</p> <p>Geographical skills and fieldwork: looking at simple maps and globes, identifying land and</p>		<p>Locational Knowledge: exploring the school grounds through a summer walk.</p>	

		sea.	
Year 1		<p><u>Discovering Our Local Area</u></p> <p>Locational Knowledge: locating the four countries and capital cities of the United Kingdom (UK) and its surrounding seas.</p> <p>Place knowledge: exploring the human and physical geography of the four countries of the UK.</p> <p>Human and physical geography: investigating the seasonal and daily weather patterns of the UK and the human and physical geographical features of Watford, St Albans and Chiswell Green. Comparing the geographical features of St Albans to Yanomani, South America (an introduction to the area).</p> <p>Geographical skills and fieldwork: completing map work using symbols, locational information and photographs.</p>	
Year 2	<p><u>Rainforests</u></p> <p>Locational Knowledge: locating the world's 7 continents and 5 oceans. Exploring the UK's neighbouring European countries and their</p>		<p><u>Coasts</u></p> <p>Locational Knowledge: locating the counties, regions and cities of the United Kingdom, with a focus on coastal locations</p>

	<p>capital cities.</p> <p>Place knowledge: understanding geographical similarities and differences through studying the human and physical geography of our local area and that of Yanomani, South America (near to the Amazon Rainforest).</p> <p>Human and physical geography: investigating the location of hot and cold areas of the world in relation to the equator and the North and South poles. Exploring the different biomes of the world and the features of the world's tropical rainforests with a particular focus on the Amazon Rainforest.</p> <p>Geographical skills and fieldwork: exploring seasonal changes in our local environment through observational study, devising a map and using symbols in a key. Using maps, atlases and digital images to explore and locate countries and continents.</p>		<p>and islands.</p> <p>Place knowledge: using a map to research and explore coastal regions worldwide. Exploring and explaining changes to coastal regions over time.</p> <p>Human and physical geography: classifying the features of coastal areas as 'natural' or 'manmade'.</p> <p>Geographical skills and fieldwork: using aerial photographs of seaside locations to recognise basic human and physical features. Following a route to a destination. Using a map to locate worldwide coastal locations.</p>
<p>Year 3</p>			<p><u>Contrasting Locations UK and North America</u></p> <p>Locational Knowledge: locating the capital cities and regions of the UK using maps, atlases and digital computer mapping. Using compass points, four figure grid references, symbols and a key to identify location accurately. Identifying and labelling the countries in the continent of North America.</p>

			<p>Place knowledge: exploring and comparing land use in rural and urban regions of the UK. Locating key topographical features in regions of the UK.</p> <p>Human and physical geography: explaining why land use patterns have changed over time in both the UK and North America. Exploring the climate zones of North America and comparing the human and physical characteristics of the county of Hertfordshire with a North American state.</p> <p>Geographical skills and fieldwork: using fieldwork to compare the land use and the human and physical characteristics of the local area.</p>
<p>Year 4</p>	<p><u>Rivers and Mountains</u></p> <p>Locational Knowledge: exploring the location of some of the environmental regions of the world. Finding some of the important mountains and rivers of the world and describing their location.</p> <p>Place knowledge: describing the mountains of the world using geographical language. Exploring similarities and differences between the physical geography of mountains in different locations.</p>	<p><u>Contrasting Locations UK and Germany</u></p> <p>Locational Knowledge: Using grid references to locate key countries and cities in Europe with a particular focus on Germany.</p> <p>Place knowledge: contrasting the human and physical features of Hertfordshire with a similarly sized state in Germany.</p> <p>Human and physical geography: Comparing the biome and climate of the UK and Germany. Evaluating the impact of Fairtrade on consumers in the UK and Germany.</p> <p>Geographical skills and fieldwork: conducting fieldwork studies in St Albans and a similarly sized location in Germany.</p>	

	<p>Human and physical geography: understanding and explaining the stages of the water cycle and how this relates to the River Ver near St Albans. Exploring the features of coastal erosion at Thorney Bay and comparing the key features of different sized rivers (the River Ver and the Amazon).</p> <p>Geographical skills and fieldwork: researching and presenting information about the River Ver including interpreting numerical data.</p>	<p>Presenting information concisely in an information table.</p>	
<p>Year 5</p>		<p><u>Natural Disasters</u></p> <p>Locational Knowledge: locating the main countries in the world with a focus on the location of volcanoes and plate boundaries. Naming principal cities linked to these areas.</p> <p>Place knowledge: using a knowledge of plate boundaries, exploring the stability of volcanoes in different parts of the world.</p> <p>Human and physical geography: Describing and understanding key aspects of physical geography including continental drift. Linking key information in order to understand how volcanoes are formed and why earthquakes occur.</p> <p>Geographical skills and fieldwork: Using maps to describe and locate plate boundaries and the location of active volcanoes.</p>	<p><u>Greece</u></p> <p><i>Smaller unit leading into the Ancient Greeks</i></p> <p>Locational Knowledge: exploring the location of Greece and drawing conclusions linked to its climate based on its location. Exploring the concept of time difference linked to location.</p> <p>Place knowledge: investigating and describing the landscape and climate of Greece.</p> <p>Human and physical geography: exploring human geographical change over time (Athens) including the impact of migration and tourism.</p> <p>Geographical skills and fieldwork: using computer mapping.</p>

		<p>Examining photographs and diagrams to predict and describe volcanic activity.</p>	
<p>Year 6</p>		<p><u>Geographic Core Skills – comparing and contrasting an area in Mexico to our local area</u></p> <p>Locational Knowledge: using Ordnance Survey topographical maps to plot land use patterns and features of counties of the UK.</p> <p>Place knowledge: exploring the term population and how it relates to the counties of England and a region of Mexico.</p> <p>Human and physical geography: exploring the human geography of Mexico and comparing two contrasting cities (St Albans and Pachuca, Hidalgo, Mexico). Evaluating the impact of tourism and migration on Mexico through assessing how the physical features of an area can affect the human activity within a location. Analysing climate</p>	

		<p>differences between the different states of Mexico.</p> <p>Geographical skills and fieldwork: tracking population changes in Hertfordshire and comparing these changes to a similar region in Mexico. Relating factors linked to population density to land use patterns through map study.</p>	
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